

Tapestry Charter School
111 Great Arrow Avenue
Buffalo, NY 14216
(716) 332-0754
www.tapestryschool.org

Family Handbook



Grades K - 5

2019-20

Dear Students and Families,

I am thrilled to be entering another amazing year as your K-5 Principal at Tapestry Charter School! Joining me for the 2019-2020 academic school year to ensure a safe, engaging, and rigorous learning experience for all students are: Anthony Riccio, K-5 Assistant Principal, Dominic Ballachino as our K-12 Director of Special Education, Molly Rosinski as K-5 Counselor and Joe Mitrovits, our Coordinator of Curriculum, Instruction and Assessment. Shimal Largie will be taking on the role of K-5 Student Support working with Mr. Riccio and Krista Coon will be taking on the role of K-5 Counseling Support, working specifically with Molly Rosinski. I am humbled to be working with such a knowledgeable and dedicated administrative team that always put students first. This will be our team's fourth year working together and we are stronger than ever!

Having the privilege to work alongside teachers, parents, and students, I am excited by our programming entering the 2019-2020 school year. These shifts are designed to enhance our academic program by providing rigorous literacy and math instruction with Expeditions via EL Education. We are working to provide all students with the supports they need to achieve at high levels each day. The ultimate goal is to have our students feel safe enough to take risks and to want to push themselves in order to achieve their personal and academic goals. We continue to move forward and refine our Reader's Workshop model while marrying our Writer's Workshop model to our Expedition curriculum producing high quality work. Students will feel motivated and confident in their passions to become young scholars and artists.

As an Expeditionary Learning school (EL) we are committed to embracing and enhancing EL structures, and empowering our students and families to have a voice in the decisions and direction of our school. Tapestry Students will continue to receive support in Crew and take ownership of their learning in Student Led Conferences, (SLCs). Our school wide expectations reflect our Compass Traits of Perseverance, Integrity, Responsibility, and Respect (PIRR).

Each of these pieces are done with intent to strengthen our vision of Tapestry being a vibrant, sustainable school that empowers learners and leaders to make a positive impact in our communities and beyond. In doing so we will not lose sight of our identity or our history. We will continue to foster a school environment that cares for and is accepting of each other and will continue to build trusting, respectful relationships with students and families. Our school has established clear expectations to create a safe school community, provide meaningful, relevant teaching that instills a passion for learning and holds ourselves and our students to high expectations.

Our student and family handbook is a resource we provide with the intent of providing clarity to our policies, procedures, and expectations. We hope our student and family handbooks are helpful to you and that you review the contents with your children. If you have any questions pertaining to the contents of this document, please do not hesitate to contact your student's classroom teacher, for he or she is your first point of contact for any questions or concerns you may have.

On behalf of the staff of Tapestry Charter School K-5, we welcome you and hope you have a wonderful school year!

Sincerely,

Jennifer Pangborn
K-5 Principal

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SECTION 1: SCHOOL LOGISTICS

ORGINIZATIONAL CHART

Distributed Leadership Positions K-5 (2019-20)

Executive Director Eric Klapper
Creates and drives the strategic vision for the organization. Oversees the Academic Administration and Development and evaluates the principals and directors. Serves as project manager for the school work plan.

Principal Jennifer Pangborn	
<ul style="list-style-type: none"> <input type="checkbox"/> Support on student behavior expectations <input type="checkbox"/> Student Support/Discipline, levels II, III <input type="checkbox"/> Behavior Contracts and Expulsions <input type="checkbox"/> Hall supervision/policy reinforcement <input type="checkbox"/> Family concerns <input type="checkbox"/> Counseling staff <input type="checkbox"/> K-5 Nurse <input type="checkbox"/> ILC Lead <input type="checkbox"/> Staff meetings and professional development <input type="checkbox"/> Hiring & K-5 Staffing <input type="checkbox"/> Enrollment & Recruitment <input type="checkbox"/> PAG <input type="checkbox"/> Grades 3-5 NYS Assessments 	<ul style="list-style-type: none"> <input type="checkbox"/> Student promotion and retention <input type="checkbox"/> Emergency Response/ School Safety (Support Eric) <input type="checkbox"/> Attendance at IEP meetings (When needed) <input type="checkbox"/> School Communication (Staff Weekly & Parents Monthly) News Newsletter <input type="checkbox"/> Start of school supervision 7:30 - 7:50 <input type="checkbox"/> APPR <input type="checkbox"/> Instructional Walk-Throughs <input type="checkbox"/> Scheduling <input type="checkbox"/> Attend Student Concern Meetings <input type="checkbox"/> Accountability Report (Annual) <input type="checkbox"/> Board of Trustees Report K-5

Assistant Principal Anthony Riccio	
<ul style="list-style-type: none"> <input type="checkbox"/> Start of school supervision 7:30 - 7:50am <input type="checkbox"/> After school supervision 3:00 - 4:00pm <input type="checkbox"/> Duty Schedule inquiries & allocation <input type="checkbox"/> Lead on student behavior expectations and positive reinforcement <input type="checkbox"/> Student Support/Discipline levels I, II, III <input type="checkbox"/> Behavior Contracts <input type="checkbox"/> Hall supervision/policy reinforcement <input type="checkbox"/> Family reentry meetings <input type="checkbox"/> Oversee & organize after school detention 3-5 <input type="checkbox"/> Parent communication regarding discipline <input type="checkbox"/> Attendance & behavioral data 	<ul style="list-style-type: none"> <input type="checkbox"/> Emergency Response/ School Safety <input type="checkbox"/> Attendance at IEP meetings <input type="checkbox"/> School Communication <input type="checkbox"/> APPR-Teaching Partners <input type="checkbox"/> Instructional Walk-Throughs <input type="checkbox"/> Teaching Partner Meetings <input type="checkbox"/> Scheduling <input type="checkbox"/> Attend Student Concern Meetings (Behavior) <input type="checkbox"/> Board of Trustees Report K-5 <input type="checkbox"/> Community Meetings <input type="checkbox"/> Supervise Teaching Partners <input type="checkbox"/> Character & Culture Committee

Coordinator of Curriculum, Instruction, and Assessment Joe Mitrovits	Expeditionary Learning Coach (K-12) Jessica Kauffman
<ul style="list-style-type: none"> <input type="checkbox"/> Coaching cycles with teachers in grades K-5 <input type="checkbox"/> New teacher mentoring with teachers in grades K-5 <input type="checkbox"/> Facilitate creation of vertically aligned curriculum <input type="checkbox"/> Facilitate the creation of interim assessments aligned to state tests <input type="checkbox"/> Facilitate professional development in alignment with our school work plan goals <input type="checkbox"/> SCI 4 NYS Assessment Point person <input type="checkbox"/> Support teachers using assessment tools 	<ul style="list-style-type: none"> <input type="checkbox"/> Scheduling Field Work <input type="checkbox"/> Crew walk-throughs/highlights and facilitation <input type="checkbox"/> Facilitate and monitor the creation of vertically aligned crew curriculum <input type="checkbox"/> Facilitate and monitor all K - 12 fieldwork <input type="checkbox"/> Coordinate K - 12 student led conferences <input type="checkbox"/> First point of contact for Field Work (logistics) <input type="checkbox"/> Character & Culture Committee

Arrival and Dismissal

Tapestry Charter School doors open at 7:15 am.

- No student will be permitted in the building prior to 7:15 am.
- Between 7:30 am-7:50 am students will have the option for breakfast.
- Classrooms are not available for students unless previously arranged with the teacher and a pass is in hand.

Instruction begins promptly at 8:00 am for K-5 students.

When dropping off by car:

- Enter the parking lot by using the entrance closest to Elmwood Ave.
- A staff member will assist your child in exiting the vehicle.
- Please pull safely away from the curb.
- Do not leave your car at the curb to enter the school. This will prevent other families from safely dropping off their children in a timely manner.
- If you need to come into school at any time during the day, please park in the visitor parking spots located behind the school, enter through the front entrance and visit the main office.

Dismissal

- Dismissal begins at 3:00 pm for grades 1-5 and 2:50 for Kindergarten.

If you need to pick students up early, please call the office. Arriving between 2:00 pm and 2:50 pm to pick up your children without prior arrangements is very disruptive to the main office and our dismissal procedures.

Safety is our highest priority for our students and so we cannot allow visitors to walk through our school during this very busy time of day.

If you pick your child up by car, please:

- Post your child's name on the dash or window of your car with the provided placard.
- Enter the parking lot by using the entrance closest to Elmwood Ave.
- Pull around as far as you can go toward the front of the building.
- Stay in your car at all times and pull forward when space becomes available.
- Please continue to pull forward. Staff will escort your student to your car.
- If you arrive well before dismissal, please turn off your engine to preserve the air quality around the school.

If you pick up your child on foot or by bike:

- Please give your child's name to the Tapestry staff member stationed outside.
- If you come into the school, please wait in the foyer.

SECTION 2: SCHOOL FOUNDATIONS

MISSION

To educate and inspire a diverse community of K-12 learners by engaging them in rigorous real-world learning experiences which prioritize intellectual, social and emotional growth.

VISION

Tapestry is a vibrant, sustainable school that empowers learners and leaders to make a positive impact in our communities and beyond.

HISTORY

Tapestry Charter School is a tuition-free, nationally recognized Expeditionary Learning mentor school located in the city of Buffalo, NY. Founded by passionate individuals who shared a commitment to choice, accountability, and excellence, Tapestry received approval from the State University of New York Board of Trustees to open in September 2001.

In 2001, Tapestry opened with 100 K-4 students, and a core of supportive administration, faculty and staff, all sharing a common vision. The school grew one grade per year, adding the high school program in 2006 and becoming a full K-12 school by 2009. The high school was supported initially by a grant from the Gates Foundation, allowing an expanded grade 9 to 12 enrollment of a diverse population of students who mirrored the Buffalo public schools. The high school has grown to a total of approximately 330 students, with 82 per grade level.

By the 2013-14 school year, Tapestry doubled the size of its lower school, serving 52 students per grade with over 450 students across grades K-8. In 2011, the K-8 community relocated and joined the high school on the Tapestry campus at 65 Great Arrow Avenue in Buffalo. In 2018, the K-5 opened a brand new building at 111 Great Arrow Drive.

Tapestry Charter School has become a name synonymous with student engagement, faculty and administrative innovation, and parent involvement. Tapestry provides a challenging and rigorous educational environment emphasizing the traits of perseverance, integrity, responsibility, and respect. Tapestry Charter School is a vibrant community of learners and leaders, where students and staff alike enjoy the freedom to pursue excellence through meaningful, active learning.

Historically, a traditional “tapestry” is a pictorial cloth; carefully woven for both form and function, its individual threads combined to create a unique work of art that was most often displayed to add warmth to the surroundings. Tapestry Charter School speaks to that tradition. Varied, unique “threads” of the Tapestry experience- from arts integration and crews, to fieldwork and service learning- are carefully woven together with attention to wonder, vision, passion, and voice. Therein, the story of our school unfolds.

SECTION 3: SCHOOL OPERATIONS

EMERGENCY PROCEDURES

Fire Drills

Evacuate the building as rehearsed. Escort students outside. Bring folder with attendance information. Close door. Teachers are to study the fire drill maps in their classrooms and review it with their students. Pay particular attention to the escape route designated.

Lockout

Something outside the building is happening. Outside doors are locked. Carry on with a normal day of instruction. P.A. and email will be used for more information.

Shelter in Place

Classroom is the safest place. Continue instruction. Clear hallways. No passes. No class changes. Listen for announcements regarding staying where you are, moving to a new location or class changes.

Lockdown

Clear hallways. Lock door. Keep students away from door and windows. Lights on, shades up. Take attendance. DO NOT respond to P.A., phone, email or fire alarms. Only open door when unlocked by school personnel or emergency respondents.

Long Term Building Evacuation

The entire building must be evacuated and all staff and students must be relocated to an off-site long-term evacuation site. Announcements will be made regarding first, entering into Shelter in Place, then moving to a new location and whether or not there is time to gather together coats and outerwear. Bring your red emergency folder.

High School Long-Term Evacuation Site:

The Nichols School, 1250 Amherst Street, Buffalo, NY 14216

Lower School Long-Term Evacuation Site:

Frederick Law Olmsted PS 64, Great Arrow & Lincoln Parkway, Buffalo, NY 14216

DAILY STUDENT PROCEDURES

Student Dress Guidelines

For students in grades K-5, the expectation is that students wear clothing appropriate for school on a daily basis. Students who are found to be wearing inappropriate or offensive materials may be referred to the office. Students should also dress appropriate for field work or class trips that may require alternative clothing options.

Student cell phones and personal electronics

For students in grades K-5 there are no electronic devices allowed in school. If a student is sent with an electronic device (i.e. emergency communication) it must be placed in the electronics cart at the beginning of each day and returned at day's end.

If a student is found to have, or in use of, an electronic device the following will occur:

- **First offense:** confiscated and returned to a parent/guardian at day's end
- **Second offense:** confiscated and returned to a parent/guardian after 24 hours
- **Third offense:** parent conference; may result in short term suspension and/or contract
- **More than three offenses:** short term suspension and contract

SECTION 4: ACADEMIC PROGRAM

INSTRUCTIONAL POLICIES

TCS K-4 Grading Scale

Tapestry Charter School was founded in 2001 as an arts-integrate, tuition-free, public school located in the city of Buffalo, NY. Expeditionary Learning (EL) harnesses students' natural passions to allow them to develop the curiosity, skills, knowledge, and courage needed to imagine and work toward creating a better world. Learning is accomplished through academic, cross-disciplinary learning expeditions, other active forms of teaching and learning, and a challenging and supportive school culture.

Grade reporting at Tapestry is done using a non-traditional, standards-based format, relying on a 4-point scale to recognize our unique, rigorous, instructional model. This model is quite different than a more common numeric grading system. Tapestry's criteria to identify where a student places on the 4-point scale has historically used the language identified in the chart below. Creating expectations that exceed traditional benchmarks has been a cultural decision, making it more challenging for students to obtain a 4. This has been indoctrinated into the culture of the program.

2016-present*

4= Mastery	3= Proficient	2= Developing	1= Needs Improvement
Work shows in-depth understanding of content knowledge and excellent demonstration of Learning Targets beyond typical expectations.	Work shows proficiency and demonstrates essential skills and knowledge of Learning Targets.	Work shows an attempt towards proficiency, but more time and practice is necessary to master Learning Targets.	Inadequate quality of work at this time, including failure to demonstrate knowledge and skills of the Learning Targets.

*Created by administration and the K-4 Instructional Leadership Council (ILC), summer 2016

Grade 5 Academic Rubric for PARENTS & TEACHERS

	Grade	Standards Based Grading Vocabulary	Percentage Conversion	What Should the Student Do?
Doing well. Keep going for Exemplary.	4.0 3.9 3.8 3.7 3.6	Mastery Work shows in-depth understanding of content knowledge and excellent demonstration of Learning Targets beyond typical expectations.	92 - 100%	4.0 Self-reflect on behaviors and skills to determine what student did to be successful and continue! <u>To Improve a Grade, the Student Should:</u>
	3.5 3.4 3.3	Accomplished Work is of high quality and demonstrates a high level of essential skills and knowledge of Learning Targets.	86 - 91%	<ul style="list-style-type: none"> • Arrive to class prepared • Listen intently • Ask questions in class as needed • Complete all my classwork and homework on time
	3.2 3.1 3.0	Proficient Work shows proficiency and demonstrates essential skills and knowledge of Learning Targets.	80 - 85%	<ul style="list-style-type: none"> • Study for assessments • Study with a peer • Seek extra help before school • Seek extra help after school • Utilize my agenda well • Organize my class materials • Remediate my work
	2.9 2.8 2.7 2.6 2.5	Approaching Proficiency Work shows an attempt towards Proficiency, but more effort is necessary to master Learning Targets.	65 – 79%	
	2.4 2.3 2.2 2.1 2.0	Lacking Proficiency Inadequate quality of work at this time, including failure to demonstrate knowledge and skills of the Learning Targets.	64 – 60%	
	1.9 1.8 1.7 1.6 1.5 1.4 1.3 1.2 1.1 1.0	Major Concern Unacceptable quality of work towards Learning Targets. Without major change in effort and work quality, course failure is likely.	59 – or less	<u>Danger Zone Next Steps:</u> <ul style="list-style-type: none"> • Reflect on effort, attendance, and attitude • Ask teachers for help • Ask parents for help • Check with teachers on missing assignments • Student Academic Intervention Plan advised • Meeting with family and teachers

Homework Policy

Tapestry Charter School recognizes the need for homework to develop independent study habits and reinforce basic learning skills. Homework is also a valuable extension of student learning time.

It is the responsibility of the teacher to inform students and parents, verbally and in writing, of homework expectations. It is also a teacher's responsibility to assign homework that is in keeping with the ability level of the student and related to current instruction, to assign work in a consistent pattern that encourages student planning, to check homework in a timely fashion that will promote student learning and to inform students of the effect homework will have on grades assigned. Homework expectations will be explained to students and parents.

Homework policy for absent students

Each teacher should develop a system so that students who are absent for the day can access the homework assignment that they missed. This system should be communicated to students during the first week of school. A parent/guardian may request homework for the student's classes. The homework needs to be ready for pick-up within 24 hours in the main office.

Alternative Instruction Expectations

Alternative instruction is provided as a service to pupils who are confined to their homes because of physical disability or suspension. It is expected that teachers provide daily work for students on home instruction by placing work in the folder that is labeled with their name. This folder can be found in the main office.

Parent/Guardian Communication via phone calls or e-mails

Teachers are required to return phone calls or e-mails to parents or guardians within 48 hours. If you need assistance in returning a phone call or email, contact an Assistant Principal.

Parent/Guardian Communication

Teachers communicate with families through a weekly newsletter and daily notifications that are transported to and from school by means of a take home folder.

Teacher websites/Google classroom

Although not required, teachers are encouraged to keep an updated website or google classroom to encourage communication with parents and students. Anything posted on the teacher website or google classroom should adhere to Tapestry Charter School's electronic communication policies.

Interim Assessments

Interim assessments are designed to help teachers gain a better understanding of what students know and what concepts they must focus on to ensure grade-level performance. The following non-negotiables are meant to promote school wide consistencies. Adherence to these guidelines will ensure that the information that teachers receive from these interims is representative of their students' current understandings.

1. Interim assessments will occur three times throughout the year (2 for ELA).
2. These interims will be concise, short, and valid.

After the interim exam:

1. Within one week of exam administration, the exam should be graded and the teacher should schedule a Data Inquiry Meeting with the instructional coach.
2. Interim exams are designed to drive instruction. If you are not changing your practice as the result of your Data Inquiry Meeting, revisit the goal setting documents created during your Data Inquiry Meeting and placed in your mailbox after your meeting.

National Elementary Honor Society

The Tapestry Charter School Chapter of the National Elementary Honor Society serves to recognize those students who have demonstrated excellence in the areas of scholarship, responsibility, service, and, leadership

Students who excel academically and model exceptional responsibility can become members through the selection process that concludes with induction into the Tapestry's National Elementary Honor Society chapter. To be considered students:

- Must be in 4th or 5th grade
- Must be enrolled in the school for the equivalent of one semester
- Per national guidelines, at a minimum, must have a cumulative GPA of 3.0 on a scale of 4.0
- Must have no more than 5 absences and/or 10 tardies per trimester unless waived due to circumstances

Members will attend monthly meetings and complete four projects over the course of the year. One of the projects will be a service project for the school or community.

EXPEDITIONARY LEARNING STRUCTURES AND SUPPORTS

Student Led Conferences

Two times during the school year, Tapestry invites students and their families to attend formal conferences. Student-Led Conferences replace the traditional parent/teacher conference and are attended by the student, parent/guardian, crew leader/classroom teacher, and other adults the student would like present. The crew leader facilitates the meeting, but the student is responsible for presenting what he/she has learned so far this year.

During the conference, students explain their progress toward and mastery of both academic (content/skill) and character (habits of scholarship) learning targets. Students justify their progress by leading their families through a portfolio of assignments culled from academic classes. Students reference specific assignments, projects, and/or tests/quizzes that show their mastery of learning targets. Students also complete reflections about their performance in each class and share them with their families. Students are held accountable for their progress when they explain areas of strength and areas in need of improvement. The tone of the conference is positive and solution focused on what can be done to ensure success as opposed to what has been done poorly.

Teambuilding

At the beginning of each year, students and crew leaders spend time in team-building activities as a grade level and within crew in an effort to get to know each other as individuals and to build a sense of community and cooperation. Regular class instruction is not held as the grade level participates in these events.

Community Meetings

Community Meetings are a time when the entire K-5 community comes together to reinforce the school wide code of character and to celebrate the growth and achievement of members of the school community.

Schedule: Monday 8-8:30 in our school gym

September 23rd

October 21st

November 18th

December 16th

January 13th

February 10th

March 16th

April 27th

May 18th

End of Year Celebration June 25th

FIELDWORK

At Tapestry, we believe that it is important to make the learning in the classroom connected to our community. One way we do this is by going outside of the classroom and into the community to visit natural environments, historic sites and/or to learn from experts in the community.

Permission Slips for Fieldwork

At the beginning of the year, every parent signed a form giving permission for students to go on fieldwork using any form of transportation, including busing, walking, etc. However, teachers are encouraged to send home a permission slip before taking students out of the building to inform parents of the purpose of work, the specifics (clothing, plans for lunch, etc.) for the fieldwork and to be sure they have an emergency phone number. Teachers must bring the emergency contact information with them on fieldwork.

Cost of Fieldwork

In K-5, a \$5.00 flat fee is charged to cover transportation, expert fees, entrance fees, and other related costs.

Exclusion from Fieldwork/Class Trips

Although students typically would not be excluded from participating in Field Work or Class Trips, if there are academic or behavior concerns, students may be disqualified or require parental supervision while attending off campus events. In the event of an emergency, students may be transported back to campus via a staff member.

SECTION 5: ATTENDANCE POLICY

Tapestry Charter School's (TCS) Attendance Policy is based on the principle that regular school attendance maximizes each student's interaction with his/her teachers and peers and is a major component of academic success. It is the expectation of TCS that students maintain a 95% attendance rate. Therefore, an attendance policy that provides for the early identification of attendance concerns and effective methods to address them is necessary to help students succeed.

Excused and Unexcused Absences

Regular, punctual school and class attendance is essential to a student's educational success. Unless a student is excused, attendance is required every day.

- Excused absences include:
 - Personal illness.
 - Appointment with a health professional that could not be scheduled after school.
 - Observance of a religious holiday.
 - Bereavement due to death in the family.
- A signed note from a parent/guardian is requested when the reason for absence is any of those listed above. Without a note, the absence is marked as "UNEXCUSED."
- A doctor's note is requested if multiple, consecutive days are missed due to illness.

Tardiness

Tapestry Charter School doors open to students at 7:15am.

- Students may have breakfast in the cafeteria or wait in the designated areas.
- Students will be sent to classrooms at 7:50am.
- Class begins promptly at 8:00am. Students arriving to class after 8:00am will be marked tardy.
- Students who arrive after 8:15 am must report to the office to sign in before going to class. Failure to sign in at the office will result in a child being marked absent.
- The number of absences and tardies/early departures may be reported on report cards and progress reports.
- Bi-weekly reports will be generated to monitor and communicate tardy concerns.
- If a student is continuously tardy, a conference will be scheduled.

Early Departure

- Dismissal begins at 3:00pm for students in grades 1-5 and 2:50pm for K students.
- Students who leave school prior to these times will be marked as an “Early Departure.
- If the reason for an Early Departure is a medical appointment, 24-hour advanced notice is required and a doctor’s note submitted to the office.
- No students will be dismissed after 2:15 pm without 24 hours-notice to the office. Unscheduled departures at this time of day are very disruptive to our already busy dismissal process and to the child’s learning.
- If you must pick up your child, please do so before 2:15pm to avoid this disruption.
- The number of absences and tardies/early departures may be reported on report cards and progress reports.

Interventions for Attendance Concerns

Each day that a child is marked absent, an automated phone call to the family will be generated reminding families that attendance is vital to a child’s academic success. Interventions may be escalated should a student fail to maintain a 95% attendance rate at the discretion of the school attendance team.

At six (6) absences:

- Classroom teacher will contact home.
- A copy of the TCS, K-5 Attendance Policy will be sent home with a copy of the student’s attendance report.
- Students may be required to stay after school to ensure they are completing required work they missed.

At ten (10) absences:

- Assistant Principal or School Counselor will call home to schedule a parent conference.
- A parent conference may be held with the Classroom teacher, AP, and/or School Counselor to discuss plan for improvement.
- An additional copy of the TCS, K-5 Attendance Policy will be sent home with a copy of the student’s current attendance report.

At fifteen (15) absences:

- The Principal will call home to schedule a meeting.
- A contract will be drafted and signed by all involved parties to commit to improved attendance.
- A parent conference will be held with the Classroom teacher, School Counselor, Principal and/or Assistant Principal to discuss the violation of the contract and possible consequences of attendance including retention.

Beyond fifteen (15) absences:

- A parent conference will be held with the Classroom teacher, School Counselor, Principal and/or Assistant Principal to discuss the violation of the contract and possible consequences of attendance including retention.
- The administrative team may pursue formal sanctions up to and including a referral to Child Protective Services for educational neglect.
- A child is at risk of disenrollment beyond 20 consecutive absences.

Leaving School Grounds

Once students arrive at school and are noted as present by staff, they are not permitted to leave the premises without adult supervision or specific permission. Any student departure during the school day will result in parent contact and the possible imposition of further consequences.

Student Athlete Academic and Attendance Policy

Minimum Attendance Requirement

Participation in athletics is a privilege granted after a student's academic responsibilities are met. Since attendance is a contributing factor to academic success, students will be ineligible to play in games if in a week they have:

- More than 2 tardies as indicated in Jumprope or Powerschool
- More than 1 class cut (present to school but missing from class)
- More than 1 unexcused absence from school
- Any combination of the above attendance issues

The following definitions are meant to provide clarity of terms:

Unexcused absence – This includes absences from school and from class

- Unexcused absence from school: Any student athlete who is absent from school the whole day without a valid note from a parent. This determination is made at the principal's discretion.
- Unexcused absence from class: Any student athlete who is marked as present to school but is not present in a class.

A student athlete's eligibility for participation in games is dependent upon his or her attendance in school the previous week. Attendance eligibility will be examined every weekend and the high school principal and athletic coaches will be notified of a player's eligibility by Sunday night. Students who are deemed ineligible may participate in team practices but may not participate in games.

Minimum Academic Requirement

Student athletes are expected to maintain a minimum 2.5 academic grade in all of their classes

A student who fails to meet the required grade point average in one or more subjects during any grade period will be automatically placed on a five-week academic probation. Students who improve their grades so they have a minimum 2.5 academic grade in all of their classes at the end of the five-week period will be removed from academic probation. Students who are unable to remove themselves from academic probation within the five-week period will not be permitted to participate in extracurricular activities for as long as he or she is failing one or more subjects.

SECTION 6: CODE OF CONDUCT

K-5 Student Pledge:

- I can listen carefully and follow all directions.
- I can respect myself and others.
- I can work hard and never give up.
- I am kind.
- I am intelligent.
- I am proud.

Introduction

The Tapestry Charter School (TCS) community fosters a positive and safe learning environment to ensure success in and outside of school. This responsibility is shared by students, parents, staff, and administration. The Tapestry community is committed to upholding our school-wide norms and our values- **Perseverance, Integrity, Responsibility, and Respect (PIRR)**. These four traits are the foundation for which success can be obtained in school and in life. Most situations that are faced in life, academically and personally, can be mastered with the acquisition and demonstration of these character traits. In conjunction, our student pledge ensures that our students never lose sight of the fact that the world needs kind, empathetic, intelligent people who are willing to work hard and have a positive impact on our community.

As each year begins, all students and staff will carefully examine the TCS Code of Conduct. These qualities will form the basis for relationships among the members of the TCS community and with the community around us. Students and staff are expected to demonstrate these values both in and outside of school. Many TCS routines and structures are designed to encourage students to develop these valued traits, along with an ethic of self-discipline and understanding of community principles. Consequences for violation of the Code of Conduct will be applied with fairness and consistency. Our goal is to treat instances as a means to educate our students and restore relationships in a positive fashion.

Discipline Philosophies

Restorative Practices

Restorative Practice is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. Implemented well, this shifts the focus of discipline from punishment to learning and from the individual to the community. At Tapestry Charter School, we use these practices by:

- Intentionally creating a school community that is anchored in our shared PIRR values.
- Making participation in the community a requirement, not an option through practices such as community meetings, grade level meetings, and Crew.
- Modeling and teaching our community values through crew lessons.
- Following protocols for reflection, repair, and restoration to the school community.

Solution Focused Trauma Informed Care

All schools and educators work with children who have experienced trauma. Schools have an important role to play in providing stability and a safe space for children and connecting them to caring adults. In addition to serving as a link to supportive services, schools can adapt curricula and behavioral interventions to better meet the educational needs of students who have experienced trauma. The diagram below shows how the solution focused trauma informed care principles are practiced at Tapestry Charter School:

6 GUIDING PRINCIPLES TO A TRAUMA-INFORMED APPROACH

The CDC's Office of Public Health Preparedness and Response (OPHPR), in collaboration with SAMHSA's National Center for Trauma-Informed Care (NCTIC), developed and led a new training for OPHPR employees about the role of trauma-informed care during public health emergencies. The training aimed to increase responder awareness of the impact that trauma can have in the communities where they work. Participants learned SAMHSA'S six principles that guide a trauma-informed approach, including:



Adopting a trauma-informed approach is not accomplished through any single particular technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. On-going internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to imbed this approach which can be augmented with organizational development and practice improvement. The training provided by OPHPR and NCTIC was the first step for CDC to view emergency preparedness and response through a trauma-informed lens.

Student Responsibilities, Rights, and Privileges

Student Rights	Student Responsibilities
A free public education.	Attend school on a regular basis and in class on time.
A safe school.	Follow and exemplify our Character Traits of Perseverance, Integrity, Responsibility, and Respect (PIRR).
A school free of discrimination.	Complete all required academic work both in and out of class.
A classroom atmosphere conducive to learning.	Bring appropriate materials to class daily.
Physical safety and protection of privacy.	Respect school property.
Fair and just treatment by school staff.	Participate in class and encourage others.
A clean, well-maintained educational facility.	Dress appropriately for school and school functions.
A healthy breakfast and lunch.	Use appropriate language.
Open and honest feedback/communication.	Obey school and classroom rules/policies.

Student Privileges	<ul style="list-style-type: none"> ● Recess activities ● Classroom celebrations ● Class/grade level trips
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Students may be excluded from various classroom or school celebrations, recess activities, or class/grade level trips based upon behaviors that are deemed overly disruptive to the class setting. Students have various privileges that need to be earned throughout the course of a school day.

K-5 Code of Conduct Tiered Discipline & Intervention Matrix

Tapestry's Code of Conduct, Behavior Expectations, Interventions and Consequences are in compliance with New York State Discipline Laws and Regulations including Schools Against Violence in Education (SAVE) Law and Dignity for All Students Act (DASA).

Tapestry is committed to teaching, modeling, and enforcing high standards of conduct in order to ensure that Tapestry is a safe, healthy learning environment for all students and staff. The following matrix indicates the types of disciplinary action and interventions that may apply to each type of infraction. In each instance, an opportunity to repair harm and teach appropriate behavior through the use of intervention, restorative practices and corrective action is stated. Each situation or violation involving student conduct should be individualized and the least punitive action should be taken when possible. The administrator shall, however, determine whether a specific infraction warrants one or more of the corrective actions described on the chart.

Level I Infractions will be managed on the spot by classroom teachers or other site staff. Teachers will be supported by instructional coaches and administrative staff to create a classroom space that is conducive to student learning. Corrective action, taken by the administrator shall take place after progressive discipline interventions by the school fail to bring about proper conduct.

Level II and **Level III** Infractions may also be managed by classroom teachers but consequences will be issued by site administration. **Level I** infractions should be addressed by classroom teachers, unless the behavior is chronic and detrimental to the learning environment. For **Level II** behaviors that happen in the teacher's classroom, the teacher, or administration, will call home to inform the parent of the incident and the impact it had on the student's learning and how the behavior was resolved.

Teachers are responsible for teaching and establishing respectful, trusting relationships with all students and set clear procedures and expectations that are in alignment to our Compass Traits of Perseverance, Integrity, Responsibility, and Respect. In doing so it is expected that students behave in accordance with set expectations. Interventions are done with the intent of correcting the behavior and allowing students to reflect on how they impacted the school community. The following pages provide examples of **Level I**, **Level II** and **Level III** infractions.

CODE OF CONDUCT

VII. Level One Infractions

Refers to minor infractions that disrupt orderly classroom procedures and/or school operations. These infractions are handled by classroom teachers and do not require administrative intervention. Level One behaviors may include, but are not limited to, examples in the chart below.

Example of Student Behaviors	Recommended Intervention/Response
<ul style="list-style-type: none"> ● Classroom interruptions or disruption ● Not following directions ● Talking back/disrespectful ● Unkind words/actions ● Inappropriate language/gestures ● Leaving seat/area without permission ● Refusal to complete work/sleeping/head down ● Consuming food or drink without permission ● Failure to follow Common Area expectations ● Unprepared for class ● Inappropriate use of classroom materials/objects. 	<ul style="list-style-type: none"> ● Infraction entered in JumpRope ● Reteach expected behavior ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Parent Contact <p>*All Level One infractions should be logged and parents notified.</p>

Level Two Infractions

Refers to infractions with seriousness or frequency that tends to disrupt the learning climate of the school and/or consequences that endanger the health or safety of others. Administrative intervention may be necessary. Level Two behaviors may include, but are not limited to, examples in the chart below.

Example of Student Behaviors	Recommended Intervention/Response
<ul style="list-style-type: none"> ● Chronic level 1 infractions ● Possession and/or use of any prohibited or offensive materials/objects/devices ● Moderate classroom interruptions or disruption ● Moderate Insubordination ● Moderate verbal harassment/bullying of others, including but not limited to name calling, insults, or being unkind ● Leaving, attempting to leave, or entering a classroom without permission/elopeing ● Inappropriate use of school technology ● Vandalism/destruction of school property ● Inappropriate physical contact/zero tolerance ● Acts of physical aggression ● Plagiarism/cheating 	<ul style="list-style-type: none"> ● Infraction entered in JumpRope ● Reteach expected behavior ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Removal from class ● Lunch Detention ● Privileges Revoked ● Short Term Suspension <p>*All Level Two infractions should be logged, parents notified, and may result in office intervention.</p>

Level Three Infractions

Refers to acts whose frequency or seriousness disrupt the learning climate of the school and/or acts directed against persons and/or property that pose a threat to the health, safety and/or welfare of others. Administration is notified immediately and action may result in immediate removal of student from school. Level Three behaviors may include, but are not limited to, the chart below.

Example of Student Behaviors	Recommended Intervention/Response
<ul style="list-style-type: none"> ● Chronic Level 2 infractions ● Severe Insubordination ● Severe verbal harassment/bullying of others, including but not limited to name calling, insults, or being unkind ● Severe classroom interruptions or disruption ● Physical abuse, bullying, threatening behavior ● Inappropriate language/behavior toward faculty ● Severe use of inappropriate language/gestures ● Possession, use, furnishing, or selling of any drugs/alcohol/tobacco or weapons. ● Physical Altercation/fighting ● Vandalism/graffiti ● Stealing/attempt to steal any personal or school property ● Severe inappropriate physical contact/zero tolerance 	<ul style="list-style-type: none"> ● Infraction entered in JumpRope ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing

**Regardless of infraction level, it is staff responsibility to enter comment into JumpRope and add appropriate staff and administration to the comment.

Staff/Administration Response Chart

Level One Infractions: *should be handled in class, placed in JumpRope, administration and parent notification.*

Process for Level One Infraction:

When a student has a Level One infraction, the teacher/staff member should address the situation during class or during an opportune time within or after the lesson. If the situation takes place outside of the classroom, the student should be addressed at that moment. Office/administrative support is not required for Level One infractions.

The infraction should be logged in JumpRope under Level One. A detailed description should be provided as well as how the issue was resolved. Administration should be notified. If the problem persists, it has now escalated to a Level Two under “continuous” or “chronic” infractions. In this scenario, a student may be referred to or sent to the office. When sending a student to the office, please contact the office, an administrator, or other staff if necessary, and provide a description of the infraction. If no one is available in the main office, and the student needs to be removed, direct contact to an administrator or staff member is suggested. Parents will be notified of the incident by staff that same day.

Examples of Inappropriate Student Behavior	Behavior/Redirecting Strategies	Suggested Corrective Action/Consequence
<ul style="list-style-type: none"> ● Classroom interruptions/disruption ● Not following directions ● Talking back/disrespect ● Using inappropriate language/gestures ● Leaving seat/area without permission ● Refusal to complete work, sleeping/head down ● Consuming food or drink without permission ● Failure to follow common area expectations ● Consuming food or drink without permission ● Unprepared for class ● Inappropriate use of classroom materials/objects 	<ul style="list-style-type: none"> ● Greet students at the door ● Do Now or opening routine ● Intentional seating chart ● Clear expectations ● Activities designed for student engagement ● Whole class reminder of expectations ● Positive language to narrate the appropriate behaviors ● Private conversation ● Redirection of behavior ● Replacement behavior ● Encouragement/praise ● Space for student to self-correct ● Take a Break area ● Buddy Room ● Warn student of possible consequences 	<ul style="list-style-type: none"> ● Parent contact ● Reteach expected behavior ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Revoked Privileges ● Administrative support ● Level II ● Document in JumpRope <p><i>If level one behaviors become chronic or behavior is continuously disruptive to classroom instruction it becomes a level 2 behavior. Please see level 2 for the protocol.</i></p>

Level Two Infractions: *may be handled in class with administrative support when necessary and placed in JumpRope. Student may need to be removed from class which could result in a suspension on a Short Term basis (less than 10 days).*

Process for Level Two Infraction:

When a student has a Level Two infraction, depending on circumstance, teacher/staff member should address the situation immediately. This may be with redirection or may result in the need for office intervention. If a student needs to be removed, an administrator will be contacted to escort the student to the main office.

The infraction should be logged into JumpRope under Level Two. Teacher should provide a narrative of the incident, and administration will complete the follow up and determine the resolution/intervention. Parents will be notified by phone or email by staff and/or administration that same day. If a child is suspended, a letter will be sent home and a re-admission conference will be scheduled. Staff involved in the incident are invited but not required to attend the re-admission conference. Below is a response matrix for Level 2 behaviors that may include but are not limited to the following:

Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Interventions
<p>Chronic Level 1 Infractions</p> <p>If a student needs to be removed from class, please follow the protocol for referring students to the office.</p>	<ul style="list-style-type: none"> ● Parent contact ● Redirect/reminder of expectations ● Detention (grades 3-5) 	<ul style="list-style-type: none"> ● Parent contact ● Reteach expected behavior ● Detention (grades 3-5) ● Meeting to address concerns ● Possible short-term suspension 	<ul style="list-style-type: none"> ● Parent contact ● Reteach expected behavior ● Administrative Detention(s) ● Meeting to address concerns ● Short term suspension 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Coaching ● Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Removal from class ● Privileges Revoked ● Short Term Suspension

Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Interventions
Possession and/or use of any prohibited device or offensive materials. <i>Depending on the nature of the materials, may result in a level three consequence.</i>	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Detention (grades 3-5) ● Office holds item until the end of the day 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Office holds item for 24 hours ● Meeting to address concerns 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Possible short term suspension 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Removal from class ● Privileges Revoked ● Short Term Suspension
Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Interventions
Leaving, attempting to leave, or entering a classroom without permission. Eloping.	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Possible detention (grades 3-5) ● Possible short term suspension 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Detention (grades 3-5) ● Meeting to address concerns ● Possible short term suspension 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Meeting to address concerns ● Short term suspension 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Removal from class ● Privileges Revoked ● Short Term Suspension

Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Interventions
Moderate Verbal harassment/bullying.	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Possible detention (grades 3-5) ● Possible short term suspension 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Detention (grades 3-5) ● Meeting to address concerns ● Possible short term suspension 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Meeting to address concerns ● Short term suspension 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Removal from class ● Privileges Revoked ● Short Term Suspension
Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Interventions
Moderate Insubordination and/or classroom disruptions	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Possible detention (grades 3-5) 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Detention (grades 3-5) ● Meeting to address concerns ● Possible short term suspension 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Detention (grades 3-5) ● Meeting to address concerns ● Short term suspension 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Removal from class ● Privileges Revoked ● Short Term Suspension

Level Two Offenses	First Offense Suggested corrective action/ consequence	Second Offense Suggested corrective action/ consequence	Third Offense Suggested corrective action/ consequence	Suggested Intervention
<p>Inappropriate use of school technology</p> <p><i>Depending on the nature of the incident, may result in a level three consequence.</i></p>	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Loss of technology privileges (1-2 days) ● Possible short term suspension 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Loss of technology privileges (3-5 days) ● Meeting to address concerns ● Possible short term suspension 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Meeting to address concerns ● Short term suspension 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Removal from class ● Privileges Revoked ● Short Term Suspension

Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Intervention
<p>Vandalism/destruction of school property</p> <p><i>Depending on the severity of the incident, may result in a level three consequence.</i></p>	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Possible Detention (3-5) ● Possible short term suspension 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Detention (grades 3-5) ● Meeting to address concerns ● Possible short term suspension 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Meeting to address concerns ● Short term suspension 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Removal from class ● Privileges Revoked ● Short Term Suspension

Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Intervention
Inappropriate hands/touching/rough housing “zero tolerance”	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Possible Detention (3-5) 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Detention (3-5) ● Meeting to address concerns ● Possible short term suspension 	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Detention (3-5) ● Meeting to address concerns ● Short term suspension 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Removal from class ● Privileges Revoked ● Short Term Suspension

Level Three Infractions: *immediate administrative assistance required, student removed from class, may warrant short term suspension, long term suspension, or expulsion.*

Process for Level Three Infraction:

When a student has a Level Three infraction, the office should be contacted immediately. Administration will handle the issue and provide parent contact. Depending on the nature of the violation, students may receive a short term suspension, long term suspension, or expulsion.

The infraction will be logged by administration into JumpRope under Level Three. Parents will be notified by administration that same day. If a child is suspended, a letter will be sent home and a re-admission conference will be scheduled. Staff involved in the incident are invited but not required to attend the re-admission conference. Below is a response matrix for Level 3 behaviors that may include but are not limited to the following:

Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/ consequence	Suggested Intervention
Severe insubordination or classroom disruptions. This includes chronic Level 2 infractions	<ul style="list-style-type: none"> ● Parent Contact ● Reteach expected behavior ● Possible short term suspension 	<ul style="list-style-type: none"> ● Parent Contact ● Short term suspension (1-2 days) ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● Short term suspension (2-3 days) ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing

Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Intervention
Caused, Attempted, Or Threatened to Cause Physical Injury To Another Student	<ul style="list-style-type: none"> ● Parent Contact ● 2-4 day Suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 3-5-day Suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● 10-day suspension ● Recommendation for expulsion 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion
Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Intervention
Engaged in a physical altercation/ fighting	<ul style="list-style-type: none"> ● Parent Contact ● 2-4 day suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 3-5 day Suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion

<p>Students Identified Inciting Conflicts or Fights:</p>	<ul style="list-style-type: none"> ● Parent Contact ● 1-day suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 2-4 day Suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing
<p>Willfully Used Force Or Violence Upon The Person of Another Requiring Medical Attention</p>	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion 			<ul style="list-style-type: none"> ● Long Term suspension/Expulsion hearing
<p>Possessed, Sold Or Furnished Any Firearm, Explosive, Furnished Any Knife Or Dangerous Object</p>	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion 			<ul style="list-style-type: none"> ● Long Term suspension/Expulsion hearing

Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Intervention
Possessed, Used, Furnished, Or Been Under The Influence Of Any Controlled Substance, Tobacco or alcohol	<ul style="list-style-type: none"> ● Parent Contact ● 2-5 day suspension ● Counseling Referral ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 5-day suspension ● Recommendation for Expulsion 		<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing
Sold, Offered, Arranged or Negotiated to Sell Any Controlled Substance	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion ● Police notification 			<ul style="list-style-type: none"> ● Long Term suspension/Expulsion hearing

Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Intervention
Caused Or Attempted To Cause Damage To School Property Or Private Property	<ul style="list-style-type: none"> ● Parent Contact ● Restitution ● 1-3 day suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● Restitution ● 2-4 day suspension ● Counseling Referral ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing
Stolen Or Attempted To Steal School Property Or Private Property	<ul style="list-style-type: none"> ● Parent Contact ● 2-4 day suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion ● Possible Police Notification 		<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing

Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Intervention
Committed an Obscene Act or Verbal Assault Toward School Authority	<ul style="list-style-type: none"> ● Parent Contact ● 1-3 day suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 2-4 day suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing
Engaged In Habitual Profanity or Vulgarity	<ul style="list-style-type: none"> ● Parent Contact ● 1-3 day suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 2-4 day suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 5 day suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing

Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Intervention
Committed Or Attempted to Commit a Sexual Assault	<ul style="list-style-type: none"> ● Parent Contact ● Possible Police Notification ● 10 day suspension & recommendation for expulsion 			<ul style="list-style-type: none"> ● Long Term suspension/Expulsion hearing
<p>Engaged In, or Attempted To Engage In, Hazing Or Engaged In An Act Of Bullying Including Cyber Bullying)</p> <p>Hate Motivated Behavior: <i>DASA</i></p> <p><i>Depending on severity, may result in 10 day suspension with recommendation for expulsion.</i></p>	<ul style="list-style-type: none"> ● Parent Contact ● 1-3 day suspension ● Re-entry/ restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 2-4 day suspension ● Counseling Referral ● Re-entry/ restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing
<p>Committed Sexual Harassment</p> <p><i>Depending on severity, may result in 10 day suspension with recommendation for expulsion.</i></p>	<ul style="list-style-type: none"> ● Parent Contact ● 1-3 day suspension ● Counseling Referral ● Re-entry/ restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 2-4 day suspension ● Counseling Referral ● Re-entry/ restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community

				<ul style="list-style-type: none"> ● Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing
Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Intervention
Created An Intimidating /Hostile Environment By Engaging In Harassment, Threats, Or Intimidation. Including False Accusations and False Fire Alarms	<ul style="list-style-type: none"> ● Parent Contact ● 1-3 day suspension ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 2-4 day suspension ● Counseling Referral ● Re-entry/restorative meeting 	<ul style="list-style-type: none"> ● Parent Contact ● 10-day suspension ● Recommendation for Expulsion 	<ul style="list-style-type: none"> ● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing
Violent Threats, Including Bomb Threats, Against School Personnel or Property	<ul style="list-style-type: none"> ● Parent Contact ● Police Notification ● 10 day suspension & recommendation for expulsion 			<ul style="list-style-type: none"> ● Long Term suspension/Expulsion hearing

Student Expectations for Common Areas

Recess Expectations	Lunch Expectations
<p>During recess students will:</p> <ul style="list-style-type: none"> ● Keep hands to self. ● No rough play (play fights, wrestling, pushing, kicking, etc.). ● Leave personal belongings such as toys, electronics, etc. at home. Tapestry is not responsible for lost or stolen items. ● Treat others with kindness. ● Take turns with equipment/activities. ● Immediately stop play and lineup when recess is ending. Clean all areas of play (Leave No Trace). ● Enter building silently. 	<p>During lunch students will:</p> <ul style="list-style-type: none"> ● Bring lunch and/or lunch card. ● Enter silently and find appropriate table. ● Remain seated unless told otherwise. ● Walk at all times. ● Use appropriate voice levels. ● Use appropriate meal-time manners. ● Take care of garbage and wipe down tables (Leave No Trace). ● Line up silently and transition to next class.
Super Subject Expectations	Hallway Expectations
<p>During Super Subjects students will:</p> <ul style="list-style-type: none"> ● Line up in hallway before entering. ● Follow all classroom procedures. ● Treat each other with kindness. ● Follow the 5 Star System. ● Participate in all activities. 	<p>While in hallway students will:</p> <ul style="list-style-type: none"> ● Stay on designated side of hallway. ● Straight, Silent, and Together line (SST). ● Follow all teacher and staff directions. ● Remain silent while lined up in hallway.
Bathroom Expectations	Community Meeting Expectations
<p>On trips to the bathroom students will:</p> <ul style="list-style-type: none"> ● Remain silent in hall. ● Have a hall/bathroom pass. ● Use appropriate voice levels. ● Respect the privacy of others. ● Use proper hygiene habits. ● Keep the bathroom clean and safe. ● Wait silently in hall if bathroom is full. 	<p>During Community Meetings students will:</p> <ul style="list-style-type: none"> ● Enter the gym quietly. ● Find appropriate area and sit down. ● Actively participate. ● Be kind. ● Have fun! ● Exit the gym when grade is dismissed. ● Respect all performers and guests.

Student Dress Guidelines

For students in grades K-5, the expectation is that students wear clothing appropriate for school on a daily basis. Students who are found to be wearing inappropriate or offensive materials may be referred to the office. Students should also dress appropriate for field work or class trips that may require alternative clothing options.

Student cell phones and personal electronics

Electronic devices, for students in grades K-5, are not allowed in school. In the event a student may need to bring a cell phone to school (i.e. emergency communication) it must be placed in the cell phone cart at the beginning of each day, where it will be locked and kept safe, and returned at day's end. If a child is found to have an electronic device, it will be confiscated by staff. Tapestry is not responsible for any lost or stolen electronic devices and it is strongly recommended that these devices remain at home.

If a student is found to have, or in use of, an electronic device the following will occur:

- **First offense:** confiscated and returned to a parent/guardian at day's end
- **Second offense:** confiscated and returned to a parent/guardian after 24 hours
- **Third offense:** parent conference; may result in short term suspension and/or contract
- **More than three offenses:** short term suspension and contract

Morning Cell Phone Collection

Students in all grades will submit electronics to the cart in the foyer upon entering the building. If the student provides a cell phone, ensure that it is turned off. Then place it in the bin. Note that there is a ***no electronics policy for K-5*** and students should only bring in for emergency purposes.

Afternoon Cell Phone Return

The cell phone cart is a daily duty where all cell phones are returned to students that turned one in that day. Any remaining phones stay locked to be retrieved AFTER clubs.

Response to Classroom Discipline

JumpRope

JumpRope is the comment pod system used to track level 1, 2 and 3 infractions and Positive Behavior based on PIRR traits. While it is not feasible to track all behavior infractions as they happen, it is expected that teachers will enter any comments into JumpRope by the end of the school day. This will help ensure that site consequences are delivered in a timely manner.

After School Detention

Students in grades 3-5 may be assigned detention for any Level 2 infraction at administration's discretion. Detention will be held after school and can only be assigned as an administrative intervention. Staff involved in infractions leading to detention will be part of the restoration process.

Chronic Problems

If disruptive behavior continues, a teacher and/or administrator will contact parent/guardian after initial interventions have taken place. A short term suspension may be required if a student's attitude and conduct result in the need to temporarily remove the student from the classroom community. In the case of students with significant behavioral concerns, administration, classroom teachers, support staff, and counselors will meet to determine appropriate strategies to assist the student. This may include a behavior plan or contract developed with parent/guardians.

In-School Suspension

Students may be temporarily removed from the classroom where the student will receive instruction in an alternative location. Administration will assign in-school suspension.

Short Term Suspension

A student who is determined to have committed a Level 3 infraction, and in some instances for a Level 2 infraction, shall be subject to a short term suspension. Administration may determine an exception should be made based on individual circumstances of the incident and the student's disciplinary record. Depending on the severity of the infraction, a long-term suspension may also be imposed and referrals to law enforcement authorities may be made. A short-term suspension is an out of school suspension for ten school days or less. Parent/guardian will be notified in writing that the student has been suspended from school and reason(s) why.

All students are expected to attend a re-admittance conference with a parent/guardian, assistant principal, and/or principal and/or guidance counselors if deemed necessary, before returning to the classroom.

Disciplinary Infractions That May Result in Short Term Suspension (includes but not limited to):

- Attempt to assault any student or staff member.
- Acts of physical aggression.
- Vandalize school or personal property resulting in minor damage.
- Endanger the physical safety of another by use of force or threats of force.
- Engage in conduct that disrupts school or classroom activity or endangers or threatens to endanger the health, safety, welfare, or morals of others.
- Engage in insubordination.
- Fails to complete assignments, carry out directions, or comply with disciplinary sanctions.
- Cheating on exams or quizzes, or commits plagiarism.
- Use of forged notes or excuses.
- Stealing, attempt to steal, or possession of property known by the student to be stolen.
- Trespassing on school property.
- Abuse of school property or equipment.
- Use of obscene or abusive language or gestures.

Long Term Suspension

A student who is determined to have committed any Level 3 infraction may be subject to a long-term suspension, unless the principal determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. A long-term suspension is an out-of-school suspension for more than ten school days.

When the principal determines that a suspension for more than ten days is warranted, he/she shall give reasonable notice to the student and student's parent/guardian of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him/her and the right to present witnesses and other evidence on his or her behalf.

The executive director or principal shall designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him/her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and, when warranted, recommendations as to the appropriate measure of discipline to the principal or executive director. The report of the hearing officer shall be advisory only, and the executive director or principal may accept all or any part thereof.

Upon receipt of the hearing report, the executive director or principal may impose a long-term suspension and shall issue a written decision. This decision will also inform the parent of the outcome and their right to appeal first to the Board of Trustees, and next to the New York State Commissioner of Education.

Disciplinary Infractions That May Result in Long Term Suspension (includes but not limited to):

- Possession, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, slingshot, or other dangerous object of no reasonable use to the student at school.
- Commits or attempts to commit arson on school property.
- Possession, sale, purchase, distribution, or use of any alcoholic beverage, controlled substance, imitation controlled substance, on school property or at any school-sponsored event.
- Assault of any other student or staff member.
- Intentionally causing physical injury to another person.
- Vandalize school or personal property resulting in major damage.
- Threats of violence or acts of intimidation (in school or electronically).
- Bullying.
- Improper conduct that significantly disrupts or threatens to disrupt the education of other students.

Behavior Contracts

School staff may design written agreements with students subject to sanctions under this code to identify target behaviors, define expectations, and describe consequences, provided that the affected student and his/her parent/guardian are informed that the decision to enter into such a contract is voluntary.

Alternative Instruction

Alternative instruction shall be provided when a student is subject to a suspension. Alternate instruction should be initiated no later than the day after the suspension begins. As outlined in a suspension letter, contact the main office to schedule up to one hour of instruction for K-6, and two hours of instruction for grades 7-12. Time and location will be determined by the school.

Expulsion

Violation of a behavior contract, or any Level 3 infraction, may result in the need for a hearing. Upon receipt of the hearing report, the executive director or principal may impose a long-term suspension and shall issue a written decision. This decision will also inform the parent of the outcome and their right to appeal first to the Board of Trustees, and next to the New York State Commissioner of Education.

Bullying and Harassment

Harassment/bullying means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying and is a violation of New York State Education Law. Examples are, but are not limited to, the following:

- Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or
- Reasonably cause or would reasonably be expected to cause a student to fear for his/her physical safety; or
- Reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
- Occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Dignity for All Students Act (DASA) NYS's Anti-Bullying Law

All children have the right to attend school in a safe, welcoming, and caring environment. DASA specifically ensures this for New York State public school students.

The Dignity for All Students Act was signed into law on September 13, 2010. The legislation involves Section 801-a regarding instruction in civility, citizenship, character education, tolerance, respect for others, and dignity. It combats bias-based bullying, harassment, and discrimination in public schools, and includes awareness and sensitivity in the relations of people including individuals, actual or perceived, of different races, weights, national origins, ethnicity, religions or religious practices, mental or physical abilities, sexes, sexual orientations, gender identities or expressions.

Highlights of this law include:

- All public elementary and secondary school students are protected.
- DASA prohibits the harassment and discrimination of students by other students and school personnel.
- Districts must appoint at least one staff member in each school to handle all bullying incidents on school property (including athletic fields, playgrounds, and parking lots), in school buildings, on a school bus/vehicle, as well as at school sponsored events or activities.

Cyber Bullying

Cyberbullying is bullying behaviors using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites, and other. Cyberbullying can happen at any time. Cyberbullying off-campus may also form the basis for discipline in school. It can be public or in private, and sometimes only known to the target and the person bullying. Cyberbullying includes but is not limited to:

- Abusive or hurtful texts, emails, posts, images, or videos
- Deliberately excluding others online.
- Nasty gossip or rumors.
- Imitating others online or using their login.
- Embarrassing pictures, videos, websites, or fake profiles.

Physical Bullying

Physical bullying is using one's body and physical bodily acts to exert power over peers. This includes hitting, kicking, tripping, pinching, pushing or other physical attacks.

Verbal Bullying

Verbal bullying includes name-calling, insults, teasing, intimidation, or verbal abuse.

Covert or Hidden Bullying

This sort of bullying is often harder to recognize and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation.

Covert bullying includes:

- Lying and spreading rumors.
- Negative facial or physical gestures, menacing or contemptuous looks.
- Playing nasty jokes to embarrass and humiliate.
- Mimicking unkindly.
- Encouraging others to socially exclude someone.
- Damaging someone's social reputation or social acceptance.

Zero Tolerance

Tapestry follows a “zero tolerance” policy. Essentially, this means that students should never inappropriately have their hands on one another, or act intentionally unkind to any person. The intention is to promote a positive community in which all students feel welcome, safe, and comfortable throughout each school day. Students in violation of our “zero tolerance” policy will be referred to the office and given a Level Two consequence. Repeat offenders are subject to behavior contract, short term suspension, long term suspension, or expulsion.

Discipline of Students with Disabilities

Students for whom the Individualized Education Plan (IEP) includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective, or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the Committee on Special Education (CSE) for review.

When a suspended student is either classified, or in consideration of classification, by the Committee on Special Education, the requirements of federal regulation as stated in the Individuals with Disabilities Education Act (IDEA) afford such a student additional due process protection beyond the general education population if the student is suspended for more than 10 school days in the year. If this occurs, Tapestry Charter School will notify the home district of the need for CSE review to consider the impact of the disability upon the behavior and the possibility of a need for a change in program services. After ten days of suspension, the student will receive those special education services that will allow him/her to continue making progress toward goal in the IEP.

Technology

Tapestry Charter School is proud to offer each student an opportunity to use our Internet networked computers. Students will be expected to abide by the Acceptable Use Policy in order to maintain privilege.

Acceptable Use Policy

Tapestry employs Internet filtering software to restrict students’ exposure to any inappropriate images and/or materials. Students are only allowed to use the Internet under the direction and supervision on a Tapestry staff member or other school official, and only for valid and approved educational purposes. Students who violate this policy will have their Internet privileges suspended for a specific period of time.

Students will:

- Only use provided usernames and passwords.
- Get permission to print.
- Get permission to view any website.
- Get permission before sending or receiving any digital information.
- Get permission before saving a file, picture, URL, etc.

*Any student who does not follow the Acceptable Use Policy will lose his/her computer/technology privilege.

SECTION 7: STUDENT HEALTH AND MEDICAL RECORDS

Illnesses or Injuries

Students who become ill during the school day should report to the nurse. If the problem cannot be resolved, a parent or guardian will be contacted if a pick-up is necessary. If a student leaves school without permission, the student will be given an “unexcused absence”, and disciplinary action will be taken.

Accident reports are completed for injuries that occur on school grounds once staff is notified of the occurrence. Parents/guardians will be notified by telephone or note describing the accident, the extent of the injury, and the treatment provided. If an accident or illness is deemed serious in nature, appropriate medical care and 911 intervention will be taken immediately, with contact made to parent.

Immunizations

New York State law requires all students to be up to date with necessary immunizations before entrance to school. As of June 13th, 2019, the new State law no longer grants religious exemptions for vaccination. Any exemptions previously granted based on religious beliefs are no longer valid. Caregivers must show proof of immunizations. Any student without required immunizations will not be permitted to attend school starting 9/3/2019. The only exemptions granted must have a written statement from a physician that states immunization against one or more diseases may be inadvisable. The Tapestry Director and/or public health officials may exclude non-immunized students from school if there is a health threat to the student or others. Questions concerning these requirements may be addressed to the Principal or school nurse.

Food Services

Tapestry is committed to providing all of our students with healthy and nutritious meals to fuel their minds and bodies throughout their busy days. We offer breakfast and lunch every school day for those students who wish to partake. The Tapestry Food Service Team makes every effort to provide our students with homemade, healthy, nutritious, and delicious breakfast and lunch. Much of what we prepare in our on-site kitchen is made from scratch using fresh (not frozen), seasonal and (whenever possible) local ingredients. We encourage all of our students to try new and sometimes unfamiliar menu items in order to have a balanced diet. All of our lunches include a lean protein, whole grains, 2 varieties of fresh cut vegetables, 2 varieties of fruit and 2 varieties of milk. We offer 2 alternate meals which consist of either a peanut butter and jelly sandwich on whole grain bread or a snack bag, which consists of a fruit cup, carrot sticks, cheese stick and a whole grain. And although the alternate choices can be tempting, we will always encourage our students to “at least try” our main meal. Please notify our school nurse of any allergies or religious restrictions.

Our menu is designed to help our students, staff, and parents remember “What’s For Lunch?”. Every Monday is dedicated to our vegetarian friends by having “Meat-less Monday”. Lunch options include items such as Tomato-Vegetable Soup with a Spinach and Strawberry Salad or Macaroni & Cheese with Roasted Broccoli or Penne Pasta with a Garden Salad. Tuesday’s are dedicated to the ever-loving Taco Tuesday where we offer a multitude of taco-type items such as Chicken Taco Salads, Beef and Cheese Burritos, Hearty Beef Chili and the like. Sides might include Chips and Salsa, Fiesta Corn and Beans, Black Bean Patties or Lime-Cilantro Rice. Wednesdays are Wild Card Wednesday and Thursdays are Thankful Thursday where you might find anything from Sloppy Joe’s to Grilled Ham & Cheese to Chicken Souvlaki Salad with Hummus & Pita. Fridays are designated as Fun Food Friday...think Pizza, Cheeseburgers, Turkey Hot Dogs, and other kid-friendly items like that.

Whether your child chooses to buy lunch or bring it from home, we encourage everyone to enjoy lunch with their friends and to fuel their minds and bodies with the energy needed to grow strong, learn, and stay healthy.

SECTION 8: FAMILY COMMUNICATION AND INVOLVEMENT

Essential Partners

Parents and guardians are expected to:

- Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
- Provide school officials with current working telephone numbers so that we may reach parents to discuss student progress and other matters of mutual concern.
- Send their children to school on time, ready to participate and learn.
- Insist and help their children to be dressed and groomed in a manner consistent with the student dress guidelines.
- Know school rules and help their children understand them.
- Build good relationships with teachers, other parents, and their children's friends.
- Inform school officials of changes in the home situation that may affect student conduct or performance.

Teachers and administration are expected to:

- Maintain a climate of mutual respect and dignity for all students regardless of (included but limited to) actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, which will strengthen students' self-concept and promote confidence to learn in the classroom and on school property.
- Work to strengthen each student's self-concept and promote confidence to learn.
- Know their students as learners and demonstrate a commitment to student achievement.
- Communicate to students and parents: a) course objectives and requirements b) marking/grading procedures c) assignment deadlines d) expectations for students e) classroom discipline plan.
- Communicate regularly with students, parents and other teachers concerning student growth and achievement.

Communication

K-5 Newsletter

Individual classrooms will send a weekly newsletter updating families on what is happening in the classroom as well as information about upcoming school events.

News Update

Once per month, a News Update for families in grades K-5 will be mailed home. This news update will provide important information regarding new initiatives, important events and parental involvement opportunities for parents. Additional copies can be found in the office.

School Messenger

Periodically an important update or announcement will be sent through school messenger via email and phone call. Please be sure to read these messages as they will contain important information.

School Cancellation or Delay

In the event of emergency or weather-related school delay, cancellation, or early closing, announcements are made on all major local media stations. Please note that Tapestry will be announced separate from the Buffalo Public School District and from other charter schools in the area. Please refrain from calling the school office for closing information, as telephone lines are very busy during these times. School delays or cancellations are announced by 6:15 am. Early school closings may require announcements during the school day.

Visitor and Guest Expectations

We encourage parents and guardians to be active participants in their child's education, however, certain limits must be put in place regarding visitors (anyone who is not a regular staff member or student of the school) of the school to ensure a safe, and productive learning environment. Tapestry expects all visitors to model our school's core values of Perseverance, Integrity, Responsibility, and Respect (PIRR) in all interactions. The principal is responsible for all persons in the building and on school grounds. For these reasons, the following expectations apply:

- All visitors must report to the office to sign in and receive a visitor's pass.
- Parents or visitors who wish to observe a classroom while school is in session are required to make such a request at least 24 hours in advance with the classroom teacher.
- All visitors on school property or attending a school function shall conduct themselves in a respectful and orderly manner.
- Shall not disrupt the orderly conduct of class, school programs or other school activities, conferences or meetings.
- Shall not violate traffic directions, parking regulations, or restrictions on other vehicles.
- The principal may limit the access of any visitor, and/or parent, if the visitor and/or parent conduct disrupts educational process or environment of the school. This limitation may include a suspension from being on campus for a period of time. Such suspension will depend on the severity of the misconduct.

Although we welcome both young people and adults to view all dimensions of our school, no student may invite a visitor without the written permission of the school administrators at least one day prior to the visit. Visitors who do not have permission will be asked to leave the premises and may be removed from campus or arrested for trespassing, depending on the circumstances. A student assisting an intruder in entering the building will be subject to disciplinary action. Visits may not include babies and young children, except with special permission of the administration.

Parental Involvement

Principal's Advisory Group (PAG)

The Principal's Advisory Group (PAG) serves as a consultative body to assist the principal and administration in making decisions that reflect the interests of parents, faculty, and students, leveraging family involvement. Subcommittees of the PAG have been established to address topics that are considered important by TCS parents/guardians. Community voice is encouraged in such areas as the setting and maintaining of school policies, the hiring of staff, the raising of funds, setting of priorities for use of funds, and helping with community engagement.

Tapestry Community Association (TCA)

The Tapestry Community Association (TCA) is a voluntary parent/family organization of Tapestry Charter School that was created to enhance and enrich the educational and social development of the students, faculty and families. It raises funds for the school and provides social events for the Tapestry community. All Tapestry parents/guardians, teachers, administrators and staff are members of the TCA.

Family involvement in supporting student success

Family involvement in TCS is essential for the achievement of an effective school community in which all students succeed. We look forward to partnering with families and would appreciate family support in the following areas:

Creating an effective learning environment at home.	<ul style="list-style-type: none"> • Set a schedule and structure to make sure your child completes school work. Limit TV “electronic” time. Keep books and other reading materials available and set aside a time to read each day.
Learning about and supporting Tapestry Charter School’s values and programs.	<ul style="list-style-type: none"> • Encourage your child to participate fully in fieldwork and teambuilding events. • Be familiar with and discuss with your child the Code of Conduct and the content of this handbook. • Attend school-wide activities during the year.
Staying informed about your child’s progress.	<ul style="list-style-type: none"> • Attend all of your child’s Student Led Conferences and exhibition nights. • Read teacher communications and promptly return permission slips and other communications asking for family response.
Volunteering	<ul style="list-style-type: none"> • In a school that encourages community engagement and a culture of warmth and acceptance, there are times when family members are needed to participate in panels reviewing student work, provide refreshments or supplies for events, or host or supervise events.

Family Information

Emergency Information Forms

Emergency Information Forms are kept on file so that school staff are aware of students’ medical information and have the ability to reach a parent or guardian at any time. Please let us know as soon as possible whenever there is a change in address, telephone number, place of employment or emergency contact person, or when there is a change in a student’s medical information.

F.O.I.L. Policy

In accordance with the Freedom of Information Law (FOIL), the public, including parents or guardians, has the right to request to obtain copies of or to view charter school records pertaining to school functioning or to the parent/guardian’s student. This request needs to be made in writing to the principal, and requested records will be provided in a timely manner, with a fee to cover copying costs.

Grievance and Complaint Procedure

Any individual who has a complaint or grievance of any kind regarding TCS is encouraged to speak directly to the TCS principal in an effort to resolve difficulties informally. The person making the complaint should identify the written or telephone communication as a complaint. The principal or designee will hear the complaint within one week or lees of notification. Reasonable efforts will be made to resolve difficulties amicably with an interest in adult problem solving for the students’ benefit.

Any individual or group may bring a formal complaint alleging a violation of law to the Tapestry Board of Trustees at any time by submitting such a complaint in writing to the Board President. The complaint will be reviewed by the Board no later than the time of the next scheduled meeting, and at least within a month of filing the complaint. A response to the complaint will be made within one week of the Board’s meeting day.

Open Meetings Law Policy

Per the Charter Schools Act, the Tapestry Charter Board of Trustees will follow the Open Meetings Law that allows members of the public to attend any Tapestry board meetings at which business of the school is conducted. Public notice is made in a variety of public venues. Questions regarding notifications or scheduling of such meetings should be directed to the Executive Director.

S.A.V.E. Plan

In response to the Safe Schools Against Violence in Education Act (SAVE), TCS has established a SAVE Plan that identifies the school's Code of Conduct and Discipline Policy and a Building-Level Emergency Response Plan, in coordination with the District-wide School Safety Plan for TCS. A community meeting may be held yearly with the purpose of reviewing the SAVE Plan and obtaining input from families. A Summary of the Building-level Emergency Response Plan will be available to the public. The purpose of the SAVE Plan is to clarify the means by which TCS works to prevent violence and to create a safe and secure setting for learning to take place.

Child Abuse Reporting is a required component of the SAVE legislation. School staff members are considered to be mandated reporters. Reasonable suspicion of child abuse occurring in the home setting or in an educational setting must be reported to child protective services for investigation. The principal will be notified immediately and will facilitate and ensure report to law enforcement and notification of parents, if appropriate. A written report of allegations must be prepared, and filed by school administration. No employee of the district will be allowed to resign rather than disclose an allegation of child abuse. Any individual who in good faith complies with the child abuse reporting requirements will be entitled to immunity from any civil or criminal liability that might otherwise result from such actions.

Student Records- FERPA Policy

Students' rights of confidentiality and protection from improper disclosure of their records are respected by Tapestry Charter School in accord with the Federal Family Educational Rights and Privacy Act of 1974 and with New York State law. Contact the Tapestry Charter School principal if you would like more information about the specific rights of students and families under these provisions.

Tapestry Families,

Please review this handbook with your child. After reviewing, complete the lower portion of this page indicating your agreement and understanding of the policies and procedures. By receiving this handbook, you acknowledge the policies and procedures outlined. This page needs to be returned to your child's teacher.

I have read and reviewed the Tapestry Family handbook with child.

Student Grade: _____

Teacher Name: _____

Student Name: _____

Parent Name: _____

Parent Signature: _____