

Tapestry Charter School  
65 Great Arrow Avenue  
Buffalo, NY 14216  
(716) 332-0755  
[www.tapestryschool.org](http://www.tapestryschool.org)

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## **6-8 Student and Family Handbook**

**2019 - 2020**



Lindsay Lee, Principal  
Amy DiMaggio, Assistant Principal  
Ishmael Sprowal, Dean of Students

# Welcome Students and Families

Welcome to Tapestry Charter Middle School. As a member of our community, you are a part of a family that is founded on positive relationships, with a tradition of developing responsible civic-minded students with strong roots in the Greater Buffalo community.

Joining me again for the 2019-2020 academic school year to ensure a safe, relevant and rigorous learning experience for all students is Amy DiMaggio, 6-8 Assistant Principal and Ishmael Sprowal, 6-8 Dean of Students. I am honored by the opportunity to work alongside such talented and dedicated leaders on our collaborative leadership team

As an Expeditionary Learning school (EL) we are committed to embracing and enhancing EL structures, and empowering our students and families. While attending Tapestry, students will continue to receive support in crew, take ownership of their learning in Student Led Conferences, (SLCs) and reflect on their learning through 8th grade Passage Portfolios.

Tapestry prides itself on pushing our students and encouraging them to show grit and persevere. The primary purpose of our instructors and administration is to create an educational environment that cultivates a positive learning atmosphere and promotes Tapestry's core values of Perseverance, Integrity, Responsibility, and Respect. The Middle School Student and Family Handbook is a resource we provide with the intent of providing clarity to our policies, procedures, and expectations. It is important to review the handbook on an annual basis, as modifications are made in order to ensure the safest learning environment. We hope our student and family handbook is helpful to you and that you review the contents with your student(s).

If you have any questions pertaining to the contents of this document, please do not hesitate to contact your student's crew leader, 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 Middle School 6-8, I welcome you and hope you have a wonderful school year!

Sincerely,

Lindsay Lee  
Principal, 6-8

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# SECTION 1: SCHOOL LOGISTICS

## TAPESTRY CHARTER MIDDLE SCHOOL | 2019-2020 CALENDAR

### August

26-30 Professional development – No classes for Gr. 6-8 students  
 29 Meet Our Crew Night, 5:00-6:00

AUGUST '19						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY '20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

### February

13 PIRR Day  
 14 SLCs for Gr. 6-8  
 17-21 February Break - No School

### September

2 Labor Day – No School  
 3 First Full day for 6<sup>th</sup> grade students only  
 4 First Full day for 7<sup>th</sup> and 8<sup>th</sup> grade students  
 24 6-8 Back to School Night, 4:00-5:00

SEPTEMBER '19						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MARCH '20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### March

4 End of 5 week marking period  
 26-27 ELA testing Gr. 6 – 8  
 31 Middle School Arts Night

### October

4 Tapestry K-12 Harvest Festival  
 9 End of 5 week marking period  
 14 Indigenous People Day – No School

OCTOBER '19						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

### April

3 Professional Development - No School for Gr. 6-8  
 3 End of 3rd quarter, Gr. 6-8  
 8-9 SLCs for grades 6-8  
 10-17 Spring Break - No School  
 22-23 NYS Math Testing, Gr.6-8  
 24 PIRR Day

### November

8 End of 1st quarter, Gr. 6-8  
 11 Veterans Day Observed – No School  
 22 PIRR Day  
 25 - 26 SLCs for Gr. 6-8  
 27 K-12 Professional Development – No School, Gr. 6-8  
 28 - 29 Thanksgiving Break – No School

NOVEMBER '19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY '20						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### May

1 Professional Development - No School for Gr. 6-8  
 13 End of 5 week marking period  
 19 Gr. 8 Science Testing  
 20-21 Middle School Intensives  
 22 Professional Development – No School Gr. 6-8  
 25 Memorial Day – No School

### December

18 End of 5 week marking period  
 23-31 Winter break - No School

DECEMBER '19						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE '20						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### June

1 Gr. 8 Science Written Exam  
 17-18 Gr. 8 Passage Portfolios  
 17-25 Middle School Final Exams (High School Regents Exams)  
 19 End of 4<sup>th</sup> Quarter, Gr. 6-8  
 26 Half day for student, Gr. 6-8

### January

1 Winter Break - No School  
 20 M.L. King Day – No School  
 24 End of 2nd Quarter Gr. 6-8

JANUARY '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

CALENDAR KEY	
	NO SCHOOL K-12
	Professional Development for Staff – No classes for students
	Testing Day – check scheduling
	Intensives
	Student Led Conferences
	Special Scheduling
	End of Marking Period

Updated 8/2019

# BELL SCHEDULE

## TAPESTRY CHARTER SCHOOL GRADES 6-8

### Tuesday - Friday Schedule

6th	7th	8th
8:00-8:28 Crew	8:00-8:28 Crew	8:00-8:28 Crew
8:30-9:19 Block 1	8:30-9:19 Block 1	8:30-9:19 Block 1
9:21-10:10 Block 2	9:21-10:10 Block 2	9:21-10:10 Block 2
10:12-11:01 Block 3	10:12-11:01 Block 3	10:12-11:01 Block 3
11:03-11:26 Lunch	11:03-11:37 Health/TECH/ Flex	11:03-11:52 Block 4
11:28-12:02 Enrichment	11:39-12:02 Lunch	11:54-12:43 Block 5
12:04-12:38 Health/Flex	12:04-12:38 Enrichment	12:45-1:08 Lunch
12:40-1:25 PE/Arts	12:40-1:29 Block 4	1:10-1:44 Health/FLEX
1:27-2:16 Block 4	1:31-2:16 PE/Arts	1:46-2:20 Health/ Enrichment
2:18-3:07 Block 5	2:18-3:07 Block 5	2:22-3:07 PE/Arts

### Monday Schedule

6th	7th	8th
10:00-10:14 Crew	10:00-10:14 Crew	10:00-10:14 Crew
10:16-10:50 Block 1	10:16-10:50 Block 1	10:16-10:50 Block 1
10:52-11:26 Block 2	10:52-11:26 Block 2	10:52-11:26 Block 2
11:28-12:02 Block 3	11:28-12:02 Block 3	11:28-12:02 Block 3
12:04-12:28 Lunch	12:04-12:29 Health/TECH/ FLEX	12:04-12:38 Block 4
12:30-12:54 Enrichment	12:31-12:54 Lunch	12:40-1:14 Block 5
12:56-1:23 Health/TECH/ FLEX	12:56-1:22 Enrichment	1:16-1:39 Lunch
1:25-1:56 PE/Arts	1:24-1:58 Block 4	1:41-2:05 Health/FLEX
1:58-2:31 Block 4	2:00-2:31 PE/Arts	2:07-2:31 Health/ Enrichment
2:33-3:07 Block 5	2:33-3:07 Block 5	2:33-3:07 PE/Arts



**Middle School Teams for the 2019 - 2020 school year\***

<b>Grade Level</b>		
<p><b>Grade 6</b>                      Math - Stefanie Scanlon                      Science - June Bailey                      Social Studies -Rachel Beerman                      ELA - Erin Gerchick                      Special Education - Tyler Brunner                      Expeditionary Literacy-Mike Gentile</p> <p><b>Team Leader: Kelsey Hoerner</b></p>	<p><b>Grade 7</b>                      Math - Caitlin Kamholz                      Science - Ryan Frost                      Social Studies - Rob Close                      ELA - Laura Hartke                      Special Education - Lauren Slepian                      Expeditionary Literacy-Mike Hockwater</p> <p><b>Team Leader: Caitlin Kamholz</b></p>	<p><b>Grade 8</b>                      Math - Ellen Flores                      Science - David Raham                      Social Studies - Maggie O'Brien                      ELA - Susan Matos                      Spanish - Jessica Hills                      Special Education - Danielle Smerda</p> <p><b>Team Leader: Susan Matos</b></p>
<b>6-8 Positions</b>		
<p><b>Arts</b>                      Visual Art-Nikki Ritchey                      Theatre and Dance-Karen Camp                      Guitar-Stephen Brew                      Band-Jacob Jay</p>	<p><b>PE</b>                      Matt Kahrinianian                      Ashley Fields</p> <p><b>Health</b>                      Jessica Mascle</p>	<p><b>Specialists</b>                      Math Specialist-Matt Tomasik                      Literacy Specialist-Kelsey Hoerner</p>

\* Teams are subject to change based on staffing changes

## **TRANSPORTATION**

### **Parking & Vehicle Use**

All traffic laws must be obeyed. Parking on the grounds of TCS is very limited, and a student must obtain permission prior to vehicle use and receive a Tapestry sticker. Any student driving to school should be aware that state law allows for search of any vehicle on school grounds by an administrator. Any violation of student vehicle use or refusal to allow a vehicle search will result in a loss of driving privileges and/or suspension. Student drivers are asked to refrain from leaving the parking lot while busses are in motion. Those driving themselves or others off campus at unapproved times will lose their driving privilege. Violations of the vehicle use policy may result in loss of driving privileges. We also ask that parents who are waiting for their student be mindful to not block the flow of dismissal and park in a visitor spot if needed.

### **Bus Transportation**

A student's metro bus use can be restricted at any time at the discretion of both NFTA and Tapestry due to misconduct. Any student riding the metro bus to and from school must adhere to the strict rules and guidelines set forth by NFTA, and the Tapestry Compass Traits (PIRR). This includes both the 25 and 32 bus stops. If a student's bus privilege is taken away, it will be the parent's/guardian's responsibility to provide transportation to and from school.

Once students get off the metro bus they must remain on the sidewalk leading to the school. Special education students or students with medical issues who do not meet the distance requirement may be allowed to ride the bus under some circumstances and inquiries should be made to the NFTA. Riding the bus is a privilege and not a right. Students will be expected to walk safely and appropriately to and from the metro bus stop. No students are allowed to walk in or hang out in the front or rear parking lots or hinder traffic in any way.

All concerns regarding the metro bus are handled in the Middle School Main Office. Lost Bus Pass forms are available in the main office. Route changes will only be accepted through October 31st. If your address changes a completed Change of Address form is required before the route change may be made. Contact the Middle School office with questions or concerns at 332-0755.

Middle school students that attend Tapestry, whose home district is other than the Buffalo Public Schools, should receive bussing from that district. It is the parent/guardian's responsibility to arrange bus transportation out of district. All of the same expectations apply to any student riding a bus.

### **Bikes, Roller Blades, Skateboards**

TCS students are permitted to use bikes, rollerblades, or skateboards for travel to and from school with parent permission. They may not be used on the grounds of the school for the intent of doing tricks or stunts. The student must secure these possessions, as the school will not assume responsibility for lost or stolen property.

## **SECTION 2: SCHOOL FOUNDATIONS**

### **Vision**

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

### **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.

### **History**

Tapestry Charter School is an arts-integrated, tuition-free, nationally recognized Expeditionary Learning 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. Ninety-eight percent of Tapestry's first senior class graduated in June 2010, and at least 90 percent have graduated each succeeding year. All seniors in all of Tapestry's graduating classes have been accepted to college.

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. This year we open a new building at 111 Great Arrow which will allow the K-12 program to reach its maximum capacity at each grade level.

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: STUDENT RIGHTS AND RESPONSIBILITIES**

### **Student Rights**

Tapestry is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all Tapestry Students students have the right to:

- Take part in all Tapestry activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation or disability.
- Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
- Access school rules and, when necessary, receive an explanation of those rules from school personnel.
- Be treated in a respectful manner by other students and other members of the school community.
- An environment free of harassment and discrimination.

### **Student Responsibilities**

All Tapestry students have the responsibility to:

- Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
- Be familiar with and abide by all school policies, rules and regulations dealing with student conduct.
- Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
- Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
- React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
- Seek help in solving problems that might lead to discipline.
- Dress appropriately for school and school functions.
- Accept responsibility for their actions.
- Conduct themselves as representatives of Tapestry when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
- To conduct themselves in a manner that fosters Perseverance, Integrity, Responsibility and Respect.

### **Student Supports**

**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 (including but not 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 Management plan.
- Communicate regularly with students, parents and other teachers concerning student growth and achievement.

**School Counselors are expected to:**

- Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- Initiate and document where appropriate teachers/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
- Regularly review with students their educational progress and career plans.
- Provide information to assist students with career planning.
- Encourage students to benefit from the curriculum and extracurricular programs.
- Coordinate Intervention Support Services, as needed, with student, parent, Building Principals and teachers
- Maintain and encourage a climate of mutual respect and dignity for all students. regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language and behavior in a school setting, which will strengthen student's self-image and promote confidence to learn.
- Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and /or Dignity Act Coordinator (DAC) in a timely manner.

**Dignity for All Students Act (DASA) Coordinators are expected to:**

- Serve as lead person responsible for facilitating implementation of DASA.
- Participate in required training in order to respond to human relations in the areas of actual and/or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, and gender.
- Be accessible to students and other staff for consultation and guidance as needed relative to the Dignity for All Students Act.
- Accept reports regarding violations and conduct investigations as appropriate.
- Maintain a professional, ethical relationship with students and all other District stakeholders groups.

Below are the DASA coordinators for the Middle School

- Amy DiMaggio, Assistant Principal ext. 1076
- Jessica Bedell, Guidance ext. 1060

## SECTION 4: ACADEMIC PROGRAM

### INSTRUCTIONAL POLICIES

#### Grading Policy

At Tapestry Charter School, the primary purpose of grades is to communicate academic progress to parents, students and colleges. With the Parent Portal now open, families have access to their child's grades in real time. You will receive information about the parent portal at Meet Our Crew Night, Open House or can contact your child's crew leader or front office for support.

Grades are issued quarterly. Students will receive a percentage grade for every class. Habits of Work grades will constitute 20% of a student's academic grade. The minimum passing score on assessments, assignments and as a final average will be 65%.

#### Incomplete Grades

Incomplete grades can only to be given to students as a final grade for the quarter for one of two reasons:

- a. The student has been on a medical leave and does not have enough grades in the grade book to make a determination as to their final grade
- b. The student is new to Tapestry and does not have enough grades in the grade book to make a determination as to their final grade

If a teacher chooses to give an incomplete for the final course grade, the teacher must complete the [incomplete grades contract](#) which clearly explains what the student will need to do in order to earn a grade for the course. This contract will also explicitly state the amount of time that the student has to complete the work. Unless the incomplete is given for an ongoing medical reason, generally, a student will have two weeks to make up the work. The "incomplete grades contract" will be signed by the teacher and the student and a copy will be given to the guidance office.

#### Credit Recovery

As part of our student support systems, Tapestry Charter School offers students that qualify the opportunity to attend school on a Saturday, to recover credit and possibly increase their quarter grade to passing. A student will qualify for credit recovery if:

1. The student has earned a quarter grade between 55% and 64%.
2. The teacher has determined that there is a piece of student work that improvement on would raise their grade to a 65%
3. The student attends during the assigned credit recovery days and turns in high quality work at the end of the day. No work will be accepted after that time.

#### 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 in class and to students and parents in the course syllabus. Homework is posted on the grade level website and the link is emailed to families weekly.

### **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 communicate to students during the first week of school. After a student has been absent 3 consecutive days, 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.

### **Home Instruction Expectations**

Home instruction is provided as a service to pupils who are confined to their homes because of physical disability or health related reasons. 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. If a student is placed on home instruction, documentation must be provided by a health care professional. The parent/guardian needs to contact the home instruction office at their district of residence.

### **Parent/Guardian Communication via phone calls or e-mails**

Teachers are required to return phone calls or emails to parents or guardians within 48 hours.

### **Parent/Guardian Communication via Parent Portal**

Teachers will have academic grades updated on a weekly basis so that parents have accurate information about their child's academic standing when accessing the Parent Portal. At minimum, teachers are expected to update their academic grades once per week.

### **Grade Level Websites/Grade Level Communication**

Each grade level will have an updated website that will list homework and assignments for each class. Each grade level will communicate a weekly update on the website to families. These updates will include information about upcoming events, assignments, assessments and learning experiences within the classrooms. The links to the grade level websites can be found on the Middle School Website and in the Weekly Update communicator sent by the Principal.

### **Interim Assessments**

Interim assessments are designed to help teachers gain a better understanding of what students knows 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. Interim exams should mirror the format of NYS exams. Whenever possible, interims should include actual state test questions.



## **Enrichment**

Middle School Enrichment will raise student achievement by giving students an opportunity to strengthen their academic skills. Using screening tools, such as NWEA MAPS Growth for reading and math, and classroom data on literacy and math skills, students will receive tiered support. Using the RTI model, students will receive Tier 1 instruction (accelerated math or science programs), Tier 2 (extra support in literacy or math skills), or Tier 3 (address issues with skill deficits). Students will be progress monitored on a regular basis to determine growth and identify new areas for acceleration.

## **FLEX**

FLEX is a multi-purpose time period in a student schedule that occurs every other day. During this time, students complete school assignments, engage in silent sustained reading, and take a break from the day in a structured recess opportunity

## **COMMON CLASSROOM PRACTICES**

### **Start and dismissal of class**

Students are allowed two minutes of passing time between all classes. Students are expected to be in their classrooms by the bell, seated, and prepared to begin learning as the class period begins. Teachers will close their doors at the start of class and provide a consequence for late students. Teachers are expected to greet and dismiss students in a consistent and organized manner each class period according to team or department expectations. Teachers are to be fully present and aware when students are entering and exiting the classroom.

It is important that classes are not dismissed until the room is clean and furniture is in order. Students are expected to assist each other, cleaning items even if they did not personally create the mess. This expectation requires teachers to plan ahead and leave sufficient time for the cleanup process.

### **Classroom seating**

Seating of students in the classroom is at the discretion of the teacher. Seating decisions are designed to enhance the learning of all students in the classroom.

### **Hall passes to leave the room**

Students are required to the designated class “pass” to travel in the hall and must have it in possession while out of a classroom. Students must have their agenda signed by a teacher prior to leaving the classroom. Students are allowed to leave the classroom two times in a school day, unless a documented medical excuse is presented. Students are not permitted to leave the classroom in the first 5 or last 5 minutes of a class period or during the crew period, unless there is an emergency to do so.

### **Classroom supplies**

Each subject will have an organizational structure in which students store work during a quarter. Handouts for binders and folders will generally be three-hole punched. Work should be completed on loose-leaf sheets for insertion in folder, unless the teacher specifies that the assignment must be typed. The binder organizational system and dividers will be set up according to teacher specification. Folder organization and care will potentially be counted toward the Habits of Work grade at the teacher’s discretion.

**Presentation of Work**

Students are expected to present their work according to teacher specifications.

**STUDENT PROMOTION AND RETENTION POLICIES****Middle School Retention Policy**

At the end of the year, any 6th-8th grade student who has failed two or more core classes (Math, Science, Social Studies, English) for more than two quarters will attend summer school at Tapestry Charter School. Any student who does not attend summer school and has failed two or more core classes will be retained in the current grade level.

**HONORS ACCELERATION PROGRAM****Accelerated Middle School Math, Science and Spanish Pathways**

Tapestry Charter Middle School currently provides three opportunities for middle school students to take high school courses. These accelerated Spanish, math and sciences courses take place during the normal school day and allow middle school students to enter high school with three high school credits and three required Regents exams. A student who passes these courses and exams is on track to take college level Spanish, math and science courses during their senior year of high school.

**Math and Science**

Students are selected for this program if they have an academic grade above a 75%, and are recommended by their teachers based on the ability to demonstrate the PIRR compass traits. Interim and state assessment data also provided additional insight that is used to identify students for the program.

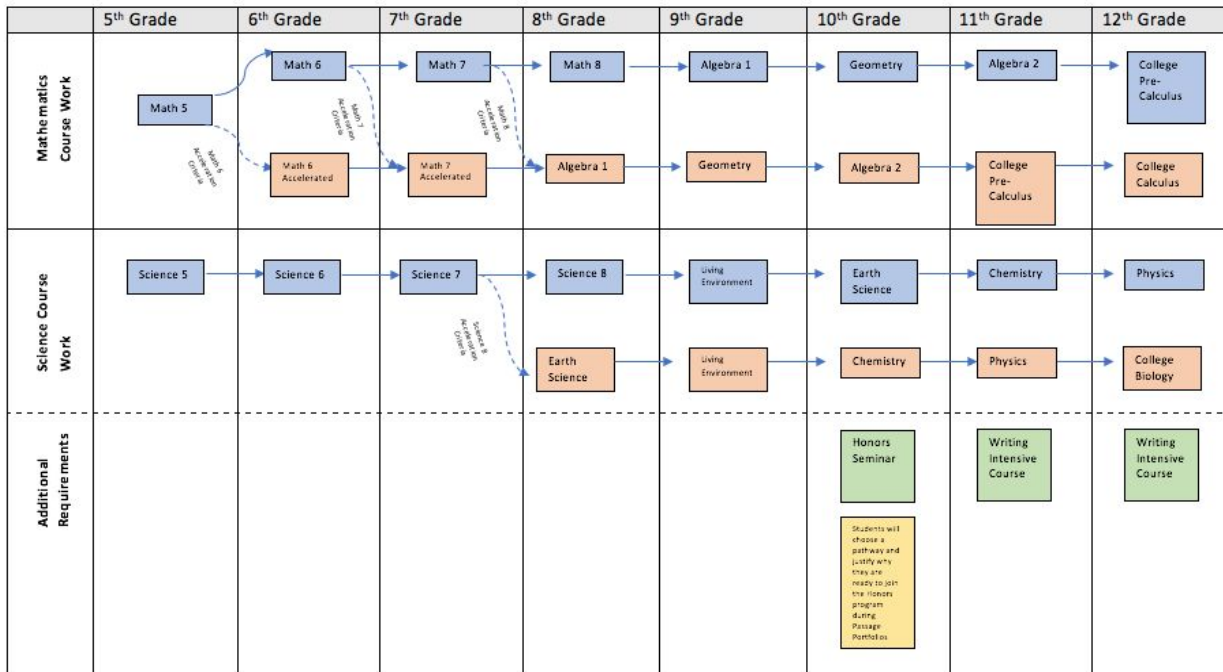
At the end of each quarter, any student who has an average less than at 75% and does not exhibit the habits of work necessary to be successful may be terminated from the accelerated program. Academic grades and jumprope comments will be used to make this determination. Students who are not able to meet these rigorous demands will be removed from the accelerated track and placed back in the regular course. See the Math/Science Honors pathway below.

**Spanish**

Accelerated Spanish Program that will prepare students to take the Spanish 1 exam at the end of 8th grade. This means that students will be able to enter high school with a Spanish credit that will allow them to take higher-level Spanish classes or give them flexibility in their schedules to take other elective classes their senior year.

All students are placed in this course to start their 8th-grade year. Continuing this course beyond the first quarter (10 weeks) will require students to maintain an academic average of at least 85% and demonstrate the ability to speak, read, write and listen in Spanish. Any student who has an average less than at 85% and does not exhibit the Habits of Work necessary to be successful may be put on probation or terminated from the accelerated program at this time. Students who are not able to meet these rigorous demands will be removed from the accelerated class and placed in a non-accelerated Spanish course.

## Tapestry Charter School Math/Science Honors Pathway



- Note:**
- The blue path is the traditional path that will lead to an Advanced Regents diploma given additional course work in Foreign Language.
  - The orange path is an accelerated path for students who meet the eligibility requirements.
  - The green and yellow boxes represent additional course work and requirements necessary to graduate with an honors diploma in Math/Science.
  - A student must pass all courses on either the blue path or the orange path in addition to the green courses in order to graduate with an honors diploma in Math/Science.

### SPECIAL EDUCATION/SECTION 504

Students who are deemed eligible and classified with a disability affecting their educational progress by the Committee on Special Education, or through Section 504 by the building based level team, will be provided support as indicated on their Individual Education Program (IEP) or 504 Plan. The laws and regulations governing the provision of educational services will be followed. As required by law, school representatives and parents will assist in the development of the IEP's or Accommodation Plans, and all will work actively to design programs emphasizing student participation in the least restrictive environment. Certified Teachers will oversee IEP implementation for special education students, and accommodate the individual learning needs of all students. General education teachers work as active team members in the service of each student's needs in the classroom. With appropriate program modifications/accommodations and/or services, students will be expected to achieve their goals and earn a diploma in accordance with NYS Education Department regulations.

**If you suspect a disability or an impairment could be affecting your child's academic/social/emotional progress at school, please contact the Director of Special Education; Mr. Dominic Ballachino**

## EXPEDITIONARY LEARNING STRUCTURES AND SUPPORTS

The core curriculum at Tapestry Charter School is a standard college preparatory, Regents program with opportunities for academic enrichment. As an EL school, there are key features that distinguish Tapestry Charter School from traditional educational settings:

### Expeditions

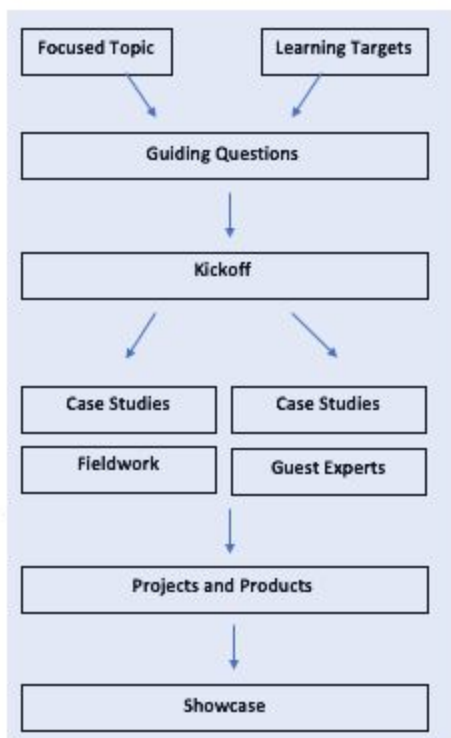
At Tapestry Charter Middle School, it is expected that each grade level will complete at least one high quality learning expedition per year. With the support of the EL Coach, the learning expedition will be planned by the team. The team leader will oversee its implementation. Every expedition will have the following components:

**Focused Topic:** Learning expeditions are not designed for fun, they are designed to explicitly teach key standards. They engage curiosity and passion. Literacy is imbedded in every expedition.

**Guiding Questions:** These are the open-ended essential question that frame the expedition. They synthesize the "so what" of the topic students are studying.

**Case Studies:** These are concrete, often local studies of subtopics within a discipline. It is used to make the major concepts of a broad topic come alive for students.

**Fieldwork:** Fieldwork allows students to be active investigators as they apply the research tools and techniques of inquiry used by professionals in the field.



**Showcase:** A showcase is a culminating celebration and presentation of learning that takes place at the end of a learning expedition.

**Learning Targets:** Learning targets are the goals for the lessons derived from state standards. They are written in concrete, student friendly language and used to track learning progress.

**Kickoff:** The kickoff is a mystery or experimental activity that is designed to spark interest, curiosity and motivation in the upcoming expedition.

**Guest Experts:** Guest experts bring firsthand knowledge of events and issues into the classroom. These experts should collaborate with students as they teach them skills from the field.

**Projects and Products:** Projects are modeled on real-world documents and artifacts. Ideally, they also contribute to a real-world audience. They are used to teach literacy and math skills.

### Crew

At Tapestry Charter School, Crew is a daily class dedicated to the academic and character growth of each student. Crews meet for at least twenty-minute periods daily. Each "crew" is comprised of one adult TCS employee and approximately ten to twelve students. In crew, the adult serves as an academic advisor to students and an immediate contact for parents. Crew time is spent in a variety of ways: Crew leaders support students' daily academic work, they build upon expeditionary work, and assist students in organizing their portfolios and preparing for Student Led Conferences. In addition, Crew time is devoted to service projects and team building exercises, as well as to personal wellness and understanding our PIRR compass traits. Through processes of instruction, discussion, and reflection, Crew offers the support students not only need to be better students at TCS, but to be principled, compassionate, and responsible members of their community.

## **Purposes of Crew**

According to [EL Education](#), crew has 7 different purposes:

1. Relationships
2. Literacy
3. Service
4. Academic Advisement Monitoring
5. Adventure and Fitness
6. Post-Secondary Preparation
7. School Administration

## **Grading Crew**

Crew is graded as Pass/Fail.

## **Intensives**

The purpose of intensives is to provide opportunities for students to participate in non-traditional learning experiences. Teachers develop specialized experiences based on their passions and expertise that connect students with their local community and build character through cross-grade level teamwork, fieldwork, and adventure experiences. Students choose from a wide variety of choices for their experience. Report card are used to determine priority in which students are able to select their top preference in the experiences offered.

This year, middle school intensives are May 20-21, 2020.

## **Passage Portfolios**

In order to graduate to ninth grade at Tapestry, all students in eighth grade must demonstrate a level of growth and reflection requisite to their continued success in increasingly rigorous and challenging grade levels. This portfolio opportunity includes materials collected from trimester portfolios for presentation by the student to a professional panel who assess each student's status and readiness for advancement.

This year, passage portfolios for eighth graders are held from June 17-18, 2020.

## **Student Led Conferences**

Two times during the school year, Tapestry invites students and their families to attend formal conferences during which report cards are given to families. Student-Led Conferences replace the traditional parent/teacher conference and are attended by the student, parent/guardian, crew leader, 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.

At the mid point of the school year, students will have an intervention SLC if they are at risk for failure.

During the conference, students explain their progress toward and mastery of both academic (content/skill) and character (habits of work) 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.

This year, Student Led Conferences will be held on November 25-26 (all students) as well as April 8-9(all students). Intervention Student Led Conferences will be held on February 14 (selected students)

### **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.

### **School-Wide Community Meetings**

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

Community Meetings: November 22, 2019, February 13, 2020 and April 24, 2020. June TBA

### **Grade Level Meetings**

Once per month, there will be a grade level community meeting that is planned by a grade level crew. In September, each crew will choose the month when they would like to run the grade level community meeting. The crew will decide on student emcees who will run the community meeting and decide on the PIRR compass trait that they would like to have be the theme of the community meeting. Together, the crew will plan an initiative for the grade level with a debrief of how that initiative is tied to the PIRR compass trait that is the theme of the meeting. The format will include announcements, an initiative and debrief of that initiative and closing words.

### **PIRR Days**

At Tapestry, we believe that it is important to focus on building positive relationships in our school community. One way we do this is by engaging in initiatives and team building, along with other crew structures. Three times a year we will participate in PIRRfect Days at Tapestry Middle School. This day will allow students to engage with members of their school community, reflect, set goals and focus on our PIRR compass traits that will help students succeed back in the classroom. There is an explicit focus on character, reflection on character and critique of character throughout each portion of this experience. Further, at Tapestry Middle School, we believe in a growth mindset approach to education. Students will work hard and improve, through constant reflection and goal setting. These days offer an additional time to do so.

The PIRR Days are November 22, 2019, February 13, 2020 and April 24, 2020.

## **Fieldwork**

### **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 or a notification 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 the middle school, the cost to students is dependent upon the fieldwork that is being conducted.

### **Computer and Technology Use**

All school purchased technology belongs to the Tapestry Charter School Community and must be used according to teacher and staff direction. All students who wish to use the computer network must sign an agreement that indicates that the student will abide by the computer use policy. Failure to comply with the "Acceptable Use and Internet Safety Policy" may result in denial of computer access. Students agree to not only follow the rules of the policy, but also to report any misuse of the network by any other individual. Use of the Internet must be in support of education and research and consistent with the educational objectives of TCS. **Students need to remember that the computer network and the Internet are a privilege, not a right.**

Laptop carts are to be signed out by teachers only. Students should not have laptops outside of their classroom. All laptops should be plugged into chargers and the cart plugged into the wall upon return.

Students are not allowed to use external email, go to inappropriate sites, play computer games, send or receive Instant Messages, Facebook, or use unapproved Social Media Sites on school computers at any time before, during, or after school. Use of the computer to harass any individual or cause harm of any kind will lead to serious consequences up to and including expulsion. Students who do not adhere to this policy will lose their computer privileges. TCS reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of Tapestry Charter School, and no user shall have any expectation of privacy regarding such materials.

Any user who violates this policy shall, at a minimum, have his or her access to the computer network and Internet suspended.

## SECTION 5: ATTENDANCE POLICY

Regular attendance and punctuality are important basic requirements for success in school and in life. Tapestry Charter School's policy is to communicate with families as necessary to ensure that students maintain good attendance habits. ***Tapestry's expectation is that all students be in attendance for a minimum of 95% of the year (that's nine (9) or less absences per year!).***

### Attendance Procedures

When a student is going to be absent for a full day from school, it is the responsibility of both the parent and student to account for the absence by following either of these steps:

- The parent or guardian notifying the school, with valid reason, before 9:00am on the morning of the absence by calling the main office at 332-0755
- The student submitting an acceptable note to the main office within five days of return to school from a parent of guardian or other official designees (e.g., physician, court, etc) giving the date and reason for the absence.

Any full day unexcused absence will be considered truancy and disciplinary action will be taken. **Notes must be submitted within 5 days of return to school. If there is no note provided, the absence will be considered unexcused.**

- An email is sent by the front office staff by 12:00 and a phone call is made home by the front office staff each time a student is tardy or absent.
- Administrative staff will check attendance logs every week and will notify Crew Leaders and the necessary administrators based upon the violation of the attendance policy.
- Parents/guardians may request for work once your child has been absent to be picked up at the end of the school day. The work will not be available prior to dismissal.
- Please contact the school counselor at 332-0755 ext. 1060 by 8:00am on the 3rd consecutive day of absence.

### Excused Absences

Excused absences include: personal illness, appointment with a health professional that could not be scheduled after school, observance of a religious holiday, a family emergency, impassable roads due to inclement weather, required court appearances, attendance at health clinics, approved school visits, or a planned absence for a personal or educational purpose that has been approved in advance by the school.

### Unexcused Absences

Absences will be considered unexcused when a student is out of school for a reason that does not qualify as excused or if no note is provided to the school within 5 days upon returning.

### Late Arrivals

To be considered on time for school, students must be in their crew classroom at 8:00 AM. If a student arrives to school after 8:00 AM they will be considered tardy. Students should report to the main office to sign in where they will receive a pass.

*\*A tardy will count as an absence for that class if a student misses more than half of the class period.*

- Students who arrive after school begins must sign in at the late desk at the front doorway or report to the office for a late arrival slip before going to first class.
- Students who arrive to school later than 12:00 will be required to submit an acceptable note to the main office when arriving to school from a parent of guardian or other official designees (e.g., physician,



court, etc) giving the date and reason for the lateness.

### **Early Dismissals**

It is requested that parents or guardians arrange medical, dental and other appointments for their children after the end of the school day. If this is not possible, parents or guardians are required to submit a note to the main office requesting an early dismissal. The note must include:

- Date and time of early release
- Valid reason for dismissal
- Signature of parent/guardian and phone number where parent/guardian may be reached.

An early dismissal pass will be issued to the student for the early release. Parents/guardian must come into the main office to sign their child out for the early release.

### **Course Credit**

Classroom participation is related to and affects a student's performance, and as such, is properly reflected in a child's final grade. Students are expected to attend all scheduled classes. Consistent with the important If a student has 15 or more absences in any course, credit can be denied for that course. This will result in having to repeat the course or the grade in the summer or next year. Regular, punctual school and class attendance is essential to a student's educational success. Unless a student is excused, attendance is required and expected every day.

There are times when students are absent more frequently from a class than they are from full days of school. Penalties of denial of credit will occur based upon attendance to a specific class. If it is determined that a student is skipping/cutting any particular class, that student will be referred to the administrative team for appropriate consequences.

### **Interventions for Attendance Difficulties**

An email is sent by the front office staff by 12:00 and a phone call is made home by the front office staff each time a student is tardy or absent.

Administrative team will run weekly attendance report every Friday and document attendance status for each student.

### **Interventions to address excessive absences**

At (5) unexcused absences:

- Crew Leader will call the parent/guardian of the student to alert family of absences. If no contact is made, an email will be sent.

At ten (10) unexcused absences:

- Dean of Students will call home to schedule a meeting. If no contact is made, a letter will be sent.
- A parent conference will be held with the Crew Leader, Dean, and/or guidance counselor to discuss attendance and create a written plan to improve attendance.
- The plan will be drafted and signed by all involved parties to commit to improved attendance. Written plan will be given to parents or mailed home.

At fifteen (15) absences:

- Credit may be denied for that grade.

- A meeting will be held with student, family, teacher(s), and Assistant Principal to discuss methods of credit recovery (e.g., summer school, mandatory tutoring).
- An attendance contract will be communicated and signed by all parties involved to commit to improved attendance.

When a family has received two interventions, and the student has accumulated more than 15 days of unexcused absences, the school administrator will begin formal sanctions such as referral to the Committee on Special Education (CSE for a re-evaluation of appropriate placement), referral to Child Protective Services for parental neglect, or a referral to the PINS Diversion Program, and potential disenrollment from Tapestry Charter School

At this time, a medical note from a health care provider will be required for all future absences.

## **Tardies**

### **Intervention to address excessive tardies**

At ten (10) unexcused tardies to school:

- Crew Leader will call the parent/guardian of the student to alert family of tardies. If no contact is made, an email will be sent.

At twenty (20) tardies to school:

- Dean of Students will call home to schedule a meeting. If no contact is made, a letter will be sent.
- A parent conference will be held with the Crew Leader, Dean, and/or guidance counselor to discuss attendance and create a written plan to improve attendance.
- The plan will be drafted and signed by all involved parties to commit to improved punctuality. Written plan will be given to parents or mailed home.

At forty (40) tardies to school:

- Credit may be denied for that grade.
- A meeting will be held with student, family, teacher(s), and Assistant Principal to discuss methods of improving punctuality (restorative project, Say Yes support, Counseling).
- An attendance contract will be communicated and signed by all parties involved to commit to improved punctuality.

## **Student Athlete Academic and Attendance Policy**

Students who are absent or arrive to school past 12:00 without a legally excused absence will not be able to participate in practice or games on that same day.

### **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 Powerschool
- More than 1 unexcused absence from school
- Any combination of the above attendance issues

Rev. 8/19

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 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**

Tapestry prides itself on having high academic standards and strong habits of work. We recognize that *student* comes first in *Student-Athlete*. Tapestry student-athletes are expected to maintain a 65% or better in all of their courses. At the start of the season, all student-athletes are placed on academic probation. Academic probation is a 5-week grace period where all student-athletes are expected to bring their grade in all courses to a 65% or better. This will be based on the current grades in Powerschool. At the end of the grace period, **any students who have not met the 65% standard in two or more classes will be placed in the weekly check-in program.**

How does the weekly check-in program work?:

- At the end of the grace period the athletic director will compile a list of names that have not met the requirement, into electronic form and share with teachers and administration.
- Every Monday morning teachers will update an electronic academic/effort check-in sheet.
- Teachers will indicate if the student-athlete has met the criteria to play
- Any course with a No (N) will result in that student athlete not participating in that week's game(s). (Monday - Saturday).
- Coaches will check the list Monday before practice/game to see who is eligible, and encourage the student-athletes to gain back their eligibility.
- Students will still be allowed to participate in practice and attend the games in order to support their team.
- Students will be notified of their eligibility by their crew leaders on that Monday.
- At that point those students have that week, Monday - Friday, to improve their habits of work
- Their eligibility will be re-evaluated the following Monday by their teachers.
- The Athletic Director will review the grades of all student-athletes on a weekly basis and add athletes to the check-in program as needed.
- The check-in program lasts 5-weeks

What can a student do to get out of the check-in program and maintain game eligibility?:

- Once placed into the weekly check-in program, the student should approach the teacher either at the start or end of class, or after school and make arrangements on what steps should be taken to improve their grade.
- Typical solutions to ensure eligibility is earned back by the following Monday include but are not limited to:
  - Staying after with the teacher for help
  - Following classroom norms/habits of work
  - Working/studying in the afterschool sports study hall.
  - Making up late assignments
  - Remediating tests/quizzes
  - Studying at home
  - Reviewing past/present material
  - Acquire a tutor
  - Completing homework assignments, etc.
- At the end of the 5-weeks, the Athletic Director will review grades again.
  - Students who have met the 65% standard will be released from the weekly check-in program.
  - Students who have not met the standard will continue the program for another 5-weeks.

*\*For more information on Athletic Policies refer to Athletic Handbook posted on the school website, and given to the student athlete at the start of each season.*

**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 until 3:07 pm. Any student departure during the school day will result in a phone call home and the imposition of further consequences at the discretion of the site administrator. Repeated violations will be viewed as defiance of school expectations and may result in suspension.

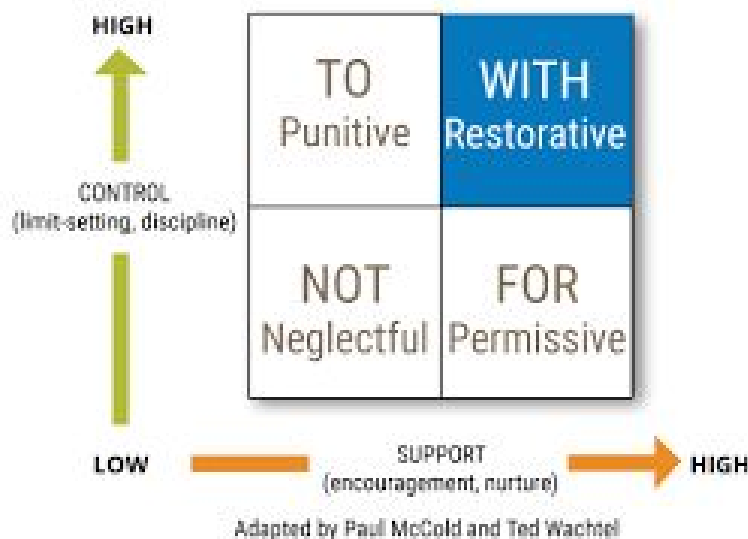
## SECTION 6: CODE OF CONDUCT AND STUDENT CHARACTER

### Discipline Philosophies

#### Restorative Justice

Restorative justice is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. Implemented well, Restorative Justice shifts the focus of discipline from punishment to learning and from the individual to the community.

Depicted below is the Social Discipline Window that illustrates the level of support and discipline that is needed to implement restorative practices. “This is when those in authority exercise their control, refusing to accept inappropriate behavior, but do so in a caring and supportive way. This is what we call a “restorative” response to wrongdoing” (*The Restorative Practices Handbook* by Bob Costello, Joshua Wachtel and Ted Wachtel).



At Tapestry Charter School, we use Restorative Justice practices by:

1. Intentionally creating a school community that is anchored in our shared PIRR values
2. Making participation in the community a requirement, not an option through practices such as community meetings, grade level meetings and crew
3. Modeling and teaching our community values through crew lessons
4. Enforcing our PIRR values and hold students accountable to the expectations as outlined in the matrix above

Restorative Practices start within the classroom. At Tapestry Charter School, teachers ask students four questions when a behavior concern arises, (1) What happened? (2) What were you thinking at the time? (3) Who has been affected by what you have done? In what way? (4) What do you think you need to do to make things right?

## 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:

### Safety



Ensuring physical and emotional safety

### Choice



Individual has choice and control

### Collaboration



#### Definitions

Making decisions with the individual and sharing power

### Trustworthiness



Task clarity, consistency, and Interpersonal Boundaries

### Empowerment



Prioritizing empowerment and skill building

#### Principles in Practice

Common areas are welcoming and privacy is respected

Individuals are provided a clear and appropriate message about their rights and responsibilities

Individuals are provided a significant role in planning and evaluating services

Respectful and professional boundaries are maintained

Providing an atmosphere that allows individuals to feel validated and affirmed with each and every contact at the agency

You can also learn more about Trauma Informed Care through University at Buffalo's [website](#).

## PIRR Compass Traits

The Tapestry Charter School community is committed to intentionally upholding our school-wide norms and our values – Perseverance, Integrity, Respect and Responsibility (PIRR). These four traits have been identified as foundational for success in school and in life. These compass traits form the basis of our positive behavioral support system, serve as the foundation of our Community Commitments and are used as the frame by which we make restorative justice practices come to life.

# TAPESTRY CHARTER SCHOOL

## Guiding Our PIRR-fect Flight

### PERSEVERANCE

*"Never, never, never give up."*

*Winston Churchill*

- I can ask for help even when things become difficult
- I can embrace challenges and not be afraid to fail
- I can work hard to achieve long-term goals
- I can revise my work for a better grade

### RESPECT

*"Do unto others as you would have others do unto you."*

*Golden Rule*

- I can be respectful to the opinions and beliefs of others
- I can be kind and accept others for who they are
- I can speak to others the way I want to be spoken to
- I can agree to disagree

### INTEGRITY

*"Real integrity is doing the right thing, knowing that nobody's going to know whether you did it or not."*

*Oprah Winfrey*

- I can be true to myself and others
- I can do good even when no one is looking
- I can stick up for what I believe in
- I can do the right thing even when it is the hardest thing

### RESPONSIBILITY

*"You cannot escape the responsibility of tomorrow by evading it today."*

*Abraham Lincoln*

- I can be on time to school and my classes
- I can be prepared with the materials I need
- I can own up to my mistakes and my behavior
- I can lead by example and be responsible for my actions

## Dignity for All Students Act (DASA)

The New York State Education Department has issued updated expectations for the Dignity for All Students Act effective July 1, 2013. All aspects of the law and guidelines for implementation are found at [www.p12.nysed.gov/sss/sedl/SEDlguidelines.pdf](http://www.p12.nysed.gov/sss/sedl/SEDlguidelines.pdf).

At Tapestry Charter School, the necessary steps have been taken to ensure that families can send their child (ren) to school knowing everything possible is being done by staff to provide a safe, supportive, welcoming, and nurturing school environment. Not just because NYSED says it is the law, but because that is what TCS believes in. A safe, welcoming environment was envisioned when Tapestry was created, and the founders of Tapestry held this goal dear to their hearts when establishing this scholastic institution.

All children have a right to attend school without the threat or occurrence of bullying, harassment, or discrimination of any type. Staff works diligently to ensure all of our students have an educational experience that is free from these distractions.

Everyone has a part to play in the prevention of these types of problems, and in the intervention process leading to solutions, if and when incidents may occur such as:

**Physical bullying**

- Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property.

**Verbal bullying**

- Verbal bullying includes name-calling, insults, teasing, intimidation, homophobic or racist remarks, 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.

**Cyber bullying**

- Cyber bullying can be overt or covert bullying behaviors using digital technologies, including hardware such as computers and smartphones and software such as social media, instant messaging, texts, websites and other.
- Cyber bullying can happen at any time. It can be in public or in private, and sometimes only known to the target and the person bullying. It includes:
  - Abusive or hurtful texts emails or posts, images or videos.
  - Deliberately excluding others online.
  - Nasty gossip or rumors.
  - Imitating others online or using their login.

A commitment from the entire Tapestry Community is sought to ensure that the above-mentioned offenses are addressed immediately if they are observed or reported. Students, parents, faculty, staff, and administration must work as a team and demonstrate a zero tolerance policy for any behavior that violates any one person's right to be treated with respect and dignity when attending school, and establishing values that will extend beyond our school environment.

Incident Report Forms are available in administrative offices and online. Once submitted officially to a staff member, an investigation and administrative action will occur within one school day. Students and families are encouraged to speak to an administrator or professional staff if an incident is suspected. Incident resolution and student safety and comfort are top priorities.



### **Harassment – Identification and Reporting**

The staff is committed to ensuring each and every individual student a safe and respectful environment in which to attend school. Though the aim is to create a positive, welcoming and supportive environment, at a minimum respect means an environment that is free from harassment of any kind. Harassment is conduct or speech that is unwelcome, intimidating, derogatory, hostile, and/or offensive. Bullying and put-downs are forms of harassment. Harassment can occur online through the posting of messages that target individuals in a cruel manner. Harassing behavior can unreasonably interfere with an individual's ability to learn and to work, and it will not be tolerated within the school community. Offensive behavior – even online – can result in disciplinary action within the school, or may be grounds for legal action.

In addition to critical behavior of a general nature, members of the school community may not use any language or behavior that ridicules or criticizes anyone because of his or her gender or sexual orientation. The use of suggestive, rude, or offensive sexual words, gestures, or actions is strictly prohibited. Persistent unwelcome advances are also prohibited. Sexual harassment is considered a serious offense and can result in disciplinary action by school administration. It may also be grounds for legal action.

Students who feel that they are being harassed should report the situation to a trusted staff member immediately. Incident report forms are also available in administrative offices and online. The situation will be investigated with sensitivity and thoroughness. Harassing behavior is subject to disciplinary penalty, up to and including expulsion. Harassment may also provide grounds for legal action and fines through the civil justice system.

### **Discipline Policies and Interventions: Cell Phones and Personal Electronics**

Upon entering the building, each student must turn off his/her personal electronics and turn them in for storage for the entire day in the personally labeled plastic box within the grade level Personal Electronic Device (PED) Cabinet **(Including but not limited to: Cell Phones, Smart Watches, Handheld Gaming System, etc.)**. **Students are not permitted to keep any personal electronic devices or headphones with them during the school day.**

If a student needs to place an important phone call during the school day, he or she can request faculty permission, and such calls can be made from the main office. If a family member needs to reach a student, he or she can call the main school phone, and the student may be called to the office to speak

If a student fails to turn in a cell phone or other personal electronic and it goes off or is otherwise found by a staff member, this counts as a personal electronic violation. The student will be subject to the escalating disciplinary action steps below.

Administration reserves the right to wand any student suspected of having a phone or personal electronic in their possession.

Repeated violations will lead to escalating disciplinary action, as follows:

**1<sup>st</sup> violation:**

- Personal electronic is collected by staff member and turned into the main office, and entered into the behavior tracking system (Jumprope) by the end of the day.
- Administration contacts parent, informs them that the **personal electronic will be turned into administration in the mornings for the next 5 days.**
- Student picks up personal electronic at the end of the day - with a copy of the personal electronics policy.

**2<sup>nd</sup> violation:**

- Personal electronic is collected by staff member and turned into the main office and entered into the behavior tracking system (Jumprope).
- Administration contacts parent, informs them that the **personal electronic will be turned into administration in the mornings for the next 10 days**
- Student picks up personal electronic at the end of the day - with a copy of the personal electronics policy.

**3<sup>rd</sup> violation:**

- Personal electronic is collected by staff member and turned into the main office and entered into the behavior tracking system (Jumprope).
- Administration contacts parent, informs them that the **personal electronic will be turned into administration in the mornings for the next 15 days**
- Student picks up personal electronic at the end of the day - with a copy of the personal electronics policy.

**4<sup>rd</sup> violation:**

- Personal electronic is collected by staff member and turned into the main office and entered into the behavior tracking system (Jumprope).
- Administration contacts parent, and a parent conference will be arranged
- A parent conference will be held with the Crew Leader, Dean, and/or guidance counselor to discuss personal electronic concerns and create a written plan to improve following the policy for personal electronics.
- The plan will be drafted and signed by all involved parties to commit to an improvement. Written plan will be given to parents or mailed home.

\*If a student refuses to turn in a personal electronic to site administration this will be viewed as a level 3 infraction and will be subject to the consequences outlined in the Code of Conduct Tiered Discipline & Intervention Matrix.

## Student Dress Guidelines

At Tapestry Charter Middle School, all persons are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other school personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

School administration reserves the right to impose a different dress code/ set of expectations if issues of safety arise or if such changes cause disruption to the learning environment. Additional restrictions may be determined by school administrators.

When on school property or at a school function, student's dress, grooming and appearance, including jewelry, makeup and nails should adhere to the following:

### Guiding Principle of Tapestry's Dress Guidelines: Be safe, appropriate, and ready to learn!

Dress Code Do's	Dress Code Don'ts
Pants: <ul style="list-style-type: none"> <li>● Khakis, Denim, Leggings (if opaque)</li> <li>● Sweatpants/trackpants</li> <li>● Pants that fully cover buttocks and begin at hips or waist</li> </ul>	Pants: <ul style="list-style-type: none"> <li>● Pajamas</li> <li>● See-through or transparent leggings</li> <li>● Pants that begin below the hips/waist or that expose skin above the length of fingers when arms are down at the side</li> </ul>
Shorts, Skirts, Dresses: <ul style="list-style-type: none"> <li>● Skirts/dresses/shorts that are longer than longest fingers when arms are down at the side</li> </ul>	Shorts, Skirts, Dresses: <ul style="list-style-type: none"> <li>● Skirts/dresses/shorts that are shorter than fingertips when arms are down at the side</li> </ul>
Tops: <ul style="list-style-type: none"> <li>● Hoodies (see "Headgear")</li> <li>● Shirts that extend beyond the belt level(front and back)</li> <li>● Shirt fronts/back need to be at armpit level on the chest, this includes v-necks and scoop necks</li> </ul>	Tops: <ul style="list-style-type: none"> <li>● Tube tops</li> <li>● Net tops (with nothing underneath)</li> <li>● Halter top tube tops</li> <li>● Spaghetti straps</li> <li>● Tops that stop above the belt level</li> <li>● Shirts that go lower than armpit level in the front/back</li> </ul>
Headgear: <ul style="list-style-type: none"> <li>● Headgear for an approved medical reason</li> <li>● Headgear for a religious reason</li> </ul>	Headgear: <ul style="list-style-type: none"> <li>● Hats</li> <li>● Hoods up</li> <li>● Headphones</li> </ul>
Footwear: <ul style="list-style-type: none"> <li>● Sneakers</li> <li>● Sandals with a back</li> </ul>	Footwear: <ul style="list-style-type: none"> <li>● Backless shoes/sandals/slides</li> <li>● House shoes/slippers</li> </ul>

<ul style="list-style-type: none"> <li>• Heels less than 3 inches</li> <li>• Flats</li> </ul>	<ul style="list-style-type: none"> <li>• Heels above 3 inches</li> </ul>
<p>Outerwear:</p> <ul style="list-style-type: none"> <li>• Scarves</li> </ul>	<p>Outerwear:</p> <ul style="list-style-type: none"> <li>• Coats, jackets not allowed on inside building</li> <li>• Hats, gloves not allowed on inside building</li> <li>• Sunglasses not allowed on inside building</li> </ul>
<p>Jewelry:</p> <ul style="list-style-type: none"> <li>• Earrings</li> <li>• Bracelets</li> <li>• Necklaces</li> <li>• Rings</li> </ul>	<p>Jewelry</p> <ul style="list-style-type: none"> <li>• Jewelry that may be deemed a weapon(includes but not limited to):</li> <li>• A single ring or piece of jewelry covering multiple fingers</li> <li>• Spiked necklaces or belts</li> <li>• Belts with large removable buckles</li> <li>• Chain-like neckwear</li> <li>• Ninja-type stars, etc.</li> </ul>
<p>Graphics on clothing:</p> <ul style="list-style-type: none"> <li>• Brand names</li> <li>• Tapestry gear</li> </ul>	<p>Graphics on Clothing:</p> <ul style="list-style-type: none"> <li>• Promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities</li> <li>• Are lewd, vulgar, obscene, and libelous or denigrate others, or cause a disruption to the school that impedes the educational program</li> </ul>

\*Dress guidelines for fieldwork will be provided before the date of the fieldwork.

\*\*Backpack usage is determined at each grade level. Consult the grade level consistencies for more information.

### **Interventions for Dress Guideline Difficulties**

Students who violate the dress guidelines will be required to modify their appearance by covering or removing the offending item, and if necessary and/or practical, replacing it with an acceptable item. Any student who refuses to do so may be subject to disciplinary consequences.

### **Less than (5) Dress Guideline Violations:**

- Crew Leader sends home JumpRope comment to families at each violation

### **At five (5) Level 1 Dress Guideline Violations:**

- Crew Leader alerts administration with a Referral Comment
- Administrative Detention is assigned
- Parent is contacted by administration

### **At ten (10) Level 1 Dress Guideline Violations:**

- Crew Leader alerts administration with a Referral Comment
- Student is banned from wearing specific item (hoodie, crop top, headgear, shorts, coats, etc.)
- A parent conference will be held with the Crew Leader and Assistant Principal to discuss attendance and create a written plan to communicate expectations. .
- The plan will be drafted and signed by all involved parties to commit to ban of specific item. Written plan will be given to parents or mailed home.

\*If a student refuses to follow ban of dress guideline plan this will be viewed as a level 3 infraction and will be subject to the consequences outlined in the Code of Conduct Tiered Discipline & Intervention Matrix.

## Student Code of Conduct

Tapestry’s Code of Conduct, Behavior Expectations, Interventions and Consequences are in compliance with Federal 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.

### Tiered Discipline and Intervention Matrix

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 1 or more of the corrective actions described on the chart.

Level I	
Example of Mild Student Behaviors may include, but are not limited to the following:	Interventions may include, but are not limited to the following:
<ul style="list-style-type: none"> <li>● Unexcused Absences</li> <li>● Academic Dishonesty</li> <li>● Classroom Disruption</li> <li>● Defiance of Authority/Insubordination</li> <li>● Inappropriate/disruptive Behavior</li> <li>● Dress Guideline Infraction</li> <li>● Play Fighting</li> <li>● Hallway Misbehavior</li> <li>● Minor Harassment</li> <li>● Unintentional Physical Contact with School Personnel</li> <li>● First Personal Electronic Infraction</li> <li>● Minor Property Damage</li> <li>● Using School Equipment w/o Permission</li> <li>● Tardies (unexcused)- including late to class</li> <li>● Technology Violation</li> <li>● Unauthorized Sale or Distribution of items</li> <li>● Verbal or Physical Threat to Student</li> </ul>	<ul style="list-style-type: none"> <li>● Infraction entered in JumpRope</li> <li>● Contact crew leader &amp; family via telephone, email or text message</li> <li>● Teacher Detention(before school, lunch, after school)</li> <li>● Reteaching of expectations</li> <li>● Crew Leader mediation/meeting</li> <li>● Restorative Circle</li> <li>● Mediation</li> <li>● Community Service</li> <li>● Written reflection or apology</li> <li>● Seat change</li> <li>● Push-In</li> <li>● PIRR room reset</li> <li>● Rtl Tier 1 Interventions</li> <li>● Provide a classroom job</li> <li>● Repair and restore harm to the community</li> </ul>
Level II	
Example of Moderate Student Behaviors may include, but are not limited to the following:	Interventions may include, but are not limited to the following:
<ul style="list-style-type: none"> <li>● Persistent Level I infractions</li> <li>● Academic Dishonesty</li> <li>● Act of Aggression or attack towards Student (no injury)</li> <li>● Bullying, Cyber/Gang-Related included</li> <li>● Bus Violation</li> <li>● Skipping Class (15 minutes or more)</li> <li>● Skipping Teacher Detention</li> <li>● Classroom Disruption</li> <li>● Defiance of Authority/Insubordination</li> <li>● Inappropriate/disruptive Behavior</li> <li>● Dress Guideline Infraction (3+)</li> </ul>	<ul style="list-style-type: none"> <li>● Referral comment entered in JumpRope (tag Dean of students and Assistant Principal)</li> <li>● Teacher calls family to describe behaviors that affected the learning environment.</li> <li>● Restorative Action Menu choices</li> <li>● Repair and restore harm to the community</li> <li>● Crew Leader notified</li> <li>● Push-In support</li> <li>● PIRR room reset</li> <li>● Reflection and apology</li> <li>● Referral to school-based health or mental health clinic</li> </ul>

<ul style="list-style-type: none"> <li>● Making False Claims</li> <li>● Play Fighting</li> <li>● Verbal Altercation that leads to staff needing to physically separate students/disruptive to the learning environment, or business of the school.</li> <li>● Physical aggression (pushing/shoving)</li> <li>● Gambling</li> <li>● Hallway Misbehavior</li> <li>● Moderate Harassment</li> <li>● Inciting or participating in a disturbance</li> <li>● Unintentional Physical Contact with School Personnel</li> <li>● 2nd -3rd Personal Electronic Infraction</li> <li>● Property Damage</li> <li>● Using School Equipment w/o Permission</li> <li>● Technology Violation</li> <li>● Unauthorized Sale or Distribution of items</li> <li>● Theft</li> <li>● Tobacco Possession</li> <li>● Verbal or Physical Threat to Student</li> </ul>	<ul style="list-style-type: none"> <li>● Referral for counseling</li> <li>● Referral to community organization</li> <li>● Service to School (E.g. Clean lunchroom, Design School PSA's, Assignment of work/projects, etc.)</li> <li>● Restorative Justice Circle</li> <li>● Community Mediation</li> <li>● Administrative detention</li> <li>● Extended detention</li> <li>● Conflict mediation/resolution</li> <li>● Restitution</li> <li>● Tutoring</li> <li>● Confiscation of items related to behavior</li> <li>● Review policy related to behavior</li> <li>● Rtl team assigns appropriate RTI interventions (E.g. Check-in/Check-out (CICO), Behavior Contract, Peer mentoring, Mentoring program)</li> <li>● Loss of privileges (Computers, Sports, Extracurriculars, etc.)</li> </ul>
<b>Level III</b>	
<p><b>Example of Severe Student Behaviors may include, but are not limited to the following:</b></p>	<p><b>Interventions may include, but are not limited to the following:</b></p>
<ul style="list-style-type: none"> <li>● Persistent Level II infractions</li> <li>● Alcohol</li> <li>● Act of aggression or attack on Student (injury)</li> <li>● Bullying, Cyber/Gang-Related included</li> <li>● Serious Bus Violation</li> <li>● Persistent Skipping Class (15 minutes or more)</li> <li>● Severe Defiance of Authority/Insubordination</li> <li>● Severe Inappropriate/disruptive Behavior</li> <li>● Dress Guideline Infraction (Routinely)</li> <li>● Drugs</li> <li>● Extortion/Coercion</li> <li>● False Claims</li> <li>● Fighting</li> <li>● Gambling</li> <li>● Serious Harassment/Hate Crime</li> <li>● Inciting or participating in a disturbance</li> <li>● Leaving the building w/o permission</li> <li>● Physical Contact with School Personnel</li> <li>● Severe Property Damage</li> <li>● Sexually-Based Infraction</li> <li>● Technology Violation</li> <li>● Unauthorized Sale or Distribution of items</li> <li>● Threat Against School Personnel</li> <li>● Theft</li> <li>● Tobacco Possession</li> <li>● Vaping</li> <li>● Verbal or Physical Threat to Student</li> <li>● Weapon - Other guns/weapons</li> </ul>	<ul style="list-style-type: none"> <li>● Infraction entered as a referral into JumpRope and administration immediately notified</li> <li>● Family is contacted by phone call (teacher and/or administration).</li> <li>● Crew Leader is notified</li> <li>● Repair and restore harm to the community</li> <li>● Restorative Conference/Community Circle <ul style="list-style-type: none"> <li>○ For non-physical Level 3 first offenders, students and families will be given an option to attend a restorative conference.</li> <li>○ If a restorative conference is selected and all parties create a mutually agreed upon solution, the traditional consequences(detentions, suspensions etc.) will be forgone and/or removed from the student record.</li> </ul> </li> <li>● Behavior Contract</li> <li>● Attendance Meeting</li> <li>● Referral to Substance abuse counseling</li> <li>● Referral to Rtl team</li> <li>● Amendment to IEP (students with disabilities)</li> <li>● Referral to Community Organization</li> <li>● Referral to Drug Counseling</li> <li>● Rtl team assigns appropriate Tier III intervention (Develop a Functional Behavioral Assessment and Behavior Intervention Plan, etc.)</li> <li>● Removal from a specific class (No more than 3 days)</li> <li>● Loss of privileges (after school activities, dances, events, sports, clubs, etc.)</li> <li>● Change in student's schedule</li> <li>● Suspension <ul style="list-style-type: none"> <li>○ In-school Suspension (Full &amp; ½ Day)</li> <li>○ Out of school Suspension (10 days or less)</li> </ul> </li> </ul> <p>**For out of school suspension, students who are picked up by a family member before 12PM will count towards 1 day of suspension. Families who cannot pick up their child until after 12PM or at that day, or if the incident requiring the suspension took place after 12PM, student will be removed from classroom settings and released at the end of the day. Suspension will start the following school day.</p>

	<p>**All guardians will be contacted via phone call or e-mail when a student is suspended by the end of the school day. A formal suspension letter will be mailed home for all out of school suspensions. Alternate instruction is offered and will be arranged at the request of the family. Mandatory Re-entry meeting either in person or via phone conference is required at the conclusion of the suspension.</p>
<b>Level IV</b>	
<b>Example of Severe Student Behaviors include but are not limited to the following:</b>	<b>Interventions may include, but are not limited to the following:</b>
<ul style="list-style-type: none"> <li>● Habitual Truancy 20+</li> <li>● Alcohol</li> <li>● Attack on a student</li> <li>● Bomb Threat</li> <li>● Severe Bullying (including Cyberbullying)</li> <li>● Severe Defiance of Authority and/or insubordination</li> <li>● Severely Inappropriate or Disruptive Behavior</li> <li>● Drugs</li> <li>● Extortion/Coercion</li> <li>● False Alarm/Activation of Fire Alarm</li> <li>● Fighting</li> <li>● Fire/Arson</li> <li>● Gambling</li> <li>● Harassment</li> <li>● Inciting or participating in a disturbance</li> <li>● Leaving school grounds w/o permission</li> <li>● Property Damage</li> <li>● Sexual Assault/Offense</li> <li>● Sexually-Based Infraction</li> <li>● Persistent or excessive Tardies</li> <li>● Threat Against School Personnel</li> <li>● Theft</li> <li>● Trespassing</li> <li>● Unauthorized Sale or Distribution</li> <li>● Vaping or other inhalants</li> <li>● Weapons, Firearms and Explosives</li> </ul>	<ul style="list-style-type: none"> <li>● Infraction entered in JumpRope as a referral comment and administration immediately notified</li> <li>● Family will be contacted by administration</li> <li>● Crew Leader notification</li> <li>● Attendance Contract</li> <li>● Long-Term Suspension <ul style="list-style-type: none"> <li>○ Out of school Suspension (10 days or more)</li> </ul> </li> </ul> <p>**For out of school suspension, students who are picked up by a family member before 12PM will count towards 1 day of suspension.</p> <p>Families who cannot pick up their child until after 12PM or not at all, or if the incident requiring the suspension took place after 12PM, student will be removed from classroom settings and released at the end of the day. Suspension will start the following school day.</p> <p>**All guardians will be contacted via phone call or email when a student is suspended by the end of the school day. A formal suspension letter will be mailed home and sent digitally for all out of school suspensions. Alternate instruction is offered and will be arranged at the request of the caregiver. Mandatory Re-entry meeting either in person or via phone conference if required at the conclusion of the suspension.</p> <ul style="list-style-type: none"> <li>● Request for a Formal Hearing <ul style="list-style-type: none"> <li>○ Hearing outcomes could include: <ol style="list-style-type: none"> <li>i. Explicit Behavior Contract (suspension held in abeyance)</li> <li>ii. Alternative Education Schedule</li> <li>iii. Permanent Expulsion (Will be disenrolled from Tapestry)</li> <li>iv. Hearing officer records consequences from students record</li> </ol> </li> </ul> </li> </ul> <p>*Second fight in a calendar year is an automatic hearing  *Violation of Level 3 behavioral contract is an automatic hearing  *Referral to CSE team (students with an IEP or 504 plan) for Manifestation determination</p>

<b>Level of Interventions and Responses</b>	
<b>Level 1</b>	<b>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</b>

	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. Teachers should use these responses in a graduated fashion. More than one response/intervention can be applicable.
<b>Level 2</b>	After multiple attempts have been made by the classroom teacher to address behavior(s) but the behavior has continued to negatively affect the learning environment the teacher may involve the grade level team to review student data and involve other supports in the broader community (Teachers, Response to Intervention Team (Rti Team), Dean of Students, Counselor, Coaches, Social Worker, Families, etc.) to implement more targeted interventions. In some cases a behavior may warrant a level 2 consequence, bypassing a Level 1 (see code of conduct matrix). Staff should use these responses in a graduated fashion. More than one response/intervention can be applicable.
<b>Level 3</b>	Appropriate when interventions have been in place but behavior is escalating (repeated offenses), or assigned by building administration. In some cases a behavior may warrant a level 3 consequence, bypassing a Level 1 & 2 (see code of conduct matrix). Level 3 interventions may include an in or out of school suspension of up to 5 school days.
<b>Level 4</b>	Administrator informed immediately. Student is to be escorted to the office and teacher or responding adult is to inform responding administrator of the details of the incident. When possible, the crew leader will be present during meetings with students and families. These interventions are designed to remove a student from the school environment because of the severity of the behavior(s) (E.g. For violation of a Level 3 behavior contract), and/or to monitor the school community and ending self-destructive and dangerous behavior. Level 4 interventions may include an out of school suspension of up to 10 school days, a formal hearing and possible expulsion from school.

<b>Code of Conduct</b>			
Matrix			
<b>Level 1:</b> Refers to minor/mild infractions that disrupt orderly classroom procedures or school operations. These infractions are handled by classroom teachers/staff and do not require administrative intervention.	<b>Level 2:</b> Refers to infractions with moderate seriousness or frequency that tend to disrupt the learning climate of the school, or persistent level 1 infractions. Administrative intervention may be necessary. <b>In some cases a behavior may warrant a level 2 consequence, bypassing a Level 1 (see code of conduct matrix below).</b>	<b>Level 3:</b> Refers to acts whose frequency or seriousness is severe and disrupts the learning climate of the school or pose a threat to the health, safety, or well-being of self and others, or persistent level 2 infractions. Administrative intervention is required. <b>In some cases a behavior may warrant a level 3 consequence, bypassing a Level 1 &amp; 2 (see code of conduct matrix below).</b>	<b>Level 4:</b> Refers to acts whose frequency or seriousness is severe and disrupts the learning climate of the school or pose a threat to the health, safety, or well-being of self and others that requires a formal hearing and possible expulsion from school. Immediate administrative intervention is required. <b>In some cases a behavior may warrant a level 4 consequence, bypassing a Level 1 - 3 (see code of conduct matrix below).</b>

<b>Inappropriate or disruptive behavior</b>	<b>Level 1 Mild/Minor behavior</b>	<b>Level 2 Moderate Behavior</b>	<b>Level 3 Severe Behavior</b>	<b>Level 4 Severe Behavior</b>	<b>May be Referred to Police or appropriate agency.</b>
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*\*Repeated and severity of infractions will result in escalating levels of interventions and responses.*

**Attendance:** \*Unexcused absence from School refer to attendance policy on page 23.



<b>Academic Dishonesty</b> *Cheating on a State exam will void exam results					
Mild Cheating or Plagiarism (E.g. copying homework, first infraction)	•				
Moderate Cheating or Plagiarism (E.g. Record of multiple infractions)		•			
<b>Alcohol</b>					
Under the influence *Referral to appropriate substance abuse counseling (1st infraction)			•	•	•
Using or possessing *Referral to appropriate substance abuse counseling (1st infraction)			•	•	•
Distributing or selling				•	•
<b>Act of Aggression or Attack on a Student</b> (i.e., hitting, kicking, or punching another student without warning or provocation)					
No injury (no visual, physical injuries)		•	•	•	
Bodily injury (includes concussion)				•	•
Throwing objects toward or at another student			•		
<b>Bomb Threat</b>					
				•	•
<b>Bullying, including Cyber-bullying and Gang-Related incidents</b>					
Intentional conduct (including verbal, physical or written conduct) or electronic		•	•	•	•

communication that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school.					
Serious bullying (i.e., repeatedly over time engaging in intentional negative behaviors that adversely affect another student's ability to participate in or benefit from a school's education or extra-curricular programs)			•	•	•
<b>Bus Violation</b>					
Minor disruption on the bus (i.e., eating, drinking, being too loud, standing)		•			
Serious disruption on the bus (fighting, throwing objects, distracting the bus driver, opening emergency exists, etc.)		•	•	•	•
<b>Class Cutting (skipping) *15 minutes or more w/o permission</b>					
Repeated, intentional failure to appear or attend a scheduled class		•	•		
Skipping Teacher Detention		•			
<b>Classroom Disruption</b>					
Talking out in class or talking out of turn; throwing objects; picking on, bothering or teasing another student(s); and other behavior that distracts from student	•	•			

learning.					
<b>Defiance of Authority and/or insubordination (nonviolent/nonphysical)</b>					
Failure to follow directions	•	•			
Failure to respond to school staff questions or requests	•	•			
Failure to follow directions, leading to a potential threat or harm to self or another person			•	•	
Failure to follow directions that directly leads to the harm of self or others			•	•	
<b>Disruptive or Inappropriate Behavior</b>					
Making inappropriate gestures, symbols or comments, or using profane or offensive language	•	•			
Using verbal insults, or put-downs, or using profane or offensive language toward staff, or lying to, misleading or giving false information to school staff		•	•		
Using verbal insults or put-downs, or using profane or offensive language toward staff, or lying to, misleading or giving false information to school staff that leads to emotional or physical harm to another person			•	•	

**Dress Guidelines Violation:** Refer to Dress Guideline Policy on page 34.

**Drugs or Controlled Substance**

Under the influence *Referral to appropriate substance abuse counseling (1st infraction)			•	•	•
Using or possessing *Referral to appropriate substance abuse counseling (1st infraction)			•	•	•
Distributing or selling				•	•

**Extortion/Coercion**

(i.e., taking or attempting to take from another - money or property- by threat of force, express or implied)			•	•	•
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**False Claims**

Making a False accusation		•	•		•
Making a false report to school or professional authorities			•	•	•
False activation of a fire alarm			•	•	•

**Fighting**

Play fighting *	•				
Play fighting that involves property damage or incidental contact with other students or staff		•	•		
Verbal altercation that		•	•		

leads to staff needing to physically separate students/disrupts the learning environment/disrupts the business of the school					
Physical aggression with another student (e.g. shoving or pushing)		•	•	•	
Minor fighting (may include incidents resulting in minor injuries)			•	•	•
Major fighting (Causing substantial risk of death or causing permanent or serious disfigurement, loss of function of any part of the body or impairment of the function of any part of the body. Includes concussion.				•	•
<b>Fire Setting/Arson</b>					
Deliberately starting a fire;destruction of property as a result of starting the fire				•	•
<b>Gambling</b>					
Minor gambling that does not have evidence of the exchange of money		•	•		
*Requiring the use of money or exchangeable goods		•	•	•	•
<b>Hallway Misbehavior</b>					
Running, making excessive noise, loitering	•	•			
<b>Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion</b>					

*Minor harassment (verbal discriminatory actions)	•	•			
Serious harassment (i.e., persistent or long-term harassment)			•	•	•
Hate Crime ( a Criminal offense against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, ethnic origin or sexual orientation).			•	•	•
<b>Inciting or participating in disturbance</b>					
Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption (cafe, hallway, library, bus stop, etc.)		•	•	•	
*Inciting conflict between individuals or groups of students.		•			
Using a personal communication device to attract others to initiate a disturbance.		•	•	•	•
<b>Leaving the building w/o permission</b>					
Leaving school grounds			•	•	
<b>Physical Contact with School Personnel (Including school visitors, community partners, before or after school providers, school/classroom pets, service dogs, etc.)</b>					
Unintentional incidental physical contact with	•	•			

school personnel (i.e. pushing through staff in doorway, running down the hallway)					
Attack against school personnel; Physical attacking an employee of Tapestry or other adult, including striking a staff member who is intervening in a fight or other disruptive activity			•	•	•
Throwing objects at school personnel			•	•	
<b>Portable Electronic Devices use at Unauthorized Times:</b> Refer to personal electronics policy on page 32					
<b>Property Damage, Including Graffiti</b>					
Minor or accidental damage (less than \$50)	•	•			
Damage to another person's or school property (over \$50)		•	•	•	•
<b>School Equipment Use without permission</b>					
Use of computers, fax machine, phones, etc.	•	•			
<b>Sexual Assault or Offense</b>					
Forced sexual act School staff is required to contact BPD immediately for any sexual assaults				•	•
<b>Sexually-Based Infraction</b>					
Sexual harassment (i.e., unwelcome sexual advances, requests for sexual favors; other inappropriate verbal, written or physical conduct of a sexual nature)		•	•	•	•

Sexual activity or sexual misconduct (i.e., indecent exposure, engaging in sexual activity, etc.)		•	•	•	•
<b>*Tardiness *Refer to attendance policy for more details on page 23 of student handbook</b>					
<b>Technology Acceptable Use Policy Violation</b>					
Accessing a website without permission (Mild/minor infraction): Eg. listening to music or playing a game	•	•			
Accessing a website without permission (severe) Eg. visiting a site with inappropriate images or hateful content.		•	•		
Disseminating hate or inappropriate material involving technology			•	•	•
<b>Threat Against School Personnel</b>					
Physical Gesturing, Written Threat or Verbal Threat			•	•	•
<b>Theft</b>					
Less than \$500		•	•		
Greater than \$500			•	•	•
<b>Tobacco Possession or Use</b>					
School staff is required to Refer students to appropriate substance abuse counseling (1st infraction)		•	•		•
<b>Trespassing</b>					



Being on school property without permission, including while suspended or expelled; includes breaking and entering			•	•	•
<b>Unauthorized Sale or Distribution (i.e., unauthorized or unapproved selling or distributing of goods not otherwise included in this code (stolen goods, non-school approved items - food items, clothing, electronics, etc.))</b>					
Items with little monetary value (under \$50)	•	•			
Items with significant monetary value			•	•	
<b>Vaping or other inhalants (including Tobacco or other drug)</b>					
Under the influence *Referral to appropriate substance abuse counseling (1st infraction)			•	•	•
Using or possessing *Referral to appropriate substance abuse counseling (1st infraction)			•	•	•
Selling or distributing				•	•
<b>Verbal or Physical Threat to Student</b>					
Threatening or aggressive language or gestures directed toward another student (No physical restraint needed and/or no threat of immediate physical contact)	•	•	•		

Weapons, Firearms and Explosives					
Explosives (possession, sale, distribution, detonation or threat of detonation of any incendiary or explosive material or device including firecrackers, smoke bombs. Flares or any combustible or explosive substances or combination of substances or articles , other than a firearm).				•	•
Firearms (possession or a firearm as defined in 18 USC 921 of the federal code - i.e., handguns, rifles, shotguns, and bombs				•	•
Other guns (BB guns, pellet, paintball, water guns, taser)			•	•	•
Other weapons (possession or any implement which could cause bodily harm i.e. knife, razor blades, pepper spray etc.,)			•	•	•

*\*Repeated and severity of infractions will result in escalating levels of interventions and responses.*

## Glossary of Terms:

### Administrative Detention

Administrative detention is held twice a week for 45 minutes after school. Administrative detentions should be reserved for level 2 behaviors including but not limited to those defined within the Code of Conduct. After completing a referral comment in JumpRope, the teacher will call home to inform the parent of the incident, the impact it had on the students learning and how the behavior was not in accordance with established classroom expectations. Administration will assign the administrative detention and notify the student, the Dean of Students will remind the student of their detention prior to the assigned date. The Dean of Students will send an email after each detention session indicating the students who have served their administrative detention for the day.

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### **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.

### **Discipline of Students with Disabilities**

When a suspended student is either classified, or in consideration of classification, by the Committee on Special Education or the 504 Committee, the requirements of federal regulation afford such a student additional due process protection beyond the general education population. If a CSE or 504 student is suspended for a cumulative total of ten days within an academic year, TCS will make arrangements for a manifestation determination. The CSE or 504 team will meet 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, special education services as stated in the IEP will be provided to the student along with alternative instruction.

### **Extended Detention**

Extended detention is held for 1 hour and 15 minutes after school. Depending on the severity of the level 2 behavior, students may be required to serve an extended detention rather than a traditional 45 minute detention. Students who have received 2 or more administrative detentions or restorative justice interventions within five school days, will be required to serve an extended detention.

### **Mild Behaviors:**

Refers to level 1, minor infractions that disrupt orderly classroom procedures and/or school operations. These infractions are handled by classroom teachers and do not require administrative intervention.

### **Moderate Behaviors**

Refers to level 2 behaviors which are infractions with moderate 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.

### **PIRRfect Flight for Common Areas**

At Tapestry Charter School we use our PIRR Compass Traits to define norms for specific areas within and outside of our community. Tapestry students, staff and families should all become familiar with the expectations outlined within the PIRRfect Flights for each of our common spaces. These spaces include but are not limited to the classroom, bathrooms, cafeteria, hallways, the front office, entering and exiting the building, and when being a good audience.

### **Restorative Action Menu**

Aligned with our Restorative Justice philosophy, there will be disciplinary situations where students have the opportunity to choose a restorative approach to repair the harm caused by their actions within the community rather than serving a traditional administrative detention. The students will choose an option from a menu of restorative actions. Different actions have various point values associated. Students will be assigned a point value based on their actions, how many points they need to restore and then they can develop their restorative action plan to be approved by the administration.

**School property**

Means in or within any building, structure, athletic playing field, playground, parking lot or land contained within TCS to and from school or in or on a school bus, "School property" for purposes of this code also means any class or instruction outside of the boundaries of the school but which constitutes a part of the student's educational program, work training, community training, work study, or internship. School property can also mean any furniture, equipment, educational supplies or other non-fixed personal property owned by the district.

**Searches and questioning of students**

In order to achieve a safe and orderly school environment, school personnel are authorized to question students regarding alleged violations without the necessity of "Miranda" rights. Searches of students and their belongings, including but not limited to lockers, are permitted if there is reasonable suspicion that the student is in possession of items that are relevant to an investigation and/or in violation of the school policies and the Code of Conduct. The search will be reported to the administration.

**Severe Behaviors**

Refers to level 3 or level 4 infractions whose frequency or seriousness persistently disrupts the learning climate of the school and/or acts directed against persons and/or property that pose a threat to health, safety and/or welfare of self or others. Administration is notified immediately and action may result in removal of student(s) from school. A level 4 behavior may result in a formal hearing and possible expulsion from Tapestry Charter School.

**Suspension and expulsion**

With consideration of the student's rights to due process, including parental notification and right to a fair hearing, administrative staff is authorized to impose penalties up to and including out of school suspension and expulsion. When consequences include student removal from instruction, alternative instruction will be provided as required by law. For students facing a suspension fewer than 10 days, the students legal guardian will be notified of the reason and evidence for the suspension and the student has the right to tell his or her side of the story prior to or shortly after commencement of the suspension. All students facing a suspension in excess of 10 school days are entitled to written parental notice of the suspension, phone call home if possible, a disciplinary hearing notice provided to parent, a disciplinary hearing, and a notice of hearing results to parent.

**Teacher Detention**

Teachers may assign after school or before school detention for students who have exhibited level 1 behaviors. In alignment with our Restorative Justice philosophies, it is expected that teachers who assign detentions to students will use at least a few minutes of this time to discuss the behavioral difficulty with students and set a goal for improved behavior.

**Academic Integrity****Cheating**

Cheating includes copying another's assignment or allowing someone else to copy one's own assignment. If a student is caught cheating during an assessment or on a homework assignment, he or she will receive a "No Credit" for the assignment. The student will be asked to provide assignment responses orally or while individually and directly supervised for a period of time to be determined by the teacher. Penalty may also include a written apology to the teacher or other offended party. Parent and administration will be notified. Additional consequences for cheating may include detention, suspension or expulsion.

## Plagiarism

Plagiarism is to use, intentionally or unintentionally, the ideas or writing of another as one's own. This can include copying text directly or paraphrasing text without giving the author credit for his or her ideas. It is a form of stealing.

Students in middle school are extensively educated on what constitutes plagiarism. Inadvertent plagiarizing (e.g. improperly citing a source) will result in a resubmission of the assignment with counsel from the applicable teacher on how to properly credit sources. Intentional plagiarizing (e.g. directly copying another's work) will be referred to administration for disciplinary consequences. Penalty may include a written or a public apology. Repeated, flagrant plagiarism may be grounds for suspension or expulsion.

## Forgery

Forgery is the falsification of the signature of another person. Consequences for forgery include parent/guardian contact, apology, and completion of a Behavior Reflection Sheet. Repeat offenses would lead to consideration of detention, suspension or expulsion at the discretion of the administration.

## Daily Behavior Expectations

### Arrival/Breakfast

Students are expected to honor the compass traits and respect Tapestry building spaces at all times. Parking lot safety includes use of sidewalks on the perimeter. No students will be admitted to the building prior to 7:30. Breakfast begins at 7:30 am and ends at 7:50 am. No beverages or foods (except water in a clear container or lunch in sealed container) may leave the dining room after breakfast.

Students are not permitted to enter classrooms without teacher presence. Failure of students to meet these expectations is a Level 1 infraction and will be dealt with accordingly.

### Dismissal

The dismissal bell rings at 3:07pm, Personal Electronic Device (PED) Cabinets for each grade will be supervised at exit doors for return of student property. In order to maintain a positive learning environment while providing a safe campus after school, all students have to exit the building by the 3:15 bell. They will not be permitted back inside. Students who take part in after-school extra-curricular activities (e.g. Clubs, Sports, etc.) or teacher help classes are expected to report to their assigned locations by 3:15pm. Failure of students to meet these expectations is a Level 1 infraction and will be handled accordingly.

\*Students waiting for a ride should follow the guidelines outlined in the PIRRFect Flight in the front foyer.

Guiding Our PIRRFect Flight  
when  
Entering or Exiting the Building

Perseverance

Integrity

Respect

Responsibility

I can wait patiently and calmly for school to start.	Once I have entered the building, I can stay in one place until the bell rings.	I can politely greet people as they enter the building.	I can be on time to school. I will obtain a pass when I arrive to school after 8:00 am.
I can wait patiently and calmly for someone to come and pick me up from school.	I can keep the main school doors closed and only use them to enter or exit the building.	I can respect others personal space and boundaries by keeping my hands to myself.	I can turn in my cell phone when entering the building and retrieve it in a respectful manner by 3:15..
I can walk to and from the building.	I can follow directions after the first time they are given.	I can be kind to others as I enter and exit the building.	I can remove my headgear when entering the building.
I can keep my voice at a level 1 when waiting between the double doors (entryway).	I will only use the middle school front doors to enter and exit the building.  I can report directly to clubs and after school obligations.	I can speak respectfully to all adults.	I can make arrangements for transportation before coming to school.  I can clear the hallways by 3:15pm.  I can leave the building with all my belongings that I need for home.

**Hallway Expectations**

Students are expected to travel safely and quickly to their next class following these expectations: Appropriate volume in the hall; Keep your hands to yourself; Stay to the right; Walk safely. Failure to meet these expectations is a Level 1 infraction and will be dealt with accordingly. Repeated violation of hallway expectations becomes a Level 2 infraction and will be dealt with accordingly.

Guiding Our PIRK-ect Flight  
in the  
Hallways

Perseverance	Integrity	Respect	Responsibility
I can use a voice level of 2 in the hallway.	I can go to the location that I have permission to go to, and nowhere else.	I can be kind to others and use manners (please, thank you, excuse me).	I can keep my belongings neat and organized in my locker with the door closed.
I can stay on the right side of the hallway.	I can walk quickly and safely to class to be on time.	I can move out of other people's way during transition and apologize when I accidentally run into someone.	I can keep the hallways beautiful spaces by picking up garbage, even when it isn't mine.
I can walk directly to my classroom and keep the hallways clear.	I can use appropriate language.	I can keep my hands to myself.	I can have a pass each time I am in the hallway.
I can encourage others to get to class on time.	I can apologize when I am in someone else's way.	I can respect the voice level in the hallway.	I can be on time to my classes.
	I will only use the locker that is assigned to me.	I can be respectful of others personal space.	I can remember and use the combination to the lock that is only on my own locker.
	I will only enter the High School with permission.		

**Voice, Language, and Hall Behavior**

Students are required to use “professional voice” at all times during the school day, whether out on fieldwork or in the school building. Though there is a time and place for appropriate expression of enthusiasm, school is rarely an acceptable location for loud voices. Teachers will give one reminder to use “professional voice.” If a student does not comply, behavior would be considered insubordinate and would be subject to the discipline policy.

Profane language can be offensive and is disruptive to the atmosphere of academic rigor established at TCS. Even if used in the context of informal conversation or joking, it is unacceptable in the school setting. Those who use profanity will be reminded to stop. Failure to stop as requested is insubordinate. A student can be called to a disciplinary hearing for use of profanity.

### **Hall Passes**

During the daily periods, all students going to the lavatory must be in possession of a classroom pass. Students must have a personalized and signed pass to go to other locations, including the nurse, front office, library, or other errand locations.

If a student is found in the hallway without a pass staff will escort the student back to the classroom and informing the teacher that the student was in the hall without a pass. The teacher whose classroom the student was supposed to be in will then issue the appropriate level I disciplinary consequence.

### **Bathroom Use**

If students must use the bathroom pass during class, they are only permitted to leave the room one time per class and they must use the classroom bathroom pass. Only one student may leave a class at a time. Failure to meet these expectations will be dealt with accordingly. If a student is believed to be misusing the pass privilege, with use of the pass more than two days in a week, it will be considered a Level 1 infraction and the privilege may be withdrawn after a call to the parent. If a student needs to go to the nurse due to illness or injury, they will ask the teacher for a nurse's office pass.



Guiding Our PIRK-ect Flight  
in the:  
Bathroom

Perseverance	Integrity	Respect	Responsibility
I can patiently wait for an available bathroom stall.	I can leave no trace.	I can give people the privacy that they need.	I can report when supplies are needed.
	I can go into the bathroom only when needed.	I can use a quiet voice.	I can tell an adult when the bathroom is messy or needs to be repaired.
	I can wash my hands.	I can be polite and use my manners.	I can let an adult know about any graffiti or problem behaviors.
	I can flush the toilet after using the facility. I will not put any foreign objects into the toilet.		
	I can use the bathroom and return to class within the time allotted.		

**Gum**

Responsible gum use is allowed at the Tapestry Charter School. Most of the building is carpeted and gum can cause irreparable damage to the carpet. Failure to responsibly discard gum is a Level 1 infraction and will be dealt with accordingly. Grade levels will set expectations for gum use and communicate through their grade level consistencies and expectations.

**Food, candy and snacks**

To preserve the carpet and maintain clean and sanitary conditions throughout the building, eating of any kind is reserved for the cafeteria during designated meal or event times. Eating food and beverages is not permitted in the cafeteria during class periods, including academic supports. Students may carry clear water bottles in the building, but may not have beverages other than water outside the cafeteria. Food and beverages in open containers or being consumed outside the cafeteria will be confiscated by staff and discarded. Violation of the eating or drinking policy will be considered a Level 1 infraction generally.

**Inappropriate Physical Contact**

Members of the school community are asked to refrain from inappropriate physical contact or from public displays of affection. It is the prerogative of a student who has been touched, or of any staff member, to determine what contact is inappropriate. Inappropriate touching will result in student discussion with staff, and possibly more serious consequences depending upon the context of the incident. Repeat violations will

result in escalating disciplinary action. Note that the school has a strict policy regarding harassment, and inappropriate touching may lead to further investigation.

### **Gambling**

Gambling within the school setting is deemed to be a disruption to the educational atmosphere and to pose a risk for long-term harm to individual students. If a student is discovered to be placing bets on games or other activities within the school setting, the game materials will be confiscated, and the student will be warned. Parent/Guardian will be notified. Continued infractions will result into a referral for counseling and possible suspension. Please see Code of Conduct for more information.

## **Illegal Behavior**

### **Smoking**

Smoking is strictly forbidden at all times in any location on the school campus. Violators will face disciplinary action. A contact will always be made home to family for a smoking infraction.

### **Illegal Substances**

The presence of illegal substances poses a threat to the health and safety of the Tapestry Community. Illegal substances (e.g., drugs, alcohol, tobacco, vape) are strictly prohibited at all times in any location on the school campus. Violators will face disciplinary action. Law enforcement officers may be contacted. Families will be notified. If substance use by a student is suspected, in or outside of school, a student's family will be contacted and concern with student's welfare will be shared. A recommendation will be made for professional assessment for need for substance use treatment. The Principal may require clearance from a School-approved drug and/or alcohol assistance or rehabilitation program before the student is permitted to return to school. Serious consideration will be given to the professional treatment recommendation. Chemical testing for illegal substance use may be required.

### **Stealing and Vandalism**

Stealing and causing destruction to property belonging to another are clear violations of the principles of a Restorative Justice community. These acts are also against the law. TCS defines our community broadly and will impose consequences upon a student who steals or vandalizes property within the neighborhood of TCS, local merchants, local residents, or those with whom students interact as part of school activities. Authorities may be contacted. Consequences would range from apology and restitution to suspension or expulsion, as determined by administration.

### **Weapons in School**

Weapons are defined as any instrument or device that has the intended or potential use of harming oneself or others, including making a threatening gesture to others. Any student found to be bringing such an object to school will face immediate administrative action with consequences including parent contact, up to and including suspension or an expulsion.

### **Bomb Threats**

Bomb threats are a crime under New York State law. In addition to facing possible criminal prosecution, any student who makes such a threat will be subject to severe disciplinary action, which could include expulsion. Any student who fails to report information or knowledge of a bomb threat on school property may also be subject to disciplinary consequences.

## **Responsibility for Personal/School Property**

### **Personal Property**

TCS is not responsible for safeguarding students' personal property, such as jewelry, electronic equipment, purses, money, or clothing (except for phones kept in PED cabinet). Students are strongly urged not to bring items of significant value to school. If valuable items are brought to school for some instructional purpose, they may be stored in a locked location if a prior agreement is made with administration. Also locks can be used when changing in the locker room for physical education to ensure safety of personal items.

### **School Property**

Students will be held responsible for damaged or broken school property, including but not limited to school technology, sports equipment, musical equipment, art supplies, books, and other school material. Students may be subjected to disciplinary actions as outlined in the code of conduct and retribution to cover the cost of the damage.

## **Student Use of Special Areas**

### **Cafeteria for Lunch**

When students enter the dining room they may sit at their lunch table (assigned or open seating at the discretion of the cafeteria supervisor). Students who have their lunch cards or passes to eat with staff members may enter the lunch line first. All other students, without their lunch cards, will be called to the line once it is cleared.

The students are served in order, without cutting in line ahead of students who were present first. If a student cuts in line, the adult supervisor will send that student to the back of the line. If it is noticed that a student repeats this offense, they will be asked to sit and wait until all students are served before they may get lunch. Students are required to show their lunch ID card to the cashier to ensure proper payment.

All students are expected to maintain a quiet to moderate voice volume in the dining room and follow the compass traits of respect, responsibility, and integrity in their interactions with all lunch staff.

If the volume becomes excessively loud, the quiet signal will be given and a reminder will be made once during a lunch period to return to appropriate volume. If the volume again becomes excessive, students may be ordered to maintain silence for the remainder of the period. Seating in the lunchroom is at the discretion of adult supervisors.

If a student needs to go to the bathroom, the student must take the Cafeteria pass from the designated area near the supervisor. Students must have adult permission and a pass to leave the dining room area during the lunch period for other purposes.

Failure to meet the cafeteria expectation is a Level 1 infraction and will be dealt with accordingly.

*Guiding Our PIRK-ect Flight  
in the:*

## Cafeteria

Perseverance	Integrity	Respect	Responsibility
I can encourage others to use a voice level 2.	I can follow all adult's directions.	I can be kind and polite by using manners with others.	I can use a pass when exiting the cafeteria.
I can encourage others to clean up after themselves.	I can meet expectations, even when an adult is not around.	I can put my trash into the garbage can in a calm and clean way.	I can bring everything I need with me to the cafeteria.
I can keep a voice level 2.	I can leave no trace and clean up messes at my table, even if I didn't make it.	I can leave behind a clean space.	I can bring my lunch card everyday and use it to pay for my lunch.
I can use the quiet signal and then wait silently for directions.	I can remain at my table until dismissed by an adult.	I can use a voice level 2.	I can leave no trace by wiping down the table and picking up any garbage.
I can wait patiently in line for my lunch.			I can stack my lunch tray on my table so someone can collect them all.

### Weight Room

The weight room has special equipment that cannot be used safely without proper training. Before first use, all students must receive instruction from certified physical education teacher. An adult/ teacher, when using the weight room must accompany all students. This adult/teacher must have knowledge of how to use the equipment properly. The equipment needs to be put back in the proper area/ racks. After equipment is used, it must be wiped down and sanitized. Sneakers and proper dress is required. No equipment may be removed from the weight room. The door is to remain locked when not in use.

### Library

Students should not be in the library without adult supervision. If a teacher has the library space reserved, no other students can be in the library to work. Food and drinks are not permitted in the library.

All books borrowed by students must be checked out with the library staff before leaving the library. Books

will be checked out to students for two weeks. After this time books must be renewed or a late notice will be generated: 1<sup>st</sup> notice - sent to Crew; 2<sup>nd</sup> notice - sent to Crew and a copy forwarded to parent/guardian; 3<sup>rd</sup> Notice - the book is considered "lost," and a bill for the replacement cost is sent home.

### **Computer Lab**

Students must have a pass from a teacher to work in the computer lab. Students MUST show they have work to do on a computer before being written a pass. The computer lab prints to the library printer only. Any student caught in the lab not doing work will be sent back to class immediately. Headphones are available for student use at their teacher's discretion and are checked out to students on an individual basis by the librarian (or staff). If headphones are broken or stolen, students will be charged to replace them. Absolutely no food or drink is allowed.

### **Locker Policy for Students**

At Meet Our Crew Night and/or the first day of school, each student will be assigned a locker. This is provided as a service for students to secure their belongings and the locker remains the property of Tapestry Charter School (TCS).

Any locker may be opened, and its contents searched or examined by school personnel without the permission of the student. This may be done at any time when, at the sole discretion of school authorities, they deem it necessary to do so. Enrollment at TCS constitutes consent by parents/guardians and students to such inspections. Items displayed in lockers must be consistent with the philosophy of Tapestry's Code of Conduct.

Lockers will be examined for damage inside and out at the beginning, middle, and end of each school year. Students/parents will be held financially responsible for damage, including scratching, defacing, denting, etc., and failure to clean the locker.

The school has locks available for each student with its own combination. The combination should be kept confidential and not be shared with any other student, faculty member. Crew leaders, administrators, and our support staff who are associated with the governance of the lockers are the only staff members who will have access to a student's combination. Students may bring a lock from home but it must be a combination lock (no key locks) and Crew leaders and administration must be provided with the combination. In the event that administration needs to access a student locker and they do not have the combination and/or it does not work, the lock will be removed with bolt cutters.

The school is not responsible for lost, damaged, or stolen items. Students must also adhere to the following guidelines:

- To help with organization, the school highly recommends the use of a locker shelf, which can be purchased from an office supply or discount store.
- Backpacks must fit in lockers--students' books and backpacks are not allowed to be stored in hallways or classrooms.

- Students are not allowed to write in or on lockers, even with washable markers.
- Stickers, use of tape, or other permanent adhesives are not allowed to hang pictures or other items; use magnets to hang items – if an item cannot be easily removed without causing damage, it should not be placed on or in the locker.
- No open drinks or open food containers are allowed in lockers.
- When shutting lockers, be careful that coats, backpack straps etc., are not in the way of the locker door, as this can cause jamming and lead to a damaged locker.
- Trading lockers or using lockers not assigned to the student is not allowed. Students who wish to switch lockers should contact the main office. Those who switch lockers or use a locker not assigned to them will face disciplinary action; locker combinations will not be changed.
- Students should never share their combination with others. Those who do will not receive a new combination if problems occur (i.e., someone getting into their locker), or they will be charged a \$25 fee to have the locker or combination changed.
- For protection of personal items and books, students should not “rig” their lockers open, so that the combination is not needed. Those who do will be responsible for lost/stolen items and must pay a \$25 fee to have locker or combination changed.
- Obtaining another student’s combination and/or opening his/her locker with malicious intent is considered a level III offense resulting in appropriate disciplinary action.
- If a locker and/or combination change is deemed necessary, a \$25 fee is assessed.
- Lockers are assigned by the office – students may not request a top or bottom locker unless medically necessary.

## **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 to be 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.

On June 13, 2019, Governor Cuomo signed legislation removing non-medical exemptions from school vaccination requirements for children. As a result, there is no longer a religious exemption to the requirements that children be vaccinated against measles and other diseases to attend public, charter, private or parochial school (students pre-kindergarten through 12th grade).

Any students that were previously granted an immunization exemption based on their religious beliefs are no longer valid, and no new exemptions of this nature will be considered or granted. Currently, the only basis upon which a child may be exempt from immunization is a certification by a licensed physician in New York State, stating that there is a medical reason why the child should not be immunized. Additionally, this means that all children, other than those who qualify for a medical exemption, must show proof of immunization against poliomyelitis, mumps, measles, diphtheria, rubella, varicella, hepatitis B, pertussis, tetanus and (where applicable by grade level) haemophilus influenzae type B (Hib), meningococcal disease, and pneumococcal disease prior to attending school. **These new immunization requirements will apply to all Tapestry academic programs, athletic programs beginning in mid August 2019, and enrollment for the 2019-2020 school year beginning in September 2019. Any child without proof of required immunizations by 8/28/19 will not be permitted to attend school on 9/3/19.**

Where a child has not received the full course of immunizations, they will be admitted to school if it is demonstrated that they have had at least the first dose in each immunization series required by law and they have age appropriate appointments to complete the immunization series.

Questions concerning these requirements may be addressed to the Principal or school nurse.

## **SECTION 8: FAMILY COMMUNICATION AND INVOLVEMENT**

### **Communication**

### **6-8 Newsletter**

Once per month, a Newsletter for families in grades 6 – 8 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 middle school main office.

### **Grade Level Weekly Updates**

Each week the grade team will send home a link to the grade level website in the Weekly Update. Each website will have weekly updates about each core class as well as a calendar and spotlight on crew. There will also be additional information on every teacher's tab that will provide information about upcoming assessments, assignments, field work and highlight classroom learning experiences.

### **School Reach Weekly Message**

Each week the Principal will send a Weekly Update to families via School Reach. This email will include highlights from the previous week, important information and upcoming events and club dates.

### **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.

## **Visitors 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 pass.
- Parents or visitors who wish to observe a classroom while school is in session are required to make such 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. 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, and the setting of priorities for use of funds. The PAG includes at least two representatives from each of the following groups: parents, students, and faculty, as well as administrative presence.

Any parent or faculty member may submit a proposal or a topic for clarification or action by the PAG. Any student can submit a proposal that will go through his/her crew. The crew will provide feedback and guidance to the student about the feasibility of the proposal, but will pass along the proposal for the PAG to consider. The PAG will prioritize proposals and seek feedback from the school community in making decisions.

PAG Meetings will take place each month on the last Tuesday of the month from 815-9:00AM.

This year's meeting dates are: 9/24/19, 10/29/19, 11/19/19, 12/17/19, 1/28/20, 2/25/20, 3/31/20, 4/28/20, 5/26/20 & 6/16/20

### **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.

The TCA at times, will host speakers on topics that are relevant for Tapestry families. Subcommittees will meet as needed and will report back to the general PAG during monthly meetings.

### **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"> <li>● Set a schedule and structure to make sure your child completes school work. Limit TV and “electronic” time. Keep books and other reading materials available and set aside a time to read each day.</li> </ul>
Learning about and supporting Tapestry Charter School’s values and programs	<ul style="list-style-type: none"> <li>● Encourage your child to participate fully in fieldwork and teambuilding events.</li> <li>● Be familiar with and discuss with your child the Code of Conduct and the content of this handbook.</li> <li>● Attend school-wide activities during the year.</li> </ul>
Staying informed about your child’s progress	<ul style="list-style-type: none"> <li>● Attend all of your child’s Student Led Conferences and exhibition nights.</li> <li>● Read teacher communications and promptly return permission slips and other communications asking for family response.</li> <li>● Review grades on parent portal</li> </ul>
Volunteering	<ul style="list-style-type: none"> <li>● 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.</li> </ul>

### **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 less 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 notification or scheduling of such meetings should be directed to Eric Klapper, Executive Director at (716) 204-5883.

### **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 Tapestry Charter School. 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 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 crew leader by **Wednesday, September 18, 2020**.

Student Grade: \_\_\_\_\_

Crew Leader's Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Any questions you would like your child's crew leader to address:

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Any questions you would like administration to address:

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