

Tapestry Charter School
65 Great Arrow Avenue
Buffalo, NY 14216
(716) 204 - 5883
www.tapestryschool.org

9 - 12 Family Handbook 2019-2020



Mr. Fred Carstens and Mrs. Sara Hilligas
Co-Principals

Mrs. Joanne Cathcart
Dean of Students

Rev. 8/19

Greetings Students and Families

Welcome to Tapestry Charter High School, the proud “Home of the Thunderhawks.” 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.

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 10th grade Passage Portfolios and 12th grade Senior Apologias.

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 high 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 School 9-12, we welcome you and hope you have a wonderful school year!

Sincerely,

Fred Carstens and Sara Hilligas
Co-Principals

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SECTION 1: SCHOOL LOGISTICS

HS Main Office: 716-204-5883

Academic Calendar – See Tapestry website:

www.tapestryschool.org

**BELL SCHEDULE
TAPESTRY CHARTER SCHOOL GRADES 9 - 12**

MONDAY SCHEDULE 10:00 - 3:04		
Period	Time	Total Minutes
Homeroom	10:00-10:02	2
1	10:02 - 10:36	34
2	10:38 - 11:12	34
3	11:14 - 11:48	34
4	11:50 - 12:24	34
5A	12:26 - 12:47 – Lunch 11/Crew 12	21
5B	12:47 - 1:08 – Lunch 12/Crew 11	21
6A	1:08 - 1:29 – Lunch 9/Crew 10	21
6B	1:29 - 1:50 – Lunch 10/Crew 9	21
7	1:52 - 2:27	35
8	2:29 - 3:04	35

TUESDAY-FRIDAY SCHEDULE 7:58-3:04		
Period	Time	Total Minutes
Homeroom	7:58-8:00	2
1	8:00-8:52	52
2	8:54-9:46	52
3	9:48-10:40	52
4	10:42-11:34	52
5A	11:36-12:00 – Lunch 11/Crew 12	24
5B	12:02-12:24 – Lunch 12/Crew 11	24
6A	12:26-12:50 – Lunch 9/Crew 10	24
6B	12:52-1:16 – Lunch 10/Crew 9	24
7	1:18-2:10	52
8	2:12-3:04	52

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 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.

Essential Partners

Parents and guardians are expected to:

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

Teachers and administration are expected to:

- Maintain a climate of mutual respect and dignity for all students regardless of (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 High School

☐ Visit the school website, www.tapestryschool.org to report any suspected instances of bullying or contact one of the schools DASA coordinators below:

- Fred Carstens, Co-Principal - carstensf@tapestryschool.org
- Vicki Schroeder, Guidance - schroederv@tapestryschool.org

SECTION 3: 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 High 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 High School office with questions or concerns at 204-5883.

High 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, Rollerblades, 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 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 grade level orientations.

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%.

*55 on report cards indicate that the students grade in the class is lower than a 55%. The final average for the class will average the *55 and not the actual quarterly grade.

Parent Portal

Parents can track their child's grades through *Parent Portal*. Teachers will have academic grades updated on a regular basis so that parents have accurate information about their child's academic standing when accessing the Parent Portal. Please contact the guidance department with any login issues. Please note, the parent portal will close approximately one week before the close of the quarter. The portal will re-open at the start of the new quarter.

Incomplete Grades

Building administrators have discretion to give a student an incomplete grade 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

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 through the syllabus, 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 policy for absent students

Each teacher should develop a system so that students who are absent for the day can access the homework assignment that they missed. This system should be communicated to students during the first week of school. 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. Parents can also email teachers for information, and many assignments are posted on Google classroom.

Parent/Guardian Communication via phone calls or e-mails

Teachers are required to return phone calls or e-mails to parents or guardians within 48 hours.

Teacher websites/Google classroom

Although not required, teachers are encouraged to keep an updated website or google classroom to encourage communication with parents and students.

Science Lab Minutes

New York State requires students to successfully complete 1200 minutes of hands-on laboratory per course with satisfactory laboratory reports. All labs are due one week prior to the start of Regents exam week. Labs are conducted throughout the school year and the science teacher will communicate to students' families on a quarterly basis if a student is not on track to hit the 1200 minutes along with a plan to make up any labs. Labs count for 20% of the class grade. **Students who do not meet the 1200 required lab minutes will not be allowed to sit for the NYS Regents exam.**

NWEA Testing

NWEA/MAPS assessments are given twice a year (September & June) in grades 9-11. The test is adaptive to the individual student and the information provided helps teachers make informed decisions to adapt instruction in order to impact student academic growth. A parent tutorial will be given during orientation night

Interim Assessments

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

1. Interim assessments will occur twice throughout the year.
2. Interim exams should mirror the format of NYS exams. Whenever possible, interims should include actual state test questions.

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 the 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 in grades 9-11 are required to have their agenda books signed by the classroom teacher to travel in the hall and must have it in possession while out of a classroom. It is a senior privilege to not have an agenda book, but any seniors determined to be abusing this privilege may have it revoked.

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

High School Retention Policy (Grades 9 - 11)

At the end of the year, any 9th, 10th or 11th grade student who has a cumulative GPA below 65% for any class required for graduation will attend summer school.

Course Retention

Any student who does not attend or does not pass summer school will have to repeat the course or one similar the following year.

Grade level Retention

Any student who does not attend or does not pass summer school and has failed 3 or more courses required for graduation may not be promoted to the next grade level. See the course pathways below.

High School Retention Policy (Grade 12)

At the end of the year, any 12th grade student who has a cumulative GPA below 65% for any class required for graduation and/or does not have the minimum 22 credits needed for graduation, and/or who did not pass their senior talk will not graduate and hence **will not participate in the graduation ceremony**. If graduation is scheduled before the completion of NYS Regents exams, students who still need to pass a Regents exam(s) will be allowed to attend graduation but will receive a “blank diploma” until they have met the Regents requirements. Students will have the chance to remediate their senior talk prior to the graduation date. If a student attends summer school and passes the course/Regents exam, they will receive their diploma in August.

Course Credit Requirements for Graduation

In order to graduate from Tapestry Charter School a total of 22 high school credits (including four years of Crew) must be earned.

<i>Subject</i>	Advanced Regents Diploma		Regents Diploma	
	<i>Units of Credit</i>	<i>Regents Exams</i>	<i>Units of Credit</i>	<i>Regents Exams</i>
English	4.0	1	4.0	1
Social Studies	4.0	2	4.0	2
Math	3.0	3	3.0	1
Science	3.0	2	3.0	1
Spanish/LOTE*	1.0*	1	1.0	0
Physical Education	2.0	0	2.0	0
Arts	1.0	0	1.0	0
Health	0.5	0	0.5	0
Sequence Courses, Electives	3.5	0	3.5	0
Total	22	9	22	5

Regents Exam Requirements for Graduation

In addition to earning 22 high school course credits, students must also pass the required Regents exams with a score of at least 65%: English Language Arts, Common Core Algebra, Global History, U.S History, Living Environment, World Language Checkpoint B exam.

HONORS ACCELERATION PROGRAM

High School Honors Program

Tapestry Charter High School is committed to providing a rigorous college preparatory program that encourages all students to demonstrate intellectual and character growth, as well as provides the widest range of options for their futures. At Tapestry, we believe in the power and importance of diversity, and that all students bring a unique set of individual talents to each classroom they enter into. While we maintain this commitment, we also recognize that some students desire, seek, and need to be pushed even further—beyond the high expectations our regular classes already set. It is upon this premise that the Tapestry Honors Extension Program is based.

Current 11th and 12th grade students enrolled in the Honors Program have the opportunity to earn an Honors Diploma from Tapestry along multiple pathways: Spanish, mathematics, science, humanities, and visual arts. In order to receive an Honors Diploma, students must successfully complete the necessary advanced coursework in their subject area, two years of a writing enrichment course, and one college-level advanced course. Ambitious students are eligible to receive diplomas along multiple pathways, and students are welcome to enroll in multiple college-credit bearing courses.

Current 9th and 10th grade students are eligible to join the new Honors Extension Program currently under design. This program, while in the same spirit as the current one, will provide more opportunities for more students to accelerate, and will begin for interested students in 9th grade.

This new Honors Program will engage and prepare students by:

- Emphasizing experiential learning, creating life-transforming experiences in and outside of school by encouraging and emphasizing community service, social justice, local issues and concerns, current events and global concerns, and broad intellectual development.
- Requiring an in-depth study and discussion of local, national and global events.
- Offering a range of community events to introduce students to the broad palette of artistic and intellectual offering within the Buffalo community.
- Challenging students to work independently in their own pursuit of intellectual gain and understanding.
- Expecting students to become well-read across genres and time periods.
- Creating real-life opportunities to engage in intellectually stimulating conversations with adults.

More details, enrollment and eligibility requirements, and course opportunities will be shared as the 2019 - 2020 school year progresses.

Advanced Placement, Dual Enrollment and College Courses

By their junior or senior year, students who have successfully completed prerequisite courses will have the opportunity to enroll in college level courses. These college courses take two forms:

1. Dual Enrollment Course - Students are enrolled in a college course and complete college level coursework. However, this coursework takes place during the normal school day and is taught by a Tapestry Charter School teacher. A student has the option to not pay for college credit yet still be enrolled in the course to earn high school credit if they choose. This course will carry a 0.03 weight when calculating final GPAs.
2. College course - At the site principal's discretion, students who are in the Honors program and who have successfully completed all prerequisite courses may be released from school early in order to take a college course on a college campus. Students who choose to go off site for a college course will not receive high school credit for taking the course, but they will receive college credit upon successful completion.
3. Advanced Placement (AP) Courses - Students who register for an AP course will be provided a rigorous opportunity to dig deeper into a specific subject area. If a student registers for the AP exam and scores a 3 or higher they can earn college credit. Courses are taken during normal school hours and taught by a Tapestry Charter School teacher.

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

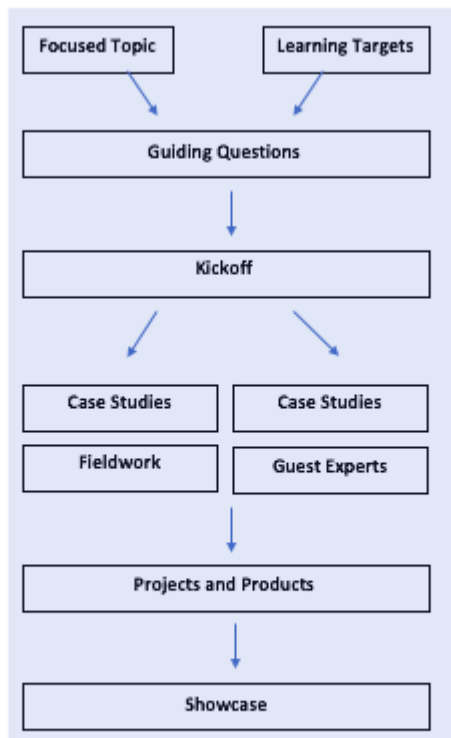
At Tapestry Charter Middle and High School, it is expected that each grade level will complete at least one high quality learning expedition per year. With the support of the EL Coach, the learning expedition will be planned by the team. The team leader will oversee its implementation. Every expedition 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. Crew lessons are interwoven with the Social Emotional Learning Benchmarks set by NYS to help address student connectedness to school, and help them become better learners. 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. Intensives at Tapestry are two full days where students will be put through and “intense experience” that falls into one of the following categories:

<u>Educational Experience</u>	<u>Service Experience</u>	<u>Career Experiences</u>	<u>Unique Experiences</u>
Provides students with a deep dive experience into content or teachers skills that have direct connections to curriculum/expeditions that otherwise students would never be able to experience in a traditional classroom setting.	Provides students with an experience that help address human and community needs. Typically, this experiential approach will connect with local Buffalo organizations and culminate with a project that improves the Greater Buffalo Community.	Provides students with a first-hand look at a career they may be interested in. Typically, students will interact with experts in the field, on site, and/or hands-on training.	Provides students with an experience that typically students would never have.

Passage Portfolios

In order to graduate to ninth grade and move to eleventh grade at Tapestry, all students in eighth and tenth 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. It is an expectation and requirement for students to participate in this process. Students who are unsuccessful will be given opportunities to meet the expectation during the summer months. Students who do not complete this process will not be promoted to an 11th grade crew with their peers until a mastery grade is achieved.

Senior Talks / Apologias

As a requirement of graduation, seniors must demonstrate their readiness to graduate high school by crafting a well-written piece of rhetoric in the genre of an apologia. They must deliver this written work as a speech. An apologia is an opportunity to defend oneself, to show that, through the quality of writing and the professionalism of your delivery, that the senior is ready to graduate. It demands honest self-appraisal and reflection. It requires that seniors speak from the heart to their strengths and acknowledge their weaknesses. It reflects Socrates’s decree, “Know thyself.” A student’s diploma may be withheld if this capstone is not completed.

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.

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. Please refer to the school calendar for this year's dates.

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. Team building activities are mandatory and count towards attendance.

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.

Grade Level Meetings

Several times throughout the year, each grade level will also participate in a community meeting specific only to that grade level. These meetings happen opposite of lunch. During the meeting, students are acknowledged for their accomplishments, such as PIRR spotlight and Golden Feather raffles and crews engage in team building activities.

Fieldwork Mondays

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

Permission Slips for Fieldwork

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

Cost of Fieldwork

In the high 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!).***

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 the 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.

Attendance Procedures

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

- The guardian notifies the school, with valid reason, before 9:00 am on the morning of the absence by calling the main office at 204-5883
- Upon returning to school after an absence, a student is required to provide a note signed by a Parent/Guardian with the date(s) and explains the reason for the absence. A doctor's note is requested when the reason for absence included an appointment. **Without a note, the absence is marked as "unexcused."**

Any full day unexcused absence will be considered truancy and disciplinary action will be taken. **Notes must be submitted within 10 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 pm 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.
- Guardians may request for work once your child has been absent for two consecutive days. Please contact the school counselor at 204-5883 by 8:00 am on the 3rd consecutive day of absence.
- **Any note received after 10 days will not be accepted and absence will be unexcused.**

Excused and Unexcused Absences

- Excused
 - An absence, tardiness or early departure include: personal illness, appointment with a health professional that could not be scheduled after school, observance of a religious holiday, a family emergency, or a planned absence for a personal or educational purpose that has been approved in advance by the school. Also, required court appearances, incarceration, approved field trip, suspension (formal and informal), college visits, approved cooperative work programs, military obligations or other such reason approved by the building administrator.
- Unexcused
 - An absence, tardiness or early departure is considered unexcused if the reason for lack of attendance does not fall into the above categories (Lack of required immunization without a medical exemption, family vacation,

babysitting, unlawful employment, expressing solidarity with a cause, illegally detained by parent, no transportation, illegal pickup by a parent, missed bus, lack of proper clothing, truant (out of school without parental consent) obtaining learner's permit, road test, oversleeping).

Late Arrivals

****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/guardian or other official designees (e.g., physician, court, etc) giving the date and reason for the lateness.

Early Dismissal

It is requested that parent/guardian arrange medical, dental and other appointments for their children after the end of the school day. If this is not possible, parents/guardian 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. Parent/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. 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.

Attendance Incentives

- In house haircuts will be offered at a discounted rate for students
- Free haircut once a month for students who have perfect attendance.
- Open Gym is offered Tuesday - Friday from 7:15 am -7:45 am.
- Perfect attendance awards.
- Attendance is tied to Intensive selection opportunities.
- Opportunities to participate/attendance in HS events (e.g. Staff vs Student athletic games, 3 on 3 basketball games, Video Game Competition, Dances, etc.)

Absences

Interventions for Excessive Absences

- A school reach message is sent home by front office staff each time a student is absent from school by 12:00.
- Administrative staff will run attendance reports every week and identify students who have reached 5, 10, 15 and 20 unexcused absences.

- 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 administration for appropriate consequences (See code of conduct on page 23).

At (5) unexcused absences from a class:

- Parent/guardian will be contacted by phone or email
- An after-school detention will be assigned, during which the student will reflect on his or her behavior and complete any missed work

*If a student does not attend detention an appropriate Level 2 intervention will be assigned

At ten (10) unexcused absences from school:

- Dean of Students will call home to schedule a meeting
- A conference will be held with the Dean of Students, Crew Leader, Parent/guardian and Student, to discuss attendance and create a written plan
- Written plan will be mailed home to Parent/guardians
- The plan will be drafted and signed by all involved parties to commit to improved attendance/punctuality
- An additional appropriate Level 2 intervention(s) may be assigned (see code of conduct)

At fifteen (15) unexcused absences from school:

- A meeting will be held with student, parent/guardian, teacher(s), and Guidance to discuss an attendance contract
- Credit may be denied for that class or grade
- At this time, a medical note from a health care provider will be required for all future absences
- An additional appropriate Level 3 intervention(s) may be assigned (see code of conduct)

At fifteen (20) unexcused absences from school:

- An attendance hearing w/ the building principal will be scheduled
- A referral to an outside agency (CSE, CPS, PINS, etc.) may be made
- An appropriate Level 3 or 4 intervention(s) will be assigned (see code of conduct)

When a family has received two interventions, and the student has accumulated at least 20 days of unexcused absences, the school administrator will begin formal sanctions including but not limited to: referral to the Committee on Special Education (CSE for a re-evaluation of appropriate placement), referral to Child Protective Services (CPS) for parental neglect, or a referral to the PINS Diversion Program, attendance hearing, and potential disenrollment from Tapestry Charter School.

Tardies

Interventions to address excessive tardies

If a student arrives to school after 7:58 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.***

For every unexcused tardy from a class, the classroom teacher will assign:

- An appropriate level one consequence (see code of conduct)

At (10) unexcused tardies to school:

- Crew Leader will call home to discuss barriers and brainstorm solutions

At fifteen (15) unexcused tardies to school:

- A letter will be sent home
- An appropriate Level 2 consequence will be assigned (see code of conduct)

At twenty (20) tardies to school:

- The Dean of Students will contact the parent/guardian to set up a meeting
- Dean, Crew Leader, Student, Parent/guardian, and/or guidance counselor will meet to discuss attendance and create a written plan
- The plan will be drafted and signed by all involved parties to commit to improved attendance/punctuality
- Written plan will be mailed home
- An appropriate Level 2 or 3 consequence may be assigned (see code of conduct)

At forty (40) tardies to school:

- A meeting will be held with the Building Principal, Student, Parent/guardian, and Crew Leader.
- An attendance contract will be put in place
- A referral to an outside agency (CSE, CPS, PINS, etc.) may be made
- Credit may be denied for that class/grade
- Student may have to attend summer school
- An appropriate Level 3 or 4 consequence will be assigned (see code of conduct)

If a student is present in school but late to class after the second bell rings, the teacher will mark that student tardy and this will count as a level 1 infraction. *See Code of Conduct for possible consequences.*

If a student is present in school but **late to class more than 15 minutes**, this will be considered cutting class/skipping and the teacher will enter it into Jump Rope (behavior software). *See Code of Conduct for possible consequences.*

Students should be made to understand that arriving late to class can be disruptive to instruction and the classroom environment, and also valuable information is being missed. Students should be diligent and make every effort to arrive to school and to every class on time.

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

The following definitions are meant to provide clarity of terms:

Unexcused absence – This includes absences from school and from class

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

A student athlete's eligibility for participation in games is dependent upon his or her attendance in school the previous week. Attendance eligibility will be examined every weekend and the high school principal and athletic director 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 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 (Elopement)

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 3:04 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 CHARACTER AND STUDENT CODE OF CONDUCT

Introduction:

The 2019-2020 Code of Conduct has been aligned with the New York State Culturally Responsive-Sustaining Education Framework and has been developed with input and feedback from community stakeholders, including parents, students, staff, Board Members, and administration.

Discipline Philosophies

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:



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. 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 below

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 the foundation for success in school and in life. These compass traits form the basis of our positive behavioral supports 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

Student Code of Conduct

Tapestry’s Code of Conduct, Behavior Expectations, Interventions and Consequences are in compliance with Federal Law and including the Dignity For All Students Act (DASA).

Tapestry is committed to teaching, modeling and enforcing high standards of conduct in order to ensure that Tapestry is a safe, healthy learning environment for all students and staff.

The following matrix indicates the types of disciplinary action and interventions that may apply to each type of infraction. In each instance, an opportunity to repair harm and teach appropriate behavior through the use of intervention, restorative practices and corrective action is stated. Each situation or violation involving student conduct should be individualized and the least punitive action should be taken when possible. The administrator shall, however, determine whether a specific infraction warrants 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"> • 5x Unexcused Absences • Academic Dishonesty • Classroom Disruption • Defiance of Authority/Insubordination • Inappropriate/disruptive Behavior • Dress Guideline Infraction • Play Fighting • Hallway Misbehavior • Minor Harassment • Inciting or participating in a disturbance (mild) • Unintentional Physical Contact with School Personnel • First Personal Electronic Infraction • Minor Property Damage • Using School Equipment w/o Permission • Unexcused tardy from class • Technology Violation 	<ul style="list-style-type: none"> • Infraction entered in Jump Rope • Establish relationships with students • Contact crew leader & parent/guardian via telephone, e-mail or text message • Detention • Silent Lunch (w/teacher) • Reteaching of expectations • Crew leader mediation/meeting w/ teacher • Written reflection or apology • Seat change • Parent/guardian/Teacher conference • Parent/guardian accompany student to school • Daily progress sheet on behavior • Push-In • RTI interventions (E.g. Planned Discussion, 10X2 strategy, 2nd to last word, Provide classroom jobs, Loss

<ul style="list-style-type: none"> Unauthorized Sale or Distribution of items Verbal or Physical Threat to Student 	<p>of classroom privileges, Establish buddy teacher system etc.)</p> <ul style="list-style-type: none"> Request for assistance (RFA) from Grade Level Team Referral to Student Support Team (SST)
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"> Persistent Level I infractions 10x Unexcused Absences Academic Dishonesty Act of Aggression towards Student (no injury) Bullying, Cyber/Gang-Related included Bus Violation Skipping Class (15 minutes or more) Classroom Disruption Defiance of Authority/Insubordination Inappropriate/disruptive Behavior Dress Guideline Infraction (3+) Play Fighting Verbal Altercation that leads to staff needing to physically separate students/disruptive to the learning environment, or business of the school. Physical aggression (pushing/shoving) Gambling Hallway Misbehavior Serious Harassment Inciting or participating in a disturbance Unintentional Physical Contact with School Personnel 2nd -3rd Personal Electronic Infraction Property Damage Using School Equipment w/o Permission 15x Unexcused tardy from class Technology Violation Unauthorized Sale or Distribution of items Threat Against School Personnel Theft Tobacco Possession Verbal or Physical Threat to Student 	<ul style="list-style-type: none"> Infraction entered in JumpRope Parent/guardian & Crew Leader notification Push-In PIRR reset (20 minutes or less) Problem-solving room (PSR) temporary removal from the class Reflection and apology Referral to school-based health or mental health clinic Referral to community organization (Breaking Barriers, etc.) Service to School (E.g. Coffee cart, Clean lunchroom, Design School PSA's, Assignment of work/projects, etc.) Restorative Justice Circle Community Mediation Administrative detention Extended detention Conflict mediation/resolution Restitution Tutoring Attendance reflection Student Support Team (SST) assigns appropriate RTI interventions (E.g. Check-in/Check-out (CICO), Behavior Contract, Peer mentoring, Mentoring program, Assigned attendance buddy) Loss of privileges (Computers, Sports, Extracurriculars, etc.) Saturday School
Level III	
Example of Severe 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"> Persistent Level II infractions 15x Unexcused Absences Alcohol Attack on Student (injury) Bullying, Cyber/Gang-Related included Serious Bus Violation Persistent Skipping Class (15 minutes or more) Severe Defiance of Authority/Insubordination Severe Inappropriate/disruptive Behavior Dress Guideline Infraction (Routinely) Drugs Extortion/Coercion False Alarm/Activation of Fire Alarm Fighting Gambling Serious Harassment/Hate Crime Inciting or participating in a disturbance Leaving the building w/o permission 	<ul style="list-style-type: none"> Infraction entered in JumpRope and administration immediately notified Parent/guardian & Crew Leader notification Restorative Conference <ul style="list-style-type: none"> For non-physical Level 3 first offenders, students and families will be given an option to attend a restorative conference. Students may be asked to stay home as a cooling off period until a conference can be scheduled. 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. Behavior Contract Attendance Meeting Referral to Substance abuse counseling

<ul style="list-style-type: none"> ● Physical Contact with School Personnel ● 4th Personal Electronic Infraction ● Severe Property Damage ● 20x Unexcused tardy from class ● Sexually-Based Infraction ● Technology Violation ● Unauthorized Sale or Distribution of items ● Threat Against School Personnel ● Theft ● Tobacco Possession ● Vaping ● Verbal or Physical Threat to Student ● Weapon - Other guns/weapons 	<ul style="list-style-type: none"> ● Referral to IEP team (students with disabilities) ● Revision to IEP (students with disabilities) ● Referral to Community Organization ● Removal from a specific class (No more than 3 days) ● Short-Term Suspension <ul style="list-style-type: none"> ○ In-school Suspension (Full & ½ Day) ○ Out of school Suspension (5 days or less) <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 and sent digitally for all out of school suspensions. Alternate instruction is offered and will be arranged at the request of the parent/guardian. 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"> ● Change in student's schedule
Level IV	
Example of Severe Student Behaviors include but are not limited to the following:	Interventions may include, but are not limited to the following:
<ul style="list-style-type: none"> ● Habitual Truancy 20+ ● Alcohol ● Attack on a student ● Bomb Threat ● Severe Defiance of Authority and/or insubordination ● Severely Inappropriate or Disruptive Behavior ● Drugs ● Extortion/Coercion ● False Alarm/Activation of Fire Alarm ● Fighting ● Fire/Arson ● Gambling ● Harassment ● Inciting or participating in a disturbance ● Leaving school grounds w/o permission ● Property Damage ● Sexual Assault/Offense ● Sexually-Based Infraction ● Persistent or excessive Tardies ● Threat Against School Personnel ● Theft ● Trespassing ● Unauthorized Sale or Distribution ● Vaping or other inhalants ● Weapons, Firearms and Explosives 	<ul style="list-style-type: none"> ● Infraction entered in Jump Rope and administration immediately notified ● Parent/guardian & Crew Leader notification ● Attendance Contract ● Long-Term Suspension <ul style="list-style-type: none"> ○ Out of school Suspension (5 days or more) <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 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 e-mail 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 parent/guardian. 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"> ● Request for a Formal Hearing <ul style="list-style-type: none"> ○ Hearing outcomes could include: <ol style="list-style-type: none"> i. Explicit Behavior Contract (suspension held in abeyance) ii. Alternative Education Schedule iii. Permanent Expulsion (Will be disenrolled from Tapestry) iv. Hearing officer rescinds consequences from students record <p>*Second fight in a calendar year is an automatic hearing *Violation of Level 3 behavioral contract is an automatic hearing *Referral to IEP team (students with disabilities) for Manifestation determination</p>

Level of Interventions and Responses

Level 1	Teachers are responsible for teaching and establishing respectful, trusting relationships with all students and set clear procedures and expectations that are in alignment to our compass traits of Perseverance, Integrity, Responsibility, and Respect. In doing so it is expected that students behave in accordance with set expectations. Interventions are done with the intent of correcting the behavior and allowing students to reflect on how they impacted the school community. Teachers should use these responses in a graduated fashion. More than one response/intervention can be applicable.
Level 2	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, Student Support Team (SST), PSR staff, Dean of Students, Guidance, Coaches, Social Worker, Parent/guardians, 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.
Level 3	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.
Level 4	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.

Code of Conduct

Matrix

<p>Level 1: Refers to mild/minor infractions that disrupt orderly classroom procedures or school operations. These infractions are handled by classroom teachers/staff and do not require administrative intervention.</p>	<p>Level 2: 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. In some cases, a behavior may warrant a level 2 consequence, bypassing a Level 1 (see code of conduct matrix below).</p>	<p>Level 3: 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. In some cases, a behavior may warrant a level 3 consequence, bypassing a Level 1 & 2 (see code of conduct matrix below).</p>	<p>Level 4: 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. In some cases a behavior may warrant a level 4 consequence, bypassing a Level 1 - 3 (see code of conduct matrix below).</p>
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Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
* = Repeated infractions will result in escalating levels of interventions and responses.					

Unexcused Absences *Refer to attendance policy for more details on page 18 of handbook

Academic Dishonesty *Cheating on a State exam will void exam results

Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Mild Cheating or Plagiarism (E.g. copying homework, first infraction)	●				
*Moderate Cheating or Plagiarism (E.g. Record of multiple infractions)		●			

Alcohol

Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
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				●	●

**Act of Aggression or Attack on a Student
(i.e., hitting, kicking, or punching another student without warning or provocation)**

Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
*No injury (no visual, physical injuries)		●	●	●	
Bodily injury (includes concussion)				●	●

Bomb Threat

Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Bomb Threat				●	●

Bullying, including Cyber-bullying and Gang-Related incidents

Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
*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)			●	●	●

Bus Violation

Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
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.)		●	●	●	●

Class Cutting (skipping) *15 minutes or more w/o permission

Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
*Repeated, intentional failure to appear or attend a scheduled class		●	●		

Classroom Disruption

Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
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.	●	●			

Defiance of Authority and/or insubordination (nonviolent/nonphysical)

Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
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			●	●	

Disruptive or Inappropriate Behavior

Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Making inappropriate gestures, symbols or comments, or using profane or offensive language	●	●			
Using verbal insults or put-downs, or using profane or offensive language towards staff, lying to, misleading or giving false information to school staff		●	●		
Using verbal insults or put-downs, or using profane or offensive language towards staff, 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 guidelines standards listed on page 47.

Drugs or Controlled Substance					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
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					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
(i.e., taking or attempting to take from another - money or property- by threat of force, express or implied)			•	•	•
False Claims					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Making a False accusation		•	•		•
Making a false report to school or professional authorities			•	•	•
False activation of a fire alarm			•	•	•
Fighting					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Play fighting	•				
Play fighting that involves property damage or incidental contact of 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.				•	•
Fire Setting/Arson					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Deliberately starting a fire; destruction of property as a result of starting the fire				•	•
Gambling					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Minor gambling that does not have evidence of the exchange of money or goods (E.g. rolling dice)		•	•		
Requiring the use of money or exchangeable goods			•	•	•
Hallway Misconduct					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Running, making excessive noise, loitering	•	•			

Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
*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).			●	●	●
Inciting or participating in disturbance					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
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.		●	●	●	●
Leaving the building w/o permission					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Leaving school grounds			●	●	
Physical Contact with School Personnel (Including school visitors, community partners, before or after school providers, school/classroom pets, service dogs, etc.)					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
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			•	•	
Portable Electronic Devices use at Unauthorized Times (Refer to cell phone policy on page 43)					
Property Damage, Including Graffiti					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Minor or accidental damage (less than \$50)	•	•			
Damage to another person's or school property (over \$50)		•	•	•	•
School Equipment Use without permission					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Use of computers, fax machine, phones, etc.	•	•			
Sexual Assault or Offense					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Forced sexual act School staff is required to contact BPD immediately for any sexual assaults				•	•
Sexually-Based Infraction					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
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.)		•	•	•	•
Tardiness *Refer to attendance policy for more details on page 19 of handbook					
Technology Acceptable Use Policy Violation *Refer to page 17 in handbook					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Accessing a website without permission (mild/minor infraction) (E.g. Listening to music or playing a video game)	•	•			
Accessing a website without permission (severe) (E.g. visiting a site with inappropriate and/or pornographic or hateful content).		•	•		•
Disseminating hate or inappropriate and/or pornographic material involving technology			•	•	•
Threat Against School Personnel					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Physical Gesturing, Written Threat or Verbal Threat		•	•		•
Multiple incidences of Physical Gesturing, Written Threat or Verbal Threat				•	
Theft					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Less than \$500		•	•		
Greater than \$500			•	•	•
					

Tobacco Possession or Use					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
School staff is required to Refer students to appropriate substance abuse counseling (1st infraction)		•	•		•
Trespassing					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Being on school property without permission, including while suspended or expelled; includes breaking and entering			•	•	•
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.)					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Items with little monetary value (under \$50)	•	•			
Items with significant monetary value			•	•	
Vaping or other inhalants (including Tobacco or other drug)					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
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				•	•
Verbal or Physical Threat to Student					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.

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					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
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.)			•	•	•

All consequences will be administered in a timely fashion. After school detention takes place for 30 minutes Monday-Thursday and extended detention is an hour on Tuesdays and Thursdays.

Glossary

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.

Problem-solving Room

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. On occasions when those techniques are not able to redirect a students focus and

behavior and/or the safety of other students is in question, the teacher has the option to send a student to the Problem-solving Room (PSR).

PSR is a room whose main purpose is to provide a safe place to deescalate a student before returning to the learning environment.

PSR Uses:

- Temporary removal from a classroom to give a student time regain his or her composure and self-control. (Assigned by Teacher or Administrator)
- A room for a student to wait until they can meet with an administrator.
- In-School Suspension (Assigned by Administration)

School property

Means in or within any building, structure, athletic playing field, playground, parking lot or land contained within Tapestry Charter School, 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 Interrogations

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 or 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. All students facing suspension in excess of ten school days are entitled to written parental notice of the suspension, phone call home if possible, a hearing notice provided to parent, a disciplinary hearing, and a notice of hearing results to parents.

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 regulations afford such a student additional due process protection beyond the general education population. In addition to those expectations, If a CSE/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 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.

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/SEDGuidelines.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:

Bullying involves the following characteristics: An imbalance of power, intent to cause harm, and repetition.

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 establish values that will extend beyond our school environment.

Incident Report Forms are available in administrative offices and online (www.tapestryschool.org). Once submitted officially to a staff member, that staff member will notify an administrator within one day, and file a written report no later than two days. The DASA coordinator will start 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.

www.stopbullying.gov/what-is-bullying/definition/index.html

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.

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 the 9th grade are extensively educated on what constitutes plagiarism. Inadvertent plagiarizing in the 9th grade (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 in the 9th grade (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.

It is expected that students in grades 10-12 know what constitutes plagiarism and have developed the necessary skills to avoid it. Students who do not properly credit sources in grades 10-12 will receive a zero for the assignment and correct the infraction in Extended Detention. Parents or guardians will be notified. The penalty for repeated offenses, or for instances of flagrant plagiarism (e.g. copying another's work), may additionally result in a parent conference, 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 7:15. 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 should ensure their area is clean before leaving, and their trays are stacked.

Students are not permitted to enter classrooms without teacher presence until 7:55 am.

Open Intramurals

Between 7:15 -7:45, Tuesday-Friday, open gym will be offered to all students.

Guidelines:

1. Open intramurals are a privilege.
2. From time to time the gym maybe closed due to lack of adult supervision (E.g. teacher sick day).
3. The code of conduct applies during open gym.
4. Participants arriving to open gym need to read the expectations and sign-in with the supervising adult.
5. Equipment in place for that day's PE class will not be moved or taken down (E.g. volleyball nets).
6. Baskets will only be lowered by the supervising adult.
7. Any injury should be reported to the supervising adult immediately.
8. Students are never allowed in the sports supply closet (Adult supervisor will have access to equipment).
9. Open intramurals will stop at 7:45. Students should gather their belongings and head to the cafeteria, locker, bathroom, or class. No student is permitted to leave the building without permission from the front office.
10. No late passes will be given to students who participate in open gym.

Dismissal

The dismissal bell rings at 3:04pm. In order to maintain a positive learning environment while providing a safe campus after school, all students have to exit the building by the 3:10 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 3:10pm. At 3:45pm remaining students must exit the building by unless engaged in an adult supervised activity.

*Students waiting for a ride should report to the designated pick-up location.

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.

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.

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

High School students are not expected to use the lavatory during classes. 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. If a student needs to go to the nurse due to illness or injury, they will ask the teacher for a pass to see the nurse.

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.

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 cafetorium during designated meal or event times. Eating food and beverages are not permitted in the cafetorium 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 cafetorium. Food and beverages in open containers or being consumed outside the cafetorium will be confiscated by staff and discarded.

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. 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.

Vaping

Vaping is strictly forbidden at all times in any location on the school campus. Violators will face disciplinary action. 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. Please see the code of conduct matrix for more information.

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 recommendations. Chemical testing for illegal substance use may be required. Please see the code of conduct matrix for more information.

Stealing and Vandalism

Stealing and causing destruction to property belonging to another are clear violations of the principles of 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 the 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 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 Property

Cell Phones and Personal Electronics

Cell phones and personal electronics are not permitted during school hours. Upon entering the building, each student must turn off his/her personal electronics and secure them so they are out of sight. It is recommended that they are locked in their locker or turned into the PIRR room to be secured in a phone cart. The school is not responsible for any lost or stolen electronics. **(This includes but is not limited to: Cell Phones, Smart Watches, Handheld Gaming System, etc.).**

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 reception office area. 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

Students who are found using personal electronics or if the device goes off or is otherwise found by a staff member will count as a cell phone violation. (E.g. phone in back pocket, phone rings in class, texting in hallway, and/or watching videos in the bathroom). The student will be subject to the escalating disciplinary action outlined below.

1st violation:

- I. Cell phone is collected by staff member and turned into the PIRR room, and entered into the behavior tracking system (JumpRope) by the end of the day.

- II. Student support staff member will contact parents, informs them that the phone their phone has been collected for the day.
- III. The parent and student will be notified that the phone needs to be turned into the PIRR room for the next 5 days.
- IV. Student picks up their phone at the end of the day - with a copy of the cell phone policy.

2nd violation:

- I. Cell phone is collected by staff member and turned into the PIRR room and entered into the behavior tracking system (Jumprope).
- II. Student support staff member will contact parents, and phone must be picked up by the parent at the parent's convenience.
- III. Students must turn in their cell phone to the PIRR room for the next week (5 school days) each morning

3rd violation:

- I. Cell phone is collected by staff member and turned into the PIRR room and entered into the behavior tracking system (Jumprope).
- II. Student support staff contacts parent, and phone must be picked up by the parent at the parent's convenience
- III. Students must turn in the cell phone to the PIRR room for the next two weeks (10 school days) each morning

4rd violation:

- I. Cell phone is collected by staff member and turned into the PIRR room and entered into the behavior tracking system.
- II. Dean of students will contact the parent, and a parent conference will be arranged.
- III. A behavior contract will be put in place.

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

*If a student refuses to turn in a cell phone to site administration 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.

Headphones

Headphones are not permitted on a student's person anywhere in the school unless given explicit permission by a teacher for a specific class.

- If a student is seen with headphones they will be asked to turn them over to the teacher and they will be kept in the PIRR for the day.
- If headphones become a regular issue with the student a parent conference will be requested.

Personal Property

TCS is not responsible for safeguarding students' personal property, such as jewelry, electronic equipment, purses, money, or clothing. 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 the safety of personal items. **If you feel a locked locker is not a safe place for your cell phone, you can use the supervised phone cart in the PIRR. Again, Tapestry is not responsible for any lost or stolen property unless the device was put in the phone cart.**

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 required to reimburse TCS to cover the cost of the damage.

Student Use of Special Areas

Cafetorium for Lunch

Entering the Lunch Room

- Students will enter the cafeteria at a voice 2 and ***immediately take their seats***
- Students will sit one person per seat
- Only 8 chairs per rectangular tables, and 4 chairs per round tables (NO MOVING CHAIRS TO ANOTHER TABLE)
- Students will **remain seated until their table is called by a monitor to line up in the lunch line**
- Students will provide the cafeteria monitors with a pass if they are eating lunch in a different location
- Students assigned a silent lunch will be called up first and will report to the designated room.
- Students should only be out of their seat to request a pass to the bathroom, throw out garbage, or use the vending machine.
- Students will need to ask the cafeteria monitors for a pass to the bathroom or locker, and return it to that staff member when they return
- Students will respect other students, school property and self, and follow the rules of ALL cafeteria workers
- Students and adults in the cafeteria will treat each other with courtesy and respect
- Students will keep body and objects to themselves at all times
- Students will refrain from using profanity, and keep conversations to their table at a voice level 2
- Students will stop, listen, and correct behavior when addressed by an adult
- Student will seek out a cafeteria monitor if they have any lunch/food issues to advocate on their behalf.
- Students will maintain a voice level of 0 when directed by the monitors signal (lights off)

Lunch Line

- Students will have their ID cards out in the lunch line
- Students will only take one tray and drink
- Students and adults in the cafeteria will treat each other with courtesy and respect
- Students will present their ID cards to the staff member at the register
- Students will only enter/exit the lunch line through the corresponding doors

Entering the Lunch Room

- Students will dispose of their own garbage, throw out any uneaten food and stack their tray in the wash window, they will be reminded 5 minutes before the bell rings.
- Students will leave their tables clear and clean
- Students will ask their monitor for cleaning supplies when needed
- Students will exit the cafeteria voice level of 2 when they are dismissed by a monitor

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 who do not have a library pass will not be permitted into the library. Students will sign in when they get to the library and when they leave, if they leave before the end of the period. 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: 1st notice - sent to Crew; 2nd notice - sent to Crew and a copy forwarded to parent/guardian; 3rd Notice - the book is considered "lost," and a bill for the replacement cost is sent home. **Seniors will have diploma withheld until the balance is paid in full.**

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.

Student Dress Guidelines

At Tapestry Charter High 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, model 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!

Acceptable Dress	Dress Infractions
Pants: <ul style="list-style-type: none"> ● Khakis, Denim, Leggings (if opaque) ● Sweatpants/track pants ● Pants that fully cover buttocks and begin at hips or waist 	Pants: <ul style="list-style-type: none"> ● Pajamas ● See-through or transparent leggings ● Pants that begin below the hips/waist or that expose skin above the length of fingers when arms are down at the side
Shorts, Skirts, Dresses: <ul style="list-style-type: none"> ● Skirts/dresses/shorts that are longer than longest fingers when arms are down at the side 	Shorts, Skirts, Dresses: <ul style="list-style-type: none"> ● Skirts/dresses/shorts that are shorter than fingertips when arms are down at the side
Tops: <ul style="list-style-type: none"> ● Fleeeces, Sweaters, Crew-neck sweatshirts ● Shirts that extend beyond the belt level (front and back) ● Shirt fronts/back need to be at armpit level on the chest, this includes 	Tops: <ul style="list-style-type: none"> ● Hoodies (including Tapestry hooded sweatshirts) ● Net tops (with nothing underneath) ● Halter top tube tops

<p>V-necks and scoop necks</p> <p><i>**Seniors will have the privilege of wearing their Tapestry senior hoodies, and once accepted, will be allowed to wear their college hoodies.</i></p>	<ul style="list-style-type: none"> ● Spaghetti straps ● Tops that stop above the belt level ● Shirts that go lower than armpit level in the front/back ●
<p>Headgear:</p> <ul style="list-style-type: none"> ● Headgear for an approved medical reason ● Headgear for a religious reason ● Scarves ● Athletic headbands 	<p>Headgear:</p> <ul style="list-style-type: none"> ● Hats ● Hoods ● Headphones ● Hoodies ● Bonnets ● Do-rag
<p>Footwear:</p> <ul style="list-style-type: none"> ● Sneakers ● Sandals with a back ● Heels less than 3 inches ● Flats 	<p>Footwear:</p> <ul style="list-style-type: none"> ● Backless shoes/sandals/slides ● House shoes/slippers ● Heels above 3 inches
<p>Outerwear:</p> <ul style="list-style-type: none"> ● Scarves 	<p>Outerwear:</p> <ul style="list-style-type: none"> ● Coats, jackets not allowed on inside building ● Hats, gloves not allowed on inside building ● Sunglasses not allowed on inside building
<p>Jewelry:</p> <ul style="list-style-type: none"> ● Earrings ● Bracelets ● Necklaces ● Rings 	<p>Jewelry</p> <ul style="list-style-type: none"> ● Jewelry that may be deemed a weapon (includes but not limited to): ● A single ring or piece of jewelry covering multiple fingers ● Spiked necklaces or belts or bracelets ● Belts with large removable buckles ● Chain-like neckwear ● Ninja-type stars, etc.
<p>Graphics on clothing:</p> <ul style="list-style-type: none"> ● Brand names ● Tapestry gear 	<p>Graphics on Clothing:</p> <ul style="list-style-type: none"> ● Promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities ● Are lewd, vulgar, obscene, and libelous or denigrate others, or cause a disruption to the school that impedes the educational program

Students who violate the dress code 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. See Code of Conduct for more information.

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

Locker Policy for Students

On 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.
- 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 high school 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. As of June 13th, 2019, the new State law no longer grants religious exemptions for vaccination. Any exemptions previously granted based on religious beliefs are no longer valid. Parent/guardians must show proof of immunizations. Any student without required immunizations will not be permitted to attend school starting 9/3/2019. The only exemptions granted must have a written statement from a physician that states immunization against one or more diseases may be inadvisable. The Tapestry Director

and/or public health officials may exclude non-immunized students from school if there is a health threat to the student or others. Questions concerning these requirements may be addressed to the Principal or school nurse.

SECTION 8: FAMILY COMMUNICATION AND INVOLVEMENT

Communication

News Update

Once every two months, a News Update for families in grades 9 – 12 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 high school's main office.

School Reach Weekly Phone Call

As needed, the site principal will send home a school reach phone call with upcoming events and reminders.

School Cancellation or Delay

In the event of an emergency or weather-related school delays, 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

While 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 students of the school) of the school to ensure a safe, and productive learning environment. 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 the 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.

*Refer to the calendar on the school website for meeting dates and times.

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"> 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.
Learning about and supporting Tapestry Charter School’s values and programs	<ul style="list-style-type: none"> Encourage your child to participate fully in fieldwork and teambuilding events. Be familiar with and discuss with your child the Code of Conduct and the content of this handbook. Attend school-wide activities during the year.
Staying informed about your child’s progress	<ul style="list-style-type: none"> Attend all of your child’s Student Led Conferences and exhibition nights. Read teacher communications and promptly return permission slips and other communications asking for family response.
Volunteering	<ul style="list-style-type: none"> In a school that encourages community engagement and a culture of warmth and acceptance, there are times when family members are needed to participate in panels reviewing student work, provide refreshments or supplies for events, or host or supervise events.
Cell phones	<ul style="list-style-type: none"> Set a limit for cell phone use. Consider having your child charge their phone in a place other than their bedroom at night Talk to your children about social media and what they and others are posting online.
Attendance	<ul style="list-style-type: none"> Attendance matters! Help your child set an alarm and make sure they know which bus they need to catch to be on time. Avoid scheduling appointments during school hours.

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 the 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.

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, 2019**.

Student Grade: _____

Crew Leader's Name: _____

Student Name: _____
Print

Student Signature: _____

Parent Name: _____
Print

Parent Signature: _____