9 - 12 Family Handbook

2020-2021

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

Mrs. Joanne Cathcart
Dean of Students

Rev. 8/12/20
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).

*At the end of the document is the Covid Appendix section, which can be found on page 54. These modifications will apply to our handbook and code of conduct until the end of the pandemic.*

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 & Sara Hilligas
Co-Principals
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**Please see Covid appendix for hybrid Bell Schedule.**

### IMPORTANT DATES
Please see the 2020-2021 School Calendar

**BELL SCHEDULE ** In full bricks and mortar school

**TAPESTRY CHARTER SCHOOL GRADES 9 - 12**

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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. In 2017, we opened a new building on our Great Arrow Campus which will allow the K-5 program to expand enrollment at each grade level. In 2020, Tapestry reached its long-term goal and expansion to a rectangular model of enrollment across all grades, K-12 at approximately 80 students per grade.

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.

Admissions/Enrollment Policy

1. Tapestry Charter School has an “Application Period,” the period of time during which the school is accepting applications. The end date of the period is clearly noted on the application, which will not be prior to close of business on April 1st.
2. A random selection process (lottery) is required if the number of timely submitted applications of eligible students for admission to a grade exceeds the capacity of the grade level.
3. The lottery is publicly noticed and on the school’s website.
4. The lottery is held in a space that is open and accessible to the public; and, capable of

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accommodating the reasonably anticipated number of attendees.

5. Once the lottery has been conducted, the Director of Enrollment will notify all parents and guardians who submitted applications by the application deadline whether their children have been granted seats at the school or if they are on the waiting list.

Note:

- Charter schools are required to demonstrate good faith efforts to attract and retain comparable or greater enrollment of students with disabilities, ELLs, and students who qualify for the federal Free and Reduced Price Lunch program when compared to the enrollment figures for such students in the school district in which the charter school is located.

- Charter schools must give a statutory admissions preference to students residing within the geographical boundaries of the school district or CSD in which the charter school is located.

- School district residency preference is a statutory preference as is the returning student, sibling, and student of an employee preferences.

SECTION 3: STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights

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

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

Student Responsibilities

All Tapestry students have the responsibility to:

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

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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

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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 specials. 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 the 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 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, 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 emails to parents or guardians within 48 hours.

**Teacher websites/Google classroom**

All teachers have a google classroom for each subject area they teach.

**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 9-10. 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.

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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.

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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 commitmented 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

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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 2020-2021 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.

Special Education/Section 504

Students who are deemed eligible and classified with a disability affecting their educational progress by the Committee on Special Education, or through Section 504 by the building based level team, will be provided support as indicated on their Individual Education Program (IEP) or 504 Plan. The laws and regulations governing the provision of educational services will be followed. As required by law, school representatives and parents will assist in the development of the IEP’s or Accommodation Plans, and all will work actively to design programs emphasizing student participation in the least restrictive environment. Certified Teachers will oversee IEP implementation for special education students, and accommodate the individual learning needs of all students. General education teachers work as active team members in the service of each student’s needs in the classroom. With appropriate program modifications/accommodations and/or services, students will be expected to achieve their goals and earn a diploma in accordance with NYS Education Department regulations. If you suspect a disability or an impairment could be affecting your child’s academic/social/emotional progress at school, please contact the Director of Special Education, Mr. Dominic Ballachino @ 716-332-0754 ext. 2109.

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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:

Expenditions

At Tapestry Charter 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.

- **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.

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

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 composed 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.

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 met 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 students diploma may be withheld if this capstone is not completed.

Student Led Conferences (SLC)
Student-led conferences (SLCs) replace the traditional parent/teacher conference. The crew leader facilitates the meeting but the student is responsible for presenting his/her learning, goals, college and career plans and a personal reflection on their social and emotional wellness. Two times during the school year, Tapestry invites students and their families to attend these formal conferences. Students lead the conference and demonstrate responsibility for their own learning through their presentation, addressing their strengths as a learner, as well as their challenges and plans to overcome those challenges. The spring SLC for grades 9 and 11 will be a college and career focused SLC. Students present their plans for their future, after high school graduation and explore what needs to happen to get them to that point. In preparation for the SLC, students are prompted to think about how their success in school aligns with their future plans. They prepare and present a portfolio with evidence to support this success. The tone of the conference is positive and solutions focused on what can be done to ensure success as opposed to what has been done poorly. In 10th grade, students present a Passage Portfolio. This is a more formal presentation of their overall high school experience. Students are required to pass their Passage Portfolio and presentation in order to advance to 11th grade.

Again, as a senior, students present a final “Apologia” at the end of the year that encapsulates their high school experience and speaks to their desires of engaging in the world as an active citizen. 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

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.

Use of School Technology Devices for Remote Learning

It is expected that students will maintain the standards of use stated above when using school owned devices for remote learning. The school employs methods that allow for the monitoring and filtering of internet traffic while users are away from campus. Students are subject to the same disciplinary action if they do not maintain the standards of the AUP.

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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 caregiver and student to account for the absence by following either of these steps:

- The caregiver notifies the school, with valid reason, before 9:00am 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 caregiver with the date(s) and explains the reason for the absence. A doctor’s note is requested when the reason for absence includes 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.

- 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.
- Caregivers may request for work once your child has been absent for two consecutive days. Please contact the school counselor at 204-5883 by 8:00am on the 3rd consecutive day of absence so work can be gathered.

- Any note received after 10 days will not be accepted.

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 reasons 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 at school later that 12:00 will be required to submit an acceptable note to the main office when arriving to school from a caregiver or other official designees (e.g., physician, court, etc) giving the date and reason. Dean Cathcart will hold Detention Tuesday – Friday from 3:15 to 3:30. 1) The student will be given 2 chances to attend their detention. 2) If they don’t serve it, it will move to an Extended Detention for the following Monday from 3:15 – 3:45. 3) For all no shows for
extended detention, Saturday School will be held on the last Saturday of each Month from 9AM-12 and the student will make up seat time by completing missed assignments that will be loaded into Google Classroom from their first period class teacher.

- If all above fails, the student’s grade may be affected. The parent should be notified of grade risk.
- A Saturday school letter will be created by and mailed home and a school reach must go out to the student’s parents regarding Saturday school and the why.

Early Dismissal

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

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

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

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.

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.

At (5) unexcused absences from a class:

- Caregiver 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, Caregiver and Student, to discuss attendance and create a written plan

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Written plan will be mailed home to Caregivers
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, caregiver, 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 twenty (20) unexcused absences from school:
• An Attendance Review Board meeting 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 at 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 caregiver to set up a meeting
• Dean, Crew Leader, Student, Caregiver, 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, Caregiver, and Crew Leader.
• An attendance contract will be put in place
• A referral to an outside agency (CSE, CPS, PINS, etc.) may be made

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• 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.

Cutting class/Skipping
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 JumpRope. See progressions below:

1st = Teacher calls home, arrangements to make up missed work is made
2nd = Student receives a Administrative Silent Lunch (phone call home)
3rd = Student receives an Administrative Detention (phone call home)
4th = Student receives an Extended Detention (phone call home)
5th = Student receives a ½ In-School Suspension (phone call home)
6th = Parent conference is scheduled to help develop a plan moving forward

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 at school and to every class on time.

Student Athlete Academic and Attendance Policy

Students who are absent or arrive at 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 last 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
  - Remediation 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 the 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 Practices
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 support system, and 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.

<table>
<thead>
<tr>
<th>Level I</th>
<th>Interventions may include, but are not limited to the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example of Mild Student Behaviors may include, but are not limited to the following:</strong></td>
<td><strong>Interventions may include, but are not limited to the following:</strong></td>
</tr>
<tr>
<td>• 5x Unexcused Absences</td>
<td>• Infraction entered in JumpRope</td>
</tr>
<tr>
<td>• Academic Dishonesty</td>
<td>• Establish relationships with students</td>
</tr>
<tr>
<td>• Cutting/Skipping Class - 1st infraction</td>
<td>• Contact crew leader &amp; caregiver via telephone, e-mail or text message</td>
</tr>
<tr>
<td>• Classroom Disruption</td>
<td>• Detention</td>
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<td>• Defiance of Authority/Insubordination</td>
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<td>• Inappropriate/disruptive Behavior</td>
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</tr>
<tr>
<td>• Play Fighting</td>
<td>• Written reflection or apology</td>
</tr>
<tr>
<td>• Hallway Misbehavior</td>
<td>• Seat change</td>
</tr>
<tr>
<td>• Minor Harassment</td>
<td>• Caregiver/Teacher conference</td>
</tr>
<tr>
<td>• Inciting or participating in a disturbance (mild)</td>
<td>• Caregiver accompany student to school</td>
</tr>
<tr>
<td>• Unintentional Physical Contact with School Personnel</td>
<td>• Daily progress sheet on behavior</td>
</tr>
<tr>
<td>• First Personal Electronic Infraction</td>
<td>• Push-In</td>
</tr>
<tr>
<td>• Minor Property Damage</td>
<td>• RTI interventions (E.g. Planned Discussion, 10X2 strategy, 2nd to last word, Provide classroom jobs, Loss of classroom privileges, Establish buddy teacher system etc.)</td>
</tr>
<tr>
<td>• Using School Equipment w/o Permission</td>
<td>• Request for assistance (RFA) from Grade Level Team</td>
</tr>
<tr>
<td>• Unexcused tardy from class</td>
<td>• Referral to Student Support Team (SST)</td>
</tr>
<tr>
<td>• Technology Violation</td>
<td></td>
</tr>
<tr>
<td>• Unauthorized Sale or Distribution of items</td>
<td></td>
</tr>
<tr>
<td>• Verbal or Physical Threat to Student</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level II</th>
<th>Interventions may include, but are not limited to the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example of Moderate Student Behaviors may include, but are not limited to the following:</strong></td>
<td><strong>Interventions may include, but are not limited to the following:</strong></td>
</tr>
<tr>
<td>• Persistent Level I infractions</td>
<td>• Infraction entered in JumpRope</td>
</tr>
<tr>
<td>• 10x Unexcused Absences</td>
<td>• Caregiver &amp; Crew Leader notification</td>
</tr>
<tr>
<td>• Academic Dishonesty</td>
<td>• Push-In</td>
</tr>
<tr>
<td>• Act of Aggression towards Student (no injury)</td>
<td>• PIRR reset (20 minutes or less)</td>
</tr>
<tr>
<td>• Bullying, Cyber/Gang-Related included</td>
<td>• Problem-solving room (PSR) temporary removal from the class</td>
</tr>
<tr>
<td>• Bus Violation</td>
<td>• Reflection and apology</td>
</tr>
<tr>
<td>• Cutting/Skipping Class 2-4 infraction</td>
<td>• Referral to school-based health or mental health clinic</td>
</tr>
<tr>
<td>• Classroom Disruption</td>
<td>• Referral to community organization (Breaking Barriers, etc.)</td>
</tr>
<tr>
<td>• Defiance of Authority/Insubordination</td>
<td>• Service to School (E.g. Coffee cart, Clean lunchroom, Design School PSA's, Assignment of work/projects, etc.)</td>
</tr>
<tr>
<td>• Inappropriate/disruptive Behavior</td>
<td>• Restorative Justice Circle</td>
</tr>
<tr>
<td>• Dress Guideline Infraction (3+)</td>
<td>• Community Mediation</td>
</tr>
<tr>
<td>• Play Fighting</td>
<td>• Administrative detention</td>
</tr>
<tr>
<td>• Verbal Altercation that leads to staff needing to physically separate students/disruptive to the learning environment, or business of the school.</td>
<td>• Extended detention</td>
</tr>
<tr>
<td>• Physical aggression (pushing/shoving)</td>
<td>• Conflict mediation/resolution</td>
</tr>
<tr>
<td>• Gambling</td>
<td>• Restitution</td>
</tr>
<tr>
<td>• Hallway Misbehavior</td>
<td>• Tutoring</td>
</tr>
<tr>
<td>• Serious Harassment</td>
<td>• Attendance reflection</td>
</tr>
<tr>
<td>• Inciting or participating in a disturbance</td>
<td></td>
</tr>
<tr>
<td>• Unintentional Physical Contact with School Personnel</td>
<td></td>
</tr>
<tr>
<td>Level III</td>
<td>Interventions may include, but are not limited to the following:</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Example of Severe Student Behaviors may include, but are not limited to the following:</td>
<td></td>
</tr>
<tr>
<td>Persistent Level II infractions</td>
<td>Infraction entered in JumpRope and administration immediately notified</td>
</tr>
<tr>
<td>15x Unexcused Absences</td>
<td>Caregiver &amp; Crew Leader notification</td>
</tr>
<tr>
<td>Alcohol</td>
<td>Restorative Conference</td>
</tr>
<tr>
<td>Attack on Student (injury)</td>
<td>○ For non-physical Level 3 first offenders, students and families will be given an option to attend a restorative conference.</td>
</tr>
<tr>
<td>Bullying, Cyber/Gang-Related included</td>
<td>○ Students may be asked to stay home as a cooling off period until a conference can be scheduled.</td>
</tr>
<tr>
<td>Serious Bus Violation</td>
<td>○ 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.</td>
</tr>
<tr>
<td>Persistent Skipping Class (15 minutes or more)</td>
<td>Behavior Contract</td>
</tr>
<tr>
<td>Severe Defiance of Authority/Insubordination</td>
<td>Attendance Meeting</td>
</tr>
<tr>
<td>Severe Inappropriate/disruptive Behavior</td>
<td>Referral to Substance abuse counseling</td>
</tr>
<tr>
<td>Cutting/Skipping Class 5+ infraction</td>
<td>Referral to IEP team (students with disabilities)</td>
</tr>
<tr>
<td>Dress Guideline Infraction (Routinely)</td>
<td>Revision to IEP (students with disabilities)</td>
</tr>
<tr>
<td>Drugs</td>
<td>Referral to Community Organization</td>
</tr>
<tr>
<td>Extortion/Coercion</td>
<td>Removal from a specific class (No more than 3 days)</td>
</tr>
<tr>
<td>False Alarm/Activation of Fire Alarm</td>
<td>Short-Term Suspension</td>
</tr>
<tr>
<td>Fighting</td>
<td>○ In-school Suspension (Full &amp; ½ Day)</td>
</tr>
<tr>
<td>Gambling</td>
<td>○ Out of school Suspension (10 days or less)</td>
</tr>
</tbody>
</table>
| Serious Harassment/Hate Crime | **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.**
| Inciting or participating in a disturbance | **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 caregiver. Mandatory re-entry meeting either in person or via phone conference if required at the conclusion of the suspension.** |
| Leaving the building w/o permission | ● Change in student's schedule |
| 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 | |

<table>
<thead>
<tr>
<th>Level IV</th>
<th>Interventions may include, but are not limited to the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example of Severe Student Behaviors include but are not limited to the following:</td>
<td></td>
</tr>
<tr>
<td>Habitual Truancy 20+</td>
<td>Infraction entered in JumpRope and administration</td>
</tr>
</tbody>
</table>

Rev. 8/12/20
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, Caregivers, 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. |

**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, students will be removed from classroom settings and released at the end of the day. Suspension will start the following school day.**

**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 caregiver. Mandatory re-entry meeting either in person or via phone conference if required at the conclusion of the suspension.**

- **Request for a Formal Hearing**
  - Hearing outcomes could include:
    - i. Explicit Behavior Contract (suspension held in abeyance)
    - ii. Alternative Education Schedule
    - iii. Permanent Expulsion (Will be disenrolled from Tapestry)
    - iv. Hearing officer recends consequences from students record

*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*
Administrator informed immediately. Student is to be escorted to the office and the teacher or responding adult is to inform the 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 resulting in an additional suspension or expulsion from school.

### Code of Conduct Matrix

<table>
<thead>
<tr>
<th>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.</th>
<th>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).</th>
<th>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 &amp; 2 (see code of conduct matrix below).</th>
<th>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).</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor behavior</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to Police or an appropriate agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Referred infractions will result in escalating levels of interventions and responses.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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*

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

### Alcohol
<table>
<thead>
<tr>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor behavior</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to by the Police or an appropriate agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under the influence</td>
<td></td>
<td></td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>*Referral to appropriate substance abuse counseling (1st infraction)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Using or possessing</td>
<td></td>
<td></td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>*Referral to appropriate substance abuse counseling (1st infraction)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributing or selling</td>
<td></td>
<td></td>
<td>•</td>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor behavior</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to Police or an appropriate agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>*No injury (no visual, physical injuries)</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>Bodily injury (includes concussion)</td>
<td></td>
<td></td>
<td>•</td>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>

**Bomb Threat**

<table>
<thead>
<tr>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor behavior</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to Police or appropriate agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>

**Bullying, including Cyber-bullying and Gang-Related incidents**

<table>
<thead>
<tr>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor behavior</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to Police or appropriate agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>*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.</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>*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)</td>
<td></td>
<td>•</td>
<td>•</td>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>

**Bus Violation**

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<table>
<thead>
<tr>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor behavior</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to Police or appropriate agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor disruption on the bus (i.e., eating, drinking, being too loud, standing)</td>
<td></td>
<td>▪</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Serious disruption on the bus (fighting, throwing objects, distracting the bus driver, opening emergency exists, etc.)</td>
<td></td>
<td>▪</td>
<td>▪</td>
<td>▪</td>
<td>▪</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor behavior</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to Police or appropriate agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Repeated, intentional failure to appear or attend a scheduled class</td>
<td></td>
<td>▪</td>
<td>▪</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Classroom Disruption**

<table>
<thead>
<tr>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor behavior</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to Police or appropriate agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>▪</td>
<td>▪</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor behavior</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to Police or appropriate agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to follow directions</td>
<td>▪</td>
<td>▪</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to respond to school staff questions or requests</td>
<td>▪</td>
<td>▪</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to follow directions, leading to a potential threat or harm to self or another person</td>
<td>▪</td>
<td>▪</td>
<td>▪</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to follow directions that directly leads to the harm of self or others</td>
<td>▪</td>
<td>▪</td>
<td>▪</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Disruptive or Inappropriate Behavior**

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<table>
<thead>
<tr>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor behavior</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to Police or an appropriate agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making inappropriate gestures, symbols or comments, or using profane or offensive language</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using verbal insults or put-downs, or using profane or offensive language towards staff, lying to, misleading or giving false information to school staff</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>●</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dress Guidelines Violation *Refer to dress guidelines standards listed on page 46.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Drugs or Controlled Substance</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Inappropriate or disruptive behavior</td>
<td>Level 1 - Mild/Minor behavior</td>
<td>Level 2 - Moderate behavior</td>
<td>Level 3 - Severe behavior</td>
<td>Level 4 - Severe behavior</td>
<td>May be Referred to Police or an appropriate agency.</td>
</tr>
<tr>
<td>Under the influence *Referral to appropriate substance abuse counseling (1st infraction)</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Using or possessing *Referral to appropriate substance abuse counseling (1st infraction)</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Distributing or selling</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Extortion/Coercion</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate or disruptive behavior</td>
<td>Level 1 - Mild/Minor behavior</td>
<td>Level 2 - Moderate behavior</td>
<td>Level 3 - Severe behavior</td>
<td>Level 4 - Severe behavior</td>
<td>May be Referred to Police or an appropriate agency.</td>
</tr>
<tr>
<td>(i.e., taking or attempting to take from another - money or property- by threat of force, express or implied)</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>False Claims</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate or disruptive behavior</td>
<td>Level 1 - Mild/Minor behavior</td>
<td>Level 2 - Moderate behavior</td>
<td>Level 3 - Severe behavior</td>
<td>Level 4 - Severe behavior</td>
<td>May be Referred to Police or an appropriate agency.</td>
</tr>
</tbody>
</table>

Rev. 8/12/20
<table>
<thead>
<tr>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor behavior</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to Police or appropriate agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making a False accusation</td>
<td>●</td>
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<tr>
<td>Making a false report to school or professional authorities</td>
<td>●</td>
<td>●</td>
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<tr>
<td>False activation of a fire alarm</td>
<td>●</td>
<td>●</td>
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<tr>
<td><strong>Fighting</strong></td>
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<tr>
<td>Play fighting</td>
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<tr>
<td>Play fighting that involves property damage or incidental contact of other students or staff</td>
<td>●</td>
<td>●</td>
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<tr>
<td>Verbal altercation that leads to staff needing to physically separate students/disrupts the learning environment/disrupts the business of the school</td>
<td>●</td>
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<tr>
<td>Physical aggression with another student (e.g. shoving or pushing)</td>
<td>●</td>
<td>●</td>
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<tr>
<td>Minor fighting (may include incidents resulting in minor injuries)</td>
<td>●</td>
<td>●</td>
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</tr>
<tr>
<td>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.)</td>
<td>●</td>
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<tr>
<td><strong>Fire Setting/Arson</strong></td>
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<tr>
<td>Deliberately starting a fire; destruction of property as a result of starting the fire</td>
<td>●</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>Gambling</strong></th>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor behavior</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to Police or appropriate agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor gambling that does not have evidence of the exchange of money or goods (E.g. rolling dice)</td>
<td></td>
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<tr>
<td>Requiring the use of money or exchangeable goods</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Hallway Misconduct</strong></th>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor behavior</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to Police or appropriate agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running, making excessive noise, loitering</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion</strong></th>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor behavior</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to Police or appropriate agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Minor harassment (verbal discriminatory actions)</td>
<td></td>
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<tr>
<td>Serious harassment (i.e., persistent or long-term harassment)</td>
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</tr>
<tr>
<td>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).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Inciting or participating in disturbance</strong></th>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor behavior</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to Police or appropriate agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td></td>
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<tr>
<td>*Inciting conflict between individuals or groups of students.</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Using a personal communication device to attract others to initiate a disturbance.</th>
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</thead>
<tbody>
<tr>
<td>Leaving the building w/o permission</td>
<td></td>
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</tr>
<tr>
<td>Inappropriate or disruptive behavior</td>
<td>Level 1 - Mild/Minor behavior</td>
<td>Level 2 - Moderate behavior</td>
<td>Level 3 - Severe behavior</td>
<td>Level 4 - Severe behavior</td>
</tr>
<tr>
<td>Leaving school grounds</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Physical Contact with School Personnel (Including school visitors, community partners, before or after school providers, school/classroom pets, service dogs, etc.)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Inappropriate or disruptive behavior</td>
<td>Level 1 - Mild/Minor behavior</td>
<td>Level 2 - Moderate behavior</td>
<td>Level 3 - Severe behavior</td>
<td>Level 4 - Severe behavior</td>
</tr>
<tr>
<td>Unintentional incidental physical contact with school personnel (i.e. pushing through staff in doorway, running down the hallway)</td>
<td></td>
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</tr>
<tr>
<td>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</td>
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<tr>
<td>Throwing objects at school personnel</td>
<td></td>
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</tr>
<tr>
<td>Portable Electronic Devices use at Unauthorized Times (Refer to cell phone policy on page 43)</td>
<td></td>
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<tr>
<td>Property Damage, Including Graffiti</td>
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</tr>
<tr>
<td>Inappropriate or disruptive behavior</td>
<td>Level 1 - Mild/Minor behavior</td>
<td>Level 2 - Moderate behavior</td>
<td>Level 3 - Severe behavior</td>
<td>Level 4 - Severe behavior</td>
</tr>
<tr>
<td>Minor or accidental damage (less than $50)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Damage to another person’s or school property (over $50)</td>
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<tr>
<td>School Equipment Use without permission</td>
<td></td>
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</tr>
<tr>
<td>Inappropriate or disruptive behavior</td>
<td>Level 1 - Mild/Minor behavior</td>
<td>Level 2 - Moderate behavior</td>
<td>Level 3 - Severe behavior</td>
<td>Level 4 - Severe behavior</td>
</tr>
<tr>
<td>Use of computers, fax machine, phones, etc.</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>Sexual Assault or Offense</strong></th>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor behavior</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to Police or appropriate agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forced sexual act</td>
<td>School staff is required to contact BPD immediately for any sexual assaults</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sexually-Based Infraction</strong></th>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor behavior</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to Police or appropriate agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual harassment</td>
<td>(i.e., unwelcome sexual advances, requests for sexual favors; other inappropriate verbal, written or physical conduct of a sexual nature)</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
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</tr>
<tr>
<td>Sexual activity or sexual misconduct</td>
<td>(i.e., indecent exposure, engaging in sexual activity, etc.)</td>
<td>●</td>
<td>●</td>
<td>●</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tardiness</strong></th>
<th><em>Refer to attendance policy for more details on page 18 of handbook</em></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Technology Acceptable Use Policy Violation</strong></th>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor behavior</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to Police or appropriate agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessing a website without permission (mild/minor infraction)</td>
<td>(i.e. Listening to music or playing a video game)</td>
<td>●</td>
<td>●</td>
<td></td>
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</tr>
<tr>
<td>Accessing a website without permission (severe)</td>
<td>(i.e. visiting a site with inappropriate and/or pornographic or hateful content).</td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
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</tr>
<tr>
<td>Disseminating hate or inappropriate and/or pornographic material involving technology</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Threat Against School Personnel</strong></th>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to Police or appropriate agency.</th>
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<tr>
<td>Inappropriate or disruptive behavior</td>
<td>Level 1 - Mild/Minor behavior</td>
<td>Level 2 - Moderate behavior</td>
<td>Level 3 - Severe behavior</td>
<td>Level 4 - Severe behavior</td>
<td>May be Referred to Police or an appropriate agency.</td>
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</tr>
<tr>
<td>Physical Gesturing, Written Threat or Verbal Threat</td>
<td>●</td>
<td>●</td>
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<tr>
<td>Multiple incidences of Physical Gesturing, Written Threat or Verbal Threat</td>
<td></td>
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<tr>
<td><em>Theft</em></td>
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<tr>
<td>Less than $500</td>
<td>●</td>
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<tr>
<td>Greater than $500</td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
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<tr>
<td><em>Tobacco Possession or Use</em></td>
<td></td>
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</tr>
<tr>
<td>School staff is required to Refer students to appropriate substance abuse counseling (1st infraction)</td>
<td>●</td>
<td>●</td>
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<td>●</td>
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<tr>
<td><em>Trespassing</em></td>
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<tr>
<td>Being on school property without permission, including while suspended or expelled; includes breaking and entering</td>
<td>●</td>
<td>●</td>
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</tr>
<tr>
<td><em>Unauthorized Sale or Distribution</em> (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.)</td>
<td></td>
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<tr>
<td>Items with little monetary value (under $50)</td>
<td>●</td>
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<tr>
<td>Items with significant monetary value</td>
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</table>

### Vaping or other inhalants (including Tobacco or other drug)

<table>
<thead>
<tr>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor behavior</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to Police or appropriate agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under the influence</td>
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<tr>
<td><em>Referral to appropriate substance abuse counseling (1st infraction)</em></td>
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<tr>
<td>Using or possessing</td>
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</tr>
<tr>
<td><em>Referral to appropriate substance abuse counseling (1st infraction)</em></td>
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<tr>
<td>Selling or distributing</td>
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</table>

### Verbal or Physical Threat to Student

<table>
<thead>
<tr>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor behavior</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to Police or appropriate agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Threatening or aggressive language or gestures directed toward another student (No physical restraint needed and/or no threat of immediate physical contact)</td>
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</table>

### Weapons, Firearms and Explosives

<table>
<thead>
<tr>
<th>Inappropriate or disruptive behavior</th>
<th>Level 1 - Mild/Minor behavior</th>
<th>Level 2 - Moderate behavior</th>
<th>Level 3 - Severe behavior</th>
<th>Level 4 - Severe behavior</th>
<th>May be Referred to Police or appropriate agency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td></td>
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<tr>
<td>Firearms (possession or a firearm as defined in 18 USC 921 of the federal code - i.e.,</td>
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</tbody>
</table>

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| 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 student’s 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 to 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 Questioning of Students
In order to achieve a safe and orderly school environment, school personnel are authorized to question students regarding alleged violations without the necessity of “Miranda” rights. Searches of students and their belongings, including but not limited to lockers, are permitted if there is reasonable suspicion that the student is in possession of items that are relevant to an investigation and/or in violation of the school policies and the Code of Conduct. The search will be conducted by an administrator and/or an administrative support member(s). 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. For students facing a suspension fewer than 10 days, the students’ legal guardian will be notified of the reason and evidence for the suspension and the student has the right to tell his or her side of the story prior to or shortly after commencement of the suspension. All students facing 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 the parent(s), 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)
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. Therefore, Tapestry prohibits all forms of harassment and bullying of students by employees or other students on school property and at school functions.

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.

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In addition, other acts of harassment, bullying, and/or discrimination that occur off school property may be subject to discipline or other corrective action, where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.

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

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

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

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

**Covert or hidden bullying**
- This sort of bullying is often harder to recognize and can be carried out behind the bullied person’s back. It is designed to harm someone’s social reputation and/or cause humiliation. Covert bullying includes:
  - Lying and spreading rumors.
  - Negative facial or physical gestures, menacing or contemptuous looks.
  - Playing nasty jokes to embarrass and humiliate.
  - Mimicking unkindly.
  - Encouraging others to socially exclude someone.
  - Damaging someone’s social reputation or social acceptance.

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

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

**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.

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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.

Prohibition of Retaliatory Behavior (Whistle-Blower Protection)

Any person who has reasonable cause to suspect that a student has been subjected to harassment, bullying, and/or discrimination by an employee or student on school grounds or a a school function, and who acts reasonably and in good faith in reporting it to school officials, the Commissioner, or law enforcement authorities, or who otherwise initiates, testifies, participates, or assists in any formal informal proceedings, will have immunity from any civil liability that may arise from making that report, or from initiating, testifying, participating, or assisting in those proceedings. Tapestry also prohibits any retaliatory behavior directed against any complaint, victim, witness, or any other individual who participated in the reporting or investigation of an incident of alleged harassment, bullying or discrimination.

Internal Reports and Investigations of Harassment, Bullying, and/or Discrimination

All Tapestry employees who witness or receive an oral or written report of harassment, bullying, and/or discrimination are required to take action. Tapestry employees must make an oral report promptly to the DASA Coordinator (DAC) not later than one school day after witnessing or receiving an oral or written report of harassment, bullying, and/or discrimination. No later than two school days after making the oral report, the Tapestry employee must file a written report with the DAC. Incident Report Forms are available in administrative offices and online. See Appendix K for a DASA reporting form.

The DAC will lead or supervise the thorough investigation of all reports of harassment, bullying, and/or discrimination and ensure that all investigations are promptly completed after the receipt of a written report. In investigating any allegations, the investigating, responding to, and remedying complaints of harassment, bullying and/or discrimination.

When an investigation verifies a material incident of harassment, bullying, and/or discrimination, the DAC will take prompt action, consistent with Tapestry’s Code of Conduct, reasonable calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, present recurrence of the behavior, and ensure the safety of the student against whom the behavior was directed.

The Executive Director or their designee will notify the appropriate local law enforcement agency when it is believed any harassment, bullying, and/or discrimination constitutes criminal conduct.

Reporting Incidents

Reporting Incidents to the Executive Director

At least once during each school year, each building administrator will provide a report on data and trends related to harassment, bullying, and/or discrimination to the Executive Director in a manner prescribed by Tapestry. This report will be used to submit the annual School Safety and the Educational Climate (SSEC) Summary Data Collection form to the State Education Department (SED).

Reporting of Material Incidents to the Commissioner of Education

Each school year, Tapestry will submit to the Commissioner a report of material incidents of harassment, bullying, and/or discrimination that occurred during the school year in accordance with law and regulation. This report will be submitted in a manner prescribed by the Commissioner, on or before the basic educational data system (BEDS) reporting deadline or other date determined by the Commissioner.

Dignity Act Coordinator

Tapestry will designate at least one employee as the Dignity Act Coordinator (DAC) and receive reports of harassment, bullying, and/or discrimination. Each DAC will be:

- Approved by the Executive Director;
- Licensed and/or certified by the Commissioner as a classroom teacher, school counselor, school psychologist, school nurse, school social worker, school administrator or supervisor or Superintendent;
- Instructed in the provision of the Dignity for All Students Act and its implementing regulations;
- Thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex;
● Provided with training which addresses the social patterns of harassment, bullying, and discrimination, including, but not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex;
● Provided with training in the identification and mitigation of harassment, bullying and discrimination; and
● Provided with training in strategies for effectively addressing problems of exclusion, bias and aggression in educational settings.

Tapestry will widely disseminate the name, designated school and contact information of each DAC to all school personnel, students, and parents or families by;
● Listing it in the Code of Conduct, with updates posted on the School’s website; and
● Including it in the Code of Conduct’s plain language summary provided to all parents or families to students before the beginning of the school year; and
● Providing it to parents or families in at least one school mailing or other method of distribution each school year, including but not limited to, electronic communication and/or sending information home with each student. If the information changes, parents and families will be notified in at least one subsequent school mailing or other method of communication as soon as possible; and
● Posting it in highly visible areas of the school building

If a DAC vacates their position, Tapestry will immediately designate another eligible employee as an interim DAC, pending approval of a successor DAC from the CEO within 30 days of the date the position was vacated. In the event a DAC is unable to perform his or her duties for an extended period of time, Tapestry will immediately designate another eligible employee as an interim DAC, pending the return of the previous individual to the position.

Training and Awareness

Each year, all employees will be provided with training to promote a supportive school environment that is free from harassment, bullying, and/or discrimination, and to discourage and respond to incidents of harassment, bullying, and/or discrimination. This training may be provided in conjunction with existing professional development and will be conducted consistent with guidelines approved by the Executive Director, and will include training to:
● Raise awareness and sensitivity to potential acts of harassment, bullying, and discrimination;
● Address social patterns of harassment, bullying, and discrimination;
● Inform employees on the identification and mitigation of harassment, bullying and discrimination;
● Make employees aware of the effects of harassment, bullying, cyberbullying, and discrimination on students;
● Provide strategies for effectively addressing problems of exclusion, bias, and aggression;
● Include safe and supportive school climate concepts in curriculum and classroom management; and
● Ensure the effective implementation of school policy on conduct and discipline.

Rules against harassment, bullying, and discrimination will be included in the Code of Conduct, publicized schoolwide and disseminated to all staff, parents and families. Any amendments to the Code of Conduct will be disseminated as soon as possible following their adoption. Tapestry will provide new employees with a complete copy of the current code of conduct upon beginning their employment, and distribute age-appropriate summary to all students at a school orientation at the beginning of each school year.

Publication of District Policy

At least once during each school year, all employees, students, and parents and families will be provided with a written or electronic copy of this policy, or a plain-language summary of it. The policy or summary will include information relating to how students, parents and families, and employees may report harassment, bullying, and/or discrimination. Additionally, Tapestry will maintain a current version of this policy on its website at all times.

Application

Nothing in this policy or its implementing regulations should be interpreted to preclude or limit any right or cause of action provided under any local, state, or federal ordinance, law, or regulation, including, but not limited to any remedies or rights available under the Individuals with Disabilities Education Act, Title VII of the Civil Rights Law of 1964, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act of 1990.

*Education Law §§ 10-18 and 2801  8 NYCRR § 100.2*

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**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. A 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 a 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 Gym**
From 7:15 -7:45, Tuesday-Friday, an open gym will be offered to all students.

Guidelines:
1. Open gym is a privilege
2. From time to time the gym may be 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 gym will close 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.

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Dismissal
The dismissal bell rings at 3:07pm. 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 3:45 pm remaining students must exit the building unless they are 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 inform 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 support. 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 the 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 the 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 the Restorative Practice 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 off and away in their backpack. The school is not responsible for any lost or stolen electronics. (This includes but is not limited to: Cell Phones, Smart Watches, Ear Pods/Buds, 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, who will reach out to the student.

Students who are found using personal electronics or if the device goes off or is otherwise found by a staff member:

- The student will be asked to turn off the device and place it face down on their desk until class is over. This includes headphones, earbuds and ear buds.

- The Dean of Students or a Support person can be called for students who are chronic electronic users during class. They will retrieve the electronics, place a phone call home and give the electronics back to the student at the end of the day.

- All cell phones, smart watches or ear pods collected should be handed to the Dean of Students or Student Support and not brought to the main office.

**Headphones**

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

- If electronic usage becomes 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. The school is not responsible for any lost or stolen property.

**School Property**

Students will be held responsible for damaged or broken school property, including by 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.

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**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
- sit one person per seat
  - Only 8 chairs per rectangular tables, and 4 chairs per round tables
  - (NO MOVING CHAIRS TO ANOTHER TABLE)
- remain seated until their table is called up to the lunch line
- provide staff members with a pass if they are eating lunch in a different location.
- only be out of their seat to request a lav pass, throw out garbage, or use the vending machine/school store

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- acquire a pass for the lav or locker from a staff member and return it to that person when they return
- respect other students, school property and self, and follow the rules of ALL cafeteria staff
- keep body and objects to themselves at all times
- refrain from using profanity, and keep conversations at a voice level 2
- stop, listen, and correct behavior when addressed by an adult
- seek out a staff member if you have any lunch/food issues to advocate on your behalf
- maintain a voice level of 0 when directed by a staff signal (lights off)
- Students assigned a silent lunch will be called up first and then report to the designated room

Lunch Line

**STUDENTS WILL:**
- have their ID cards out in the lunch line
- only take one tray and drink
- will treat each other and adults with courtesy and respect
- present their ID cards to the staff member at the registar
- 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.
- leave their tables clear and clean
- ask a staff member for cleaning supplies when needed
- exit the cafeteria voice level of 2 when they are dismissed by a staff member

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 a 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 their 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!

<table>
<thead>
<tr>
<th>Acceptable Dress</th>
<th>Dress Infractions</th>
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<tbody>
<tr>
<td><strong>Pants:</strong></td>
<td></td>
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<tr>
<td>● Khakis, Denim, Leggings (if opaque)</td>
<td>● Pajamas</td>
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<tr>
<td>● Sweatpants/track pants</td>
<td>● See-through or transparent leggings</td>
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<tr>
<td>● Pants that fully cover buttocks and begin at hips or waist</td>
<td>● Pants that begin below the hips/waist or that expose skin above the length of fingers when arms are down at the side</td>
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<tr>
<td><strong>Shorts, Skirts, Dresses:</strong></td>
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<tr>
<td>● Skirts/dresses/shorts that are longer than longest fingers when arms are down at the side</td>
<td>● Skirts/dresses/shorts that are shorter than fingertips when arms are down at the side</td>
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<tr>
<td><strong>Tops:</strong></td>
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<tr>
<td>● Fleeces, Sweaters, Crew-neck sweatshirts</td>
<td>● Net tops (with nothing underneath)</td>
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<tr>
<td>● Shirts that extend beyond the belt level(front and back)</td>
<td>● Halter top tube tops</td>
</tr>
<tr>
<td>● Shirt fronts/back need to be at armpit level on the chest, this includes v-necks and scoop necks</td>
<td>● Spaghetti straps</td>
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<tr>
<td>● Headgear:</td>
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<tr>
<td>● Headgear for an approved medical reason</td>
<td>● Tops that stop above the belt level</td>
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<tr>
<td>● Headgear for a religious reason</td>
<td>● Shirts that go lower than armpit level in the front/back</td>
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<tr>
<td>● Scarves</td>
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<tr>
<td>● Athletic headbands</td>
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<tr>
<td><strong>Footwear:</strong></td>
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<tr>
<td>● Sneakers</td>
<td>● Hats</td>
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<tr>
<td>● Sandals with a back</td>
<td>● Headphones</td>
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<tr>
<td>● Heels less than 3 inches</td>
<td>● Bonnets</td>
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<tr>
<td>● Flats</td>
<td>● Du-rag</td>
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<tr>
<td><strong>Outerwear:</strong></td>
<td></td>
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<tr>
<td>● Scarves</td>
<td>● Backless shoes/sandals/slides</td>
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<tr>
<td><strong>Jewelry:</strong></td>
<td></td>
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<tr>
<td>● Earrings</td>
<td>● House shoes/slippers</td>
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<tr>
<td>● Bracelets</td>
<td>● Heels above 3 inches</td>
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<tr>
<td>● Necklaces</td>
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<tr>
<td>● Rings</td>
<td><strong>Outerwear:</strong></td>
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<tr>
<td><strong>Graphics on clothing:</strong></td>
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</tbody>
</table>

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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

Health Services Policy including Medication Policy

Tapestry Charter School offers comprehensive Health Services for all students in the District. Each health office is staffed by a Registered Nurse. If your child is ill, it is in his/her best interest and that of others to be at home where special health care can be provided. If, in the judgment of the School Nurse, your child is too ill to remain in school, you will be requested to pick up your child as soon as possible. If we cannot reach you, we will contact the person(s) noted on the emergency card each parent is requested to complete.

- **Medication in School**: Please remember that we must have a physician’s order to give all medication in school, and it must be given in the Nurse’s Office. This also includes any over-the-counter medication such as Tylenol or Advil. Medications will be given to students only when a Physician’s Order for Giving Medication in School form has been filed with the School Nurse.
- **School Physicals**: At initial school entry and students entering grades K, 1, 3, 5, 7, 9, and 11 in September of 2019 will be required to have a physical.
- **Bee Sting Allergies, Food Allergies and Asthma**: If your child has allergies to bee stings or food, or if your child has asthma, please contact the Health Office to make arrangements for medication and treatment. A doctor’s order is required for any medication your child may need while at school. The parent/guardian needs to supply the medicine ordered. This is vitally important, as time is of the essence in treating these conditions.
- **Physical Education Excuses**: If your child is unable to take gym or is restricted from certain gym activities, a doctor’s excuse must be sent to the Health Office. If this is an ongoing restriction, the order needs to be renewed at the start of the school year. Please contact the Health Office if you have any questions.
- **Routine screenings**: All students are screened for height, weight, vision and hearing each year K, 1, 3, 5, 7 and 11 scoliosis for 5, 7, 9. Tests for color perception are administered once during a child’s school experience.
- **Important State Laws**: Regulations of the Commissioner of Education require that a health examination be completed for each public school student in certain grades. As part of the required school health examination, students are weighed and their height is measured. These numbers are used to compute the student’s body mass index or BMI. The BMI helps the doctor, nurse or parent know if the student’s weight is in a healthy range. Recent changes to the New York State Education Law require that BMI and weight status group be included as part of the student’s school health examination.
- Additionally, our school district must take part in a survey by the New York Department of health. Only summary information is sent. No names or other information about individual students are sent. Parents may choose to have their child’s information excluded from this survey report. If you do not wish your child’s information to be sent to the Department of Health or have questions, please contact your school nurse.

**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 the parent.

**Immunizations**

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

SECTION 8: FAMILY COMMUNICATION AND INVOLVEMENT

Communication

News Update
Once every two weeks, a News Update for families in grades 9 – 12 will be emailed 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 a request at least 24 hours in advance with the classroom teacher.
- All visitors on school property or attending a school function shall conduct themselves in a respectful and orderly manner.
- Shall not disrupt the orderly conduct of class, school programs or other school activities, conferences or meetings.
- Shall not violate traffic directions, parking regulations, or restrictions on other vehicles.
- The principal may limit the access of any visitor, and/or parent if the visitor and/or parent conduct disrupts 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 | • 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 | • Encourage your child to participate fully in fieldwork and team building 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 | • 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 | • 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 | • 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 | • 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.
Appendix for: COVID-19 policies and procedures 2020-2021

Glossary

Virtual Learning-
Virtual learning, for the 2020-2021 school year will indicate the days students are learning from home during our hybrid model. See hybrid model below.

Remote Learning- Remote learning, for the 2020-2021 school year will indicate times when the student is learning remotely at home. This will include times when the entire school is in a virtual environment and all students are remotely connected. When students are remote (home 100% of the time) they work both with asynchronous and synchronous instruction in all of their classes, except for crew which will be synchronous (live) each day.

Hybrid Learning- Hybrid learning indicates an in school environment for students 9-12. When the school is in a hybrid learning mode students will be assigned a schedule that indicates which days of the week they will attend classes in a school environment. On opposing days students will be learning remotely. Please see Expectations for Hybrid Learning for more details.

Synchronous Learning- Synchronous learning occurs when a student is learning remotely and has access to view and interact with a lesson live at a predetermined time.

Asynchronous Learning- Asynchronous learning occurs when a student is learning remotely and is working independently on the lessons assigned by the teacher.

Learning Management System- A learning management system is the platform in which students access course material and instructional lessons when learning remotely. Tapestry High School will use google classroom as their primary platform for remote learning.

Safety Protocols

Signage
Office staff will post signs throughout the school consistent with DOH COVID-19 signage regarding public health protections against COVID-19. This signage will remind individuals to:

- Stay Home If They Feel Sick.
- Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
- Properly store and, when necessary, discard PPE.
- Adhere To Social Distancing Instructions.
● Report symptoms of or exposure to COVID-19, and how they should do so.
● Follow hand hygiene, and cleaning and disinfection guidelines.
● Follow respiratory hygiene and cough etiquette.
● Screening protocol
● Classroom supplies
● Arrival/Dismissal
● Late Arrival

**Social Distancing**

**Classrooms:** Whenever possible, there will be six feet of space in all directions between individuals or use of appropriate physical barriers between individuals that do not adversely affect air flow, heating, cooling, or ventilation, or otherwise present a health or safety risk. This means that in an average classroom, we will have a maximum of 10-13 students to allow for proper social distancing.

**Shared Spaces:** Shared spaces, such as cafeterias will not be utilized for students. The gymnasium will be modified so that no more than 18 students are on any one side of the gym at any one time. There will be no field trips or special congregate events until further notice.

**Face Coverings**

Face coverings will be worn by staff and students at all times. **Face covering breaks can only take place during a do now or exit ticket at the teachers discretion. Face coverings need to be put back on upon the completion of the do now or exit ticket.** Students will be allowed to remove their face covering during meals so long as they maintain appropriate social distance. Students and staff will be encouraged to bring their own PPE to school everyday. However, if a student or staff member arrives without a mask one will be provided to them upon entering the building. Face coverings will be cleaned or replaced after use and will not be shared. We will teach students on how to adequately put on, take off, clean (as applicable), and discard PPE and face coverings during the first weeks of school. If individuals are unable to medically tolerate a face covering, they will need to enter into our virtual only option for instruction.

Tapestry will allow a variety of face coverings pursuant to CDC and DOH guidance, however masks that have been proven to be ineffective cannot be worn. The table below lists both acceptable and non-acceptable masks.

*We will provide disposable masks when needed to staff and students.*

<table>
<thead>
<tr>
<th>Acceptable Masks</th>
<th>Non-Acceptable Masks</th>
</tr>
</thead>
<tbody>
<tr>
<td>N95 Mask &amp; KN95</td>
<td>Bandana</td>
</tr>
<tr>
<td>3-Layer Surgical Mask</td>
<td>Gaiter Mask</td>
</tr>
<tr>
<td>Cotton or Polypropylene Mask</td>
<td>Fleece Mask</td>
</tr>
<tr>
<td>Polypropylene Apron Mask</td>
<td>Valve Mask</td>
</tr>
<tr>
<td>2-Layer Pleated Mask</td>
<td></td>
</tr>
<tr>
<td>Olson Style (curved fit nose &amp; mouth)</td>
<td></td>
</tr>
</tbody>
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v. 8/12/20
Social Distancing for Certain Activities

Tapestry Charter School will ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities that require projecting the voice or aerobic activity resulting in heavy breathing, etc. Tapestry Charter School students will not utilize any instruments involving breath.

Space Configurations

We are repurposing alternate indoor spaces for in-person instruction within the school facility. This includes converting art, music, dance and theater classrooms to be used for in person instruction. We will be utilizing outdoor spaces such as the space around multiple entrances and exits, playground area, track area and grass areas behind the school for PE classes and for places for students to go during arrival and dismissal.

- **Hallways**: Hallways will be reconfigured to reduce bi-directional foot traffic using tape and/or signs with arrows in hallways and spaces throughout the school. We will post signage and distance markers denoting spaces of six feet in all commonly used areas and any areas in which lines are commonly formed or people may congregate.
- **Middle School Wing**: High school students are not allowed in the middle school area without being escorted by a staff member.
- **Large Gathering Locations**: Tapestry Charter School will not have any large gathering locations where students, faculty, and staff gather. There will be no faculty room or cafeteria for students. They will not be sharing workstations, desks, tables, or other shared surfaces without cleaning and disinfection between use. We will make hand sanitizer or disinfectant products available near such amenities or areas.
- **Outside**: Students will be allowed outside for certain classes like PE when the weather permits. While outside they will need to wear their mask and maintain social distancing when possible.
- **Small Spaces**: Tapestry Charter School will limit gathering in small spaces (e.g., elevators, supply rooms, faculty offices) by more than one individual at a time, unless all individuals in such space at the same time are wearing acceptable face coverings or are members of the same household. However, even with face coverings in use, occupancy will not exceed 50% of the maximum capacity of the space, unless it is designed for use by a single occupant.
- **Ventilation**: Tapestry Charter School will increase ventilation with outdoor air to the greatest extent possible by opening windows and doors while maintaining health and safety protocols. We are adding ionizers to our school buildings ventilation systems.
- **Cafeteria**: Students will not be allowed in the cafeteria for any reason. This is a designated teacher space for the 2020-2021 school year.
- **Common Areas**: Tapestry Charter School will encourage social distancing by reducing access to, or closing, non-essential amenities and communal areas that do not allow for adequate social distancing protocols to be followed.

Tapestry Charter School will limit seating and put in place practices for adequate social distancing in small areas, such as restrooms and break rooms. We will develop signage and systems (e.g., flagging when occupied) to
restrict occupancy when social distancing cannot be maintained in such areas. We will stagger schedules for faculty and staff to reduce density and promote social distancing in enclosed areas.

**Locker Policy**

Students will not have access to lockers in the high school this year. However a locker can be assigned to students under special circumstances and will be evaluated on a case-by-case basis.

**Arrival and Dismissal Procedures**

Administrators and teachers will discourage students from congregating in large groups before and after school to avoid congregation of students. Pre placed “dots” will be located on the sidewalks and in front of the entrances for students to stand on and be socially distant from each other. When entering the building students will be instructed to stand on those dots and wait until it is their turn to be screened (see screening process section below). The screening process will begin at 7:45AM. Students will not be let into the building beforehand. Hand sanitizer dispensers will be installed near all entry doors and other high-traffic areas.

Dismissal: Students will have a staggered dismissal starting at 1:27, 1:30, 1:33, and 1:36PM. Administration will dismiss rooms over the PA. Currently there are no after school programs and all students will need to leave the building at that time. Freshman and Juniors will dismiss out the science wing doors and Sophomores and Seniors will dismiss out the main entrance to avoid congestion. Students can use the Delaware Ave and Amherst Street bus stop. Students need to be socially distant and wear their masks while waiting for the buses (See below NFTA COVID-19 safety policy).

**Extracurriculars**

There will be no extracurricular activities before or after school until further notice. There will also be no interscholastic sports until further notice.

**Student who arrive to school late to school**

Any student who is not in their assigned classroom at 8AM will be marked absent. In the event there is a delay in the screening process or if there was a bus late due to weather or accident, a pass will be issued and those students will not be marked late.

Any student who arrives after 8:45AM will need to use the intercom to request a screening outside and be screened before entering the building and then sign-in the main office.

Any student who arrives to class 25 minutes late will be marked absent from that class.

**Student Pick Up**

For the safety of students and staff, any parent or guardian who needs to pick up their student prior to 1:31PM, should call the main office (204-5883 ext. 1000) when they arrive in the parking lot. The main office will call down that student
and walk them to the main door. The parent wearing a mask should meet that staff member and student at the door with ID.

**School Visitors**

Tapestry Charter School will limit nonessential visitors to all school buildings, district offices and transportation facilities. We plan to hold all parent-teacher conferences and other meetings as phone/virtual conferences. Visitors who enter the building will be screened and must follow the 6-foot social distancing mandate. They also must follow regulations for wearing protective equipment to limit the spread of illness while on site. Screen all visitors before allowing them on site.

**Meals**

Tapestry Charter School will continue to provide school breakfast and/or lunch to students who were previously receiving school meals, both on site and remote. For remote learners, parents will need to come to the school to pick up breakfast and/or lunch each day their child is learning remotely. **For students on site, students will be delivered bagged breakfasts and lunches and will eat in the classroom with their cohort and crew teacher.** No students will be eating in the cafeteria or any communal spaces. Our food service and nursing staff is well aware of student allergies and there will be measures to protect students with food allergies since we will be providing meals in spaces outside the cafeteria.

Students will perform hand hygiene before and after eating by utilizing either hand sanitizing or hand washing before eating. Sharing of food and beverages will be discouraged by the teachers supervising students who are eating in their rooms.

In the event of another shut down, the Executive Director will communicate with families that we will be instituting the drive through food pick up procedures we have had in place since March 2020.

**Transitions**

When the bell rings students should exit the room with a mask on, while maintaining proper social distancing.

**Bathroom Use**

High School students are expected to use the lavatory during classes when needed. Bathrooms will be closed during transitions. Staff members will be posted outside of restrooms to ensure no more than two students enter the bathroom at a time. The bathroom will have signage promoting proper hygiene, and plexiglass dividers will separate sinks. If students must use the bathroom pass during class, they are only permitted to leave the room one time per class. 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.

**Code of Conduct**

Tapestry’s Code of Conduct applies to all students in virtual settings that applies to any school functions this includes but is not limited to: Live Lessons, Virtual Community Meetings, Office Hours, etc. With regards to student discipline, some interventions in the handbook will have to be modified or disregarded due to safety concerns. Interventions may include but are not limited to after-school detention, lunch detention, etc.). In the unfortunate event that a suspension is deemed an appropriate consequence, the students would be restricted from attending school functions including live
lessons. Alternative instruction would be offered for the suspended students and the specifics of that instruction would be discussed in the suspension letter.

**Code of Conduct: Behaviors Related to Health Safety of Others**
The safety of our students and staff is our top concern during this pandemic, and Tapestry has put procedures (found in this document) in place that follow the guidance from the Center for Disease Control (CDC), Erie County Department of Health (ECDOH), and the New York State Department of Education (NYSED) to lessen the likelihood of someone in our building contracting the virus. Such procedures include but are not limited to wearing facemasks, social distancing, not sharing food, etc.

Students that refuse to follow our safety policies:
1. Will be asked to comply by a staff member
2. If the student continues to refuse, support staff will be called to remove the student to a safe location and a family member will be called to pick them up.
3. A virtual meeting will be scheduled for the following in person school day with the student, guardian and building administrator. If the student agrees that he/she can follow the safety procedures they will be allowed to return to school.
4. If the student cannot agree to follow the procedures or if there is a second offense, the student will be placed into a 100% remote learning environment for the remainder of the quarter.
5. At the end of the quarter the student will have a return meeting.
6. If there is a third offense, the student will be placed back into a remote learning environment until the end of the year. If the threat of Covid-19 has passed prior to the end of the year and safety protocols are no longer needed, a re-entry meeting will be scheduled for that student.

**Personal Electronics:** Under certain circumstances students may be permitted to use their personal electronic devices (Cell Phone, Laptop, ChromeBook, Headphones, Earbuds, etc. at their teachers’ discretion (for educational purposes). Using a device without permission would be a violation of the code of conduct.

**Use of School Technology Devices for Remote Learning**
It is expected that students will maintain the standards of use stated above when using school owned devices for remote learning. The school employs methods that allow for the monitoring and filtering of internet traffic while users are away from campus. Students are subject to the same disciplinary action if they do not maintain the standards of the AUP.

**Attendance**

Daily attendance on all instruction days, whether they are remote, blended or in-person will take place through crew. Every child will be assigned to a crew leader and this teacher will serve as the daily point of contact for daily attendance purposes. Crew leaders will check in with every student everyday, either during an in-person crew time that is named on the child’s daily schedule or through a live virtual crew lesson. This daily attendance will be reported using the PowerSchool system. Students will attend crew using an online platform for their daily attendance.

When students are at school in-person, or learning live synchronously at home based on their cohort group, daily class attendance will be taken by the classroom teacher using the Powerschool system. Flexibility will be considered however
when monitoring class specific attendance in a virtual or remote model. For virtual learning days (no live instruction) students can earn meeting (class) attendance 1 of 2 ways: attend Office Hours, or turning in the days work by 3pm.

If a student disengages from online learning, or a student cannot be reached by their crew leader on a particular day, the teacher will report this in PowerSchool. An automatic SchoolReach message will be sent home to parents to let them know that the child did not attend crew for the day and therefore was marked absent. They will be provided with instructions to connect with their child's crew leader by the end of the day.

If a child exhibits excessive absences (3 consecutive days or more) of disengagement from online learning, or if a student cannot be reached by their crew leader, the crew leader will contact the Dean of Students, Principal or School Counselor to assist in connecting with the family. If the student still cannot be reached, a home visit may occur by the administrative team. 15 or more absences will lead to a conference with the attendance review board and 20 or more leads to an attendance contract.

Attendance records will be reviewed by the principals and counselors on a weekly basis to ensure that all students are participating in remote, virtual and/or in-person instruction. Ultimate approval/ authorization of attendance records will be from the building principal and district attendance will be authorized by the Executive Director.

**Grading Policy**

**9-12 Grading Policy for the 2020-2021 School Year**

At Tapestry Charter School, we believe that grades are a way to communicate about progress with students and families. Grades provide us with an avenue for meaningful conversation to advance and support students in their learning, regardless of their preferred mode of instruction.

Students engaged in remote learning must meet the same academic standards as students engaged in the hybrid model. **This means that students will be graded the same regardless of their mode of instruction.** Whether students are learning remotely or in the hybrid model, the following principles will hold true for all students:

**Basis for Grades**

- The teacher overseeing the course is responsible for designing or selecting assessments to align with the learning standards and learning outcomes outlined in the course syllabus. Assessments may include projects, exams administered within or outside the online platform, portfolios, and other measures of student mastery.

- Student grades will be reported either as percentages or as pass/fail, depending on the course. Grades will be based on student demonstration of the learning standards and competencies addressed in the remote or hybrid course. All students must meet the same academic requirements, whether they are engaged in fully remote or hybrid learning.

- Teachers will provide meaningful feedback to students whenever possible. This feedback does not always constitute a grade, but will help students and families measure learning progress.

- Habits of Work (HOW) grades will constitute 20% of a students’ overall average. Teachers will use the HOW rubric that is posted on their Google Classroom to determine these grades and they will be posted in PowerSchool.

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Assignments

Homework that is graded based upon its completeness, not based on the correctness of the answers will be counted as a HOW grade.

- Homework may be included as an academic grade if the teacher has a rubric or set of clear expectations as to how a homework assignment will be graded.

- **For the high school:** Assignments are due by 3:00 PM on the day the assignment is due.

- Assignments that are submitted late will lose points in the HOW portion of the grade, but not in the academic portion. Larger assignments may have their own set of HOW grades associated with the specific project, while smaller assignments may simply contribute to the student’s weekly HOW grade.

Flexibility in Grading

- Teachers will provide flexibility in grading activities to be sensitive to student and family concerns. They will balance this sensitivity with learning expectations to ensure that a student’s grades accurately represent their understanding of the learning standards.

- Students will have the opportunity to remediate assignments at the discretion of the classroom teacher. If remediation opportunities are permitted for that particular assignment, students will have to complete any relearning assignments by the specified deadline and demonstrate mastery on an alternative assessment. If a level of mastery is reached on the remediated assessment, the teacher will replace the student’s original failing grade. They will not be averaged together.

Final Average

- As grades are inputted into the gradebook, PowerSchool automatically calculates a final average. However, at the end of the quarter teachers can use their judgement to manually override and raise the final grade if desired. There will always be teacher discretion built into the grading system.

- Incompletes can only be given to students for one of two reasons:
  - 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
  - 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

  This is at the discretion of the building principal. Teachers should consult with the building principal before assigning an incomplete for the quarter.

Failure to Complete Graded Work

- Students will be given every opportunity to turn in missing assignments. Missing assignments will be listed as “M” in powerschool. However, for the purposes of calculating averages in parent portal, or for averages at the end of the quarter or five week marking period, the missing assignments will be counted as 55%.

- The minimum final average a student can earn is 55%. If a student’s average is actually lower than 55%, it will state on the report card that the student earned a 55*, which means that the actual average is lower than 55%.

Communication of Grades

- Grade information will be posted in PowerSchool. It can be accessed under the parent and student portal.

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

The assignments that have been graded in google classroom will also have grades posted in the google classroom platform. Teachers must post grades in both google classroom, and in powerschool.

Grades will be provided quarterly on a student’s report card.

Crew leaders will also be doing weekly academic check-in meetings to monitor students’ academic progress.

**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. A 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.

With many students working from home and using computers in school, students must honestly complete their own work. The deliberate use of the words, answers, or work of another is not acceptable and will not be tolerated.

Students should reach out to the teacher and utilize office hours to help support their learning.

Students caught handing in the same words or specific answers on an assignment will be given automatic zeros for the assignment. This goes for all students involved, whether it was your original work or you copy and pasted. It is up to individual teachers to decide the consequences beyond the zero.
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.

Remote Learning Model/Expectations during Hybrid Learning:
For Tapestry students that have chosen the remote learning model students will have a class schedule to follow each day. On Tuesday and Thursday students learning remotely will have synchronous classes. These classes are live classes taught by their academic teacher. It is expected that students are following this schedule live from home on Tuesday and Thursdays. On Monday and Wednesday’s students will have independent work that they can complete on their own schedule. Teachers will be available for office hours daily. On Friday all students will have live, synchronous elective and enrichment classes. Students should follow their schedule for these classes. Crew is synchronous each day.

Erie County School Closure

In the event that our entire school is closed due to a County wide closure all students will be learning remotely. Students will still have access to live instruction twice a week but will be given new times for those classes. This will be communicated through Crew.

Student Expectations during Remote Learning

As a student I agree to:
- Attend synchronous lessons according to my schedule
- Attend daily office hours to engage with my teacher, ask questions and receive feedback
- Complete my assignments daily by 3:00 pm
- Communicate with my teacher when I need assistance or I don’t understand
- Create and follow a schedule when I am learning independently

Hybrid Learning Model/Expectations:
When the school is in a hybrid learning environment students in grades 9-12 will attend school on an alternating basis. When TCHS goes into a hybrid learning environment students will be given a specific schedule that indicates the day they are at school for in person learning(for the first quarter this is A days, Monday and Wednesday). When we are in a hybrid model the doors of the high school will open at 7:45 for temperature screenings(see Safety Procedures for details). When students arrive they will head immediately to their 1st period class. Students are not permitted to loiter in the front hall or gather in any areas of the building. Students will follow a condensed schedule on the days they are in the building. The day for students will begin at 8:00 and end at 1:31. On opposing days when students are learning remotely they will be applying their learning from the previous day working independently on assignments. They will have access to their teachers for office hours on the days they are learning virtually.

Student/Teacher Expectations during Hybrid Learning

As a student I agree to:
- Follow all safety procedures and rules when in the school building and traveling to and from school
- To the best extent possible stay in my grade level wing and use only my grade level assigned bathroom

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● Complete all of my work and use the face to face time with my teachers to engage in high quality work and in depth-learning
● Enter and exit the building following social distancing guidelines and school rules in regards to health safety

If at any time a student is struggling to comply with the safety measures we have put in place administration may remove that student from the hybrid model and assign that student to virtual learning only.

Google Classroom
When either remote or virtual, students and parents can access the teachers google classroom and will be able to find: Course Syllabus, Office Hours with Google Meet Link, Grading Policy, HOW Rubic, Norms, Schedule for Live Lessons, and Contact information as well as daily lessons.

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.

Policy for makeup work
The school will follow the flow chart below to address any student(s) who are displaying symptoms of COVID-19. If a student is required to stay home for the 14 day quarantine period, they will be given access to a virtual classroom schedule. Depending on the severity of their symptoms they are encouraged to do their best to keep up with the work. **Upon returning to school the student should meet with their Crew leader that day and develop a plan in conjunction with classroom teachers to make up any work within one week.**

Science Lab Minutes
New York State requires students to successfully complete 1200 minutes of hands-on laboratory per course with satisfactory laboratory reports. **Due to the pandemic many labs will be given in a virtual format and need to be completed to satisfactory expectations in order to earn the lab minutes.** 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.**

Tapestry Traditions
In the event that the school is in a 100% remote environment that overlaps with a predetermined Tapestry tradition, those traditions will be held in a virtual format that will be communicated to families and students in advance by either the crew leader or building administrators. Traditions include but not limited to: Student Led Conferences (SLC’s), Passage Portfolios, and Senior Talks

School cancellation due to staffing
In the event that we do not have enough staff to properly open for our hybrid model due to illness or care for family members we will communicate this to families through an All Call and our alert system. Students will engage in remote learning if school is unable to open.

Rev. 8/12/20
All Parent Advisory Committee meetings this year will be held virtually. The days and links can be found below. All 9-12 grade parents and guardians are welcome to attend in the HS office.

<table>
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<tr>
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<tr>
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<tr>
<td>January 21, 2020</td>
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<tr>
<td>February 11, 2020</td>
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<td>March 18, 2020</td>
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<tr>
<td>April 21, 2020</td>
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<tr>
<td>May 13, 2020</td>
<td>3:15 pm</td>
</tr>
<tr>
<td>June 10, 2020</td>
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COVID BELL SCHEDULE - 2020/2021

Monday through Friday

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<thead>
<tr>
<th>Period</th>
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<th>End Time</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<td>3</td>
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<td>6</td>
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</tr>
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<td>7</td>
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<tr>
<td>8</td>
<td>12:51 pm</td>
<td>1:31 pm</td>
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