

9 - 12 Family Handbook

2022-2023



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

Mrs. Joanne Cathcart
Dean of Students

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.

While attending Tapestry, students will 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.

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

If you have any questions pertaining to the contents of this document, please do not hesitate to contact your student’s crew leader, for he or she is your first point of contact for any questions or concerns you may have.

On behalf of the staff of Tapestry Charter School 9-12, we welcome you and hope you have a wonderful school year!

Sincerely,

Fred Carstens & Sara Hilligas
Co-Principals

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SECTION 1: SCHOOL LOGISTICS

HS Main Office: 716-204-5883

IMPORTANT DATES

Please see the 2022-2023 School Calendar

BELL SCHEDULE

TAPESTRY CHARTER SCHOOL GRADES 9 - 12

Monday - Friday Schedule		
1	8:54 AM - 9:36 AM	42 Minutes
2	9:38 AM - 10:20 AM	42 Minutes
3A	10:22 AM - 10:43 AM	21 Minutes
3B	10:45 AM - 11:06 AM	21 Minutes
4A	11:08 AM - 11:29 AM	21 Minutes
4B	11:31 AM - 11:52 AM	21 Minutes
5A	11:54 AM - 12:15 PM	21 Minutes
5B	12:17 PM - 12:38 PM	21 Minutes
6A	12:40 PM - 1:01 PM	21 Minutes
6B	1:03 PM - 1:24 PM	21 Minutes
7A	1:26 PM - 1:47 PM	21 Minutes
7B	1:49 PM - 2:10 PM	21 Minutes
8	2:12 PM - 2:54 PM	42 Minutes

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 allowed the K-5 program to expand enrollment at each grade level. In 2020, Tapestry reached it's long-term goal and expansion to a rectangular model of enrollment across all grades, K-12 at approximately 88 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 Crew 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. 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 preference.

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.
- Under NYS An environment free of harassment, discrimination, intimidations, taunting, and bullying on school property, a school bus and/or at a school function.

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 the Tapestry pillars of Perseverance, Integrity, Responsibility and Respect.

Essential Partners

Parents and guardians are expected to:

- Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
- Provide school officials with up-to-date modes of communication such as: telephone numbers, emails, and addresses, etc., 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 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 success plan.
- Communicate regularly with students, parents and other teachers concerning student growth and achievement.

School Counselors are expected to:

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

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

- Serve as lead person responsible for facilitating implementation of DASA.
 - Participate in required training in order to respond to human relations in the areas of actual and/or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, and gender.
 - Be accessible to students and other staff for consultation and guidance as needed relative to the Dignity for All Students Act.
 - Accept reports regarding violations and conduct investigations as appropriate.
 - Maintain a professional, ethical relationship with students and all other District stakeholders groups. Below are the DASA coordinators for the High School
- Visit the school website, www.tapestryschool.org to report any suspected instances of bullying or contact one of the schools DASA coordinators below:
- Fred Carstens, Co-Principal - carstensf@tapestryschool.org
 - Vicki Schroeder, Guidance - schroederv@tapestryschool.org

SECTION 4: 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 buses 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 5: 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 be reported as a separate grade from 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.

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 and their grades were not reported from a students previous school

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.

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.**

Growth Measure Testing

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

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 understanding.

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.

Parent Portal

Parents can track their child's grades through the 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.

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.

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 9-12 are required to have a signed pass by the classroom teacher to travel in the hall and must have it in possession while out of a classroom. Students are required to show staff members their passes if asked for them in the hallway.

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 the folder, unless the teacher specifies that the assignment must be typed. The binder organizational system and dividers will be set up according to teacher specification. Folder organization and care will potentially be counted toward the Habits of Work grade at the teacher's discretion.

Presentation of Work

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

STUDENT PROMOTION AND RETENTION POLICIES

High School Retention Policy (Grades 9 - 11)

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

Course Retention

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

Grade level Retention

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

High School Retention Policy (Grade 12)

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

Course Credit Requirements for Graduation

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

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

Regents Exam Requirements for Graduation

In addition to earning 22 high school course credits, students must also pass the required Regents exams with a score of at least 65%: English Language Arts, Common Core Algebra, Global History, U.S History, and Living Environment. Students must also successfully pass Spanish 1.

HONORS ACCELERATION PROGRAM

High School Honors Program

From its beginning, Tapestry High School has made a commitment to provide a rigorous college preparatory program that encourages students to demonstrate intellectual and character growth, and that gives all students the widest range of options for their futures. For all students, the THS program values real world experiences that expose young people to the excitement and complexity of the community beyond school walls. A high value is placed upon appreciation of social justice issues as all members of the THS community work together to create a safe, healthy, and respectful learning community. In fact, the true diversity of an urban school population presents an authentic test of our values and requires creative problem solving. How does a small school community promote social justice, equity, and high academic standards, while serving the individual academic needs of students from all parts of our highly segregated city? The **Honors Extension Program** is an essential component of our response to this challenge.

While some students will participate in the full program throughout high school, component parts of the program will also be offered as enrichment opportunities for any interested students. The Tapestry High School transcript will clearly reflect the level of participation in individual honors activities, including the special designation of *Honors Diploma* for those ambitious students who fulfill all requirements.

The Honors Program engages and prepares 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.
- Fostering in-depth study by encouraging a broad “renaissance” study across curriculums and fields.
- Requiring an in-depth study and discussion of local, national and global events, featuring discussion groups, guest speakers, and faculty-run activities.
- 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 genre and time periods
- Creating real-life opportunities to engage in intellectually stimulating conversations with adults

In order to receive a designation of Honors on the Tapestry High School Diploma, a student whose application is accepted must stay in good standing in the regular Tapestry program, and successfully complete the following Honors Extension Program components:

- o At least two years of the Honors Program, including junior and senior year, and all the component parts required by the class;
- o Two college-level courses, including Humanities 100;
- o An Honors Portfolio, due upon completion of the program senior year.

Honors Extension Program

The Honors Extension Program at Tapestry High School is a credit-bearing elective offered to all interested students, grades 10 – 12, and select students in the 9th grade. Designed to be rigorous and challenging, the program demands that students think deeply and critically about themselves, the world around them, and the role they play in it. A heavy focus on research and writing ensures that students are ready for the challenges that rigorous college programs will demand.

The Honors Extension Program engages and prepares students for college by:

- Emphasizing experiential learning, creating life-transforming experiences in and outside of school.
- Requiring original research and activity regarding community engagement, social justice, local issues, current events and global concerns.
- Focusing on a discussion of local, national, and global events, featuring discussion groups, guest speakers, and student and faculty-run activities.
- Offering a range of community events to introduce students to the broad palate of artistic and intellectual offerings within the Buffalo and Western New York community.
- Expecting students to become well-read across genres and time periods.
- Providing an enhanced writing curriculum that prepares students for college-level expectations.
- Offering multiple opportunities to enroll in college-level or credit-bearing courses.

Program Components

The Honors Extension Program includes component parts that require student effort and academic enrichment *above and beyond the typical Regents diploma expectations*. These components will be made available to any and all Tapestry students, and will be noted on the high school transcript upon successful completion:

Community Enrichment: Each year, students are expected to attend—and then critically examine and analyze—a variety of intellectual, cultural and artistic events offered within our city.	Required Reading: Each year, students must read a variety of bibliographic and non-fiction works, as well as contemporary and classic fiction, and critically analyze the values and ideas of the work.
Honors Seminar and Research Packages: Students earn course credit for seminar classes, designed to encourage and promote critical thinking and literacy skills around specific contemporary topics. Seminar classes weave together history, philosophy, and science, and are designed for students to become “college ready.”	College Courses: In order to receive an Honors Diploma from Tapestry, students must successfully complete two college-credit bearing courses, either on the Tapestry campus or at area colleges. Required as a part of this is Humanities 100, offered during their 12th grade year.

Honors Diploma. Students who successfully finish all components of the program will have conferred upon them a “Tapestry Honors Diploma” in recognition of their rigorous additional effort beyond the regular curriculum. Similarly, students’ final transcripts will acknowledge conferral of this diploma.

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 Student Services, Mr. Dominic Pereira Ballachino 716-332-0754 ext. 2109.**

EXPEDITIONARY LEARNING STRUCTURES AND SUPPORTS

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

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.

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.

Passage Portfolios

In order to graduate to ninth grade and move to eleventh grade at Tapestry, all students in eighth and tenth grade must demonstrate a level of growth and reflection requisite to their continued success in increasingly rigorous and challenging grade levels. This portfolio opportunity includes materials collected from trimester portfolios for presentation by the student to a professional panel who assess each student's status and readiness for advancement. It is an expectation and requirement for students to participate in this process. Students who are unsuccessful will be given opportunities to meet the expectation during the summer months. Students who do not complete this process will not be promoted to an 11th grade crew with their peers until a mastery grade is achieved.

Senior Talks / Apologias

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

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.

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.**

Chromebooks

During the winter months students without access to technology at home will be provided with a school Chromebook in case of a snow day/remote learning day. These devices are on loan to students and prior to receiving the device families must sign the loaner agreement form. The school is not responsible for lost or damaged property. Insurance will be offered to families prior to distributing them.

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

SECTION 6: ATTENDANCE POLICY

Tapestry Charter School Aligned Attendance Policy

Attendance has been a growing concern in schools across the country since students have returned to in person learning this past school year. Chronic absence - missing 10 percent or more school days due to absence for any reason (excused, unexcused or suspensions), can translate into students having difficulty learning to read by the 3rd grade, having good relationships in middle school, and graduating from high school. [Studies show](#) that children of color are more likely to be impacted by chronic absenteeism, which then leads to academic, behavioral and social-emotional problems both in and out of the classroom.

This is NOT simply a matter of skipping school either. Many absences in chronic absenteeism can be excused absences due to physical or mental health issues, or other barriers such as transportation or neighborhood safety concerns. Chronic absenteeism can often go unnoticed because of schools focus on unexcused absences.

Truancy Vs. Chronic Absence

TRUANCY

- Counts only unexcused absences
- Emphasizes compliance with school rules
- Relies on legal & administrative solutions

Vs.

CHRONIC ABSENCE

- Counts all absences: excused, unexcused & suspensions
- Emphasizes academic impact of missed days
- Uses community-based, positive strategies



As a part of this work, Tapestry assumes the best intentions of every parent, and maintains the best interest of every student. We will actively avoid and reject the assumption of lack of parent involvement or care, as we know this is not the case. While there are many valid reasons for a singular absence, we will work as a community to avoid allowing chronic absenteeism to become a reason for academic failure. By working together, all of us - Schools, parents & families, students, public officials, community organizations & crew leaders - we can ensure that ALL Tapestry students can get to school every single day so that they have an opportunity to learn, flourish and grow into the citizens they were meant to be.

The good news is that chronic absences are a solvable problem! What works is a data-driven, comprehensive approach that begins with high engagement with students, family and parent partnerships, and preventing absences from adding up before absences begin to impact academics. We want to give our students at Tapestry every single opportunity possible to succeed, and that begins with showing up. [Everything is possible, when we "Just Show Up!"](#)

Regular attendance and punctuality are important basic requirements for success in school and in life. Tapestry Charter School's policy is based on a few essential agreements between families, students, and our school to ensure that students create and maintain good attendance habits.

- (1) **No learning can take place without first being present.** Every meaningful element of learning occurs when students are in school. In order to be successful, students MUST SHOW UP.
- (2) **High expectations must be set to be met.** It is Tapestry's expectation that all students be in attendance for a minimum of 95% of the year. This means students are allowed nine (9) absences throughout the year.
- (3) **Schooling is a partnership, and both caregivers and school administration are part of every student's crew.** Tapestry will maintain an open and communicative relationship by communicating all absences to caregivers each day that their student is absent. Tapestry will work with families to provide skill building and assistance that help to build good attendance habits.

Definitions

Excused Absence – any absence that occurs due to:

- A personal illness or injury
- An appointment with a health professional
- Observance of a religious holiday
- Bereavement due to death in the family
- A family emergency

- Impassable roads due to inclement weather
- Required court appearances
- Approved field trip or expedition
- Planned absence for a personal or educational purpose
- College visits
- Approved cooperative work programs
- Military obligations
- Other such reasons approved by building administrator

An Excused Absence requires a signed note from a parent/guardian. If three (3) or more consecutive days are missed due to illness, a doctor's note is required. Any excessive Excused Absences (10 days) deemed by school leadership to be harmful to a student's educational experience will be addressed on a case-by-case basis.

Unexcused Absence – any absence that occurs due to reasons not excused, and without a note from a parent, guardian or doctor.

Tardy – any arrival that occurs after the start of school.

Early Departure – any parent-initiated departure that occurs before 2:54 pm on a scheduled school day. Any excessive Early Departures (10 Early Departures) deemed by school leadership to be harmful to a student's educational experience will be addressed on a case-by-case basis.

Attendance Procedures

When a student is going to be absent for a full day from school, it is the responsibility of the caregiver (and in high school, the shared responsibility of the student) to account for the absence by following both of these steps:

- The caregiver notifies the school, with valid reason, before 9:00 am on the morning of the absence by calling the main office at
 - High School - (716) 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 required when the reason for absence includes an appointment. Without a note, the absence is marked as Unexcused.
- **Notes must be submitted within 10 days of return to school.** If there is no note provided within those 10 days, the absence will be considered Unexcused.
- Excuse notes can also be provided electronically, using our electronic [Excused Absence Form](#). Please note that this must be completed EACH DAY that your student is absent.


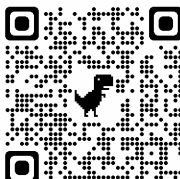

At Tapestry, we want to provide every possible opportunity for a successful school year. This means that we will be engaging in numerous interventions at the very first absence in order to ensure that no student falls through the gaps. Below is a list of interventions that you may see happen as absences progress. **Our goal is to prevent each student from reaching the 10% overall absence mark, or greater than 9 days of school.** Therefore, our interventions will become progressively more involved, and our support methods will deepen engagement through problem solving and face to face meetings.

Number of Absences	Interventions
Single Absence	<ul style="list-style-type: none"> ● Robocall home ● Text message with the link to excused absence form
Three (3) unexcused absences	<ul style="list-style-type: none"> ● Robocall home ● Text message with the link to excused absence form ● Written letter home with a copy of attendance policy
Five (5) unexcused absences	<ul style="list-style-type: none"> ● Robocall home ● Text message with the link to excused absence form

	<ul style="list-style-type: none"> • Contact from Social Worker/FSS to create an attendance success plan
Ten (10) unexcused absences	<ul style="list-style-type: none"> • Robocall home • Text message with the link to excused absence form • Contact from Social Worker/FSS with home visit • Work with Social Worker and SST to complete the Attendance Success Plan • Potential attendance contract/attendance hearing
Fifteen (15) unexcused absences	<ul style="list-style-type: none"> • Robocall home • Text message with the link to excused absence form • Written letter home with a copy of attendance policy • Contact from Social Worker/Family Support Specialist with home visit • External referrals as necessary and appropriate (PINS, CPS, etc.) • Credit may be denied for grade (summer school required)

Please note, that in order to excuse an absence, a parent or guardian should complete the excused absence form each day that a student is absent. These MUST be submitted within 10 days of the absence.

If you need additional support, please scan the QR code for supports specific to each school.

LS	MS	HS
		

Cutting class/Skipping

If a student is present in school but **late to class, or leaves the room for more than 15 minutes**, this will be considered cutting class/skipping and the teacher will enter it into PowerSchool. *See progressions below:*

- 1st = Teacher calls home, arrangements are made to make up missed work
- 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 = Parent conference is scheduled to help develop a plan moving forward
- 6th = Student receives a ½ In-School Suspension (phone call home)
- 7th = Student is referred to the Student Support Team for a 5 week intervention

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, Attendance and Behavior Policy

Participation in athletics is a privilege granted after a student's Academic, Attendance and Behavior responsibilities are met. This will be a weekly check in based on the students' performance. The Administration, Guidance Counselor, Dean of Students, and Coach will all be part of this process to ensure that the students' needs are being met. A weekly check in document will be made based on rosters of activities. If a student is in violation of the Attendance, Academics or Behavior expectations the families will be notified prior to the athletic event by Administration or a coach.

Minimum Attendance Requirement

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.

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. 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 rosters will be checked for passing grades and HOW grades will also be considered. Students who have below a 65% in one or more classes will be put on academic probation.

Academic Probation

When put on academic probation, students will have 3 weeks to improve their grade. At the end of the 3 weeks, administration will run the grade report again. Any student whose grade did not rise to a 65% or higher will remain on academic probation. They will need to attend mandatory tutoring sessions after school everyday for an additional 3 weeks. The tutor will sign off on their probation sheet that they actively participated and completed work. During that first week of probation, students will be allowed to practice and attend games, but will not be allowed to play in the game or sporting event. They can return to playing games the second and third week, as long as they have a probation sheet signed for each day. At the end of the third week the student will be removed from academic probation if they are passing every class, otherwise they will be returned to tutoring for an additional three weeks, repeating the procedure listed above.

Behavior Expectations

Students are expected to follow the high school code of conduct for behavior expectations. Any level 3 infraction will result in a removal for both practice and game participation for the duration of the consequence.

*Families will be contacted by the Coach or Administration stating the contest date(s) that the student will not be eligible to participate. This policy is not intended to remove a student from a team, sport or activity. It is intended to create student - athletes that can show improvement and take pride in their learning.

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 2:54 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 7: CODE OF CHARACTER AND STUDENT CODE OF CONDUCT

Introduction:

The 2022-2023 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 compass 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 compass 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.

Level I	
Example of Mild Student Behaviors may include, but are not limited to the following:	Interventions may include, but are not limited to the following:
<ul style="list-style-type: none"> • 5x Unexcused Absences • Academic Dishonesty • Cutting/Skipping Class - 1st infraction • Classroom Disruption • Defiance of Authority/Insubordination • Inappropriate/disruptive Behavior • Dress Guideline Infraction • Play Fighting • Hallway Misbehavior • Minor Harassment • Inciting or participating in a disturbance (mild) • Unintentional Physical Contact with School Personnel • First Personal Electronic Infraction • Minor Property Damage • Using School Equipment w/o Permission • Unexcused tardy from class • Technology Violation • Unauthorized Sale or Distribution of items • Verbal or Physical Threat to Student 	<ul style="list-style-type: none"> • Infraction entered in PowerSchool • Establish relationships with students • Contact crew leader & caregiver via telephone, e-mail or text message • Detention • Silent Lunch (w/ teacher) • Reteaching of expectations • Crew leader mediation/meeting w/ teacher • Written reflection or apology • Seat change • Caregiver/Teacher conference • Caregiver accompany student to school • Daily progress sheet on behavior • Push-In • RTI interventions (E.g. Planned Discussion, 10X2 strategy, 2nd to last word, Provide classroom jobs, Loss of classroom privileges, Establish buddy teacher system etc.) • Request for assistance (RFA) from Grade Level Team • Referral to Student Support Team (SST)
Level II	
Example of Moderate Student Behaviors may include, but are not limited to the following:	Interventions may include, but are not limited to the following:
<ul style="list-style-type: none"> • Persistent Level I infractions • 10x Unexcused Absences • Academic Dishonesty • Act of Aggression towards Student (no injury) • Bullying, Cyber/Gang-Related included • Bus Violation • Cutting/Skipping Class 2-4 infraction • Classroom Disruption • Defiance of Authority/Insubordination • Inappropriate/disruptive Behavior • Dress Guideline Infraction (3+) • Play Fighting • Verbal Altercation that leads to staff needing to physically separate students/disruptive to the learning environment, or business of the school. • Physical aggression (pushing/shoving) • Gambling • Hallway Misbehavior • Serious Harassment • Inciting or participating in a disturbance • Unintentional Physical Contact with School Personnel • 2nd -3rd Personal Electronic Infraction • Property Damage • Using School Equipment w/o Permission • 15x Unexcused tardy from class • Technology Violation • Unauthorized Sale or Distribution of items • Threat Against School Personnel • Theft • Tobacco Possession • Verbal or Physical Threat to Student 	<ul style="list-style-type: none"> • Infraction entered in PowerSchool • Caregiver & Crew Leader notification • Push-In • Problem-solving room (PSR) temporary removal from the class (20 minutes or less to reset) • Reflection and apology • Referral to school-based health or mental health clinic • Referral to community organization (Breaking Barriers, etc.) • Service to School (E.g. Coffee cart, Clean lunchroom, Design School PSA's, Assignment of work/projects, etc.) • Restorative Justice Circle • Community Mediation • Administrative detention • Extended detention • Conflict mediation/resolution • Restitution • Tutoring • Attendance reflection • Student Support Team (SST) assigns appropriate RTI interventions (E.g. Check-in/Check-out (CICO), Behavior Contract, Peer mentoring, Mentoring program, Assigned attendance buddy) • Loss of privileges (Computers, Sports, Extracurriculars, etc.) • Saturday School
Level III	

Example of Severe Student Behaviors may include, but are not limited to the following:	Interventions may include, but are not limited to the following:
<ul style="list-style-type: none"> • Persistent Level II infractions • 15x Unexcused Absences • Alcohol • Attack on Student (injury) • Bullying, Cyber/Gang-Related included • Serious Bus Violation • Persistent Skipping Class (15 minutes or more) • Severe Defiance of Authority/Insubordination • Severe Inappropriate/disruptive Behavior • Cutting/Skipping Class 5+ infraction • Dress Guideline Infraction (Routinely) • Drugs • Extortion/Coercion • False Alarm/Activation of Fire Alarm • Fighting • Gambling • Serious Harassment/Hate Crime • Inciting or participating in a disturbance • Leaving the building w/o permission • Physical Contact with School Personnel • 4th Personal Electronic Infraction • Severe Property Damage • 20x Unexcused tardy from class • Sexually-Based Infraction • Technology Violation • Unauthorized Sale or Distribution of items • Threat Against School Personnel • Theft • Tobacco Possession • Vaping • Verbal or Physical Threat to Student • Weapon - Other guns/weapons 	<ul style="list-style-type: none"> • Infraction entered in PowerSchool and administration immediately notified • Caregiver & Crew Leader notification • Restorative Conference <ul style="list-style-type: none"> ○ For non-physical Level 3 first offenders, students and families will be given an option to attend a restorative conference. ○ Students may be asked to stay home as a cooling off period until a conference can be scheduled. ○ If a restorative conference is selected and all parties create a mutually agreed upon solution, the traditional consequences(detentions, suspensions etc.) will be forgone and/or removed from the student record. • Behavior Contract • Attendance Meeting • Referral to Substance abuse counseling • Referral to IEP team (students with disabilities) • Revision to IEP (students with disabilities) • Referral to Community Organization • Removal from a specific class (No more than 3 days) • Short-Term Suspension <ul style="list-style-type: none"> ○ In-school Suspension (Full & ½ Day) ○ Out of school Suspension (10 days or less) <p>**For out of school suspension, students who are picked up by a family member before 12PM will count towards 1 day of suspension. Families who cannot pick up their child until after 12PM or at that day, or if the incident requiring the suspension took place after 12PM, students will be removed from classroom settings and released at the end of the day. Suspension will start the following school day.</p> <p>**All guardians will be contacted via phone call or e-mail when a student is suspended by the end of the school day. A formal suspension letter will be mailed home and sent digitally for all out of school suspensions. Alternate instruction is offered and will be arranged at the request of the caregiver. Mandatory re-entry meeting either in person or via phone conference if required at the conclusion of the suspension.</p> <ul style="list-style-type: none"> • Change in student's schedule
Level IV	
Example of Severe Student Behaviors include but are not limited to the following:	Interventions may include, but are not limited to the following:
<ul style="list-style-type: none"> • Habitual Truancy 20+ • Alcohol • Attack on a student • Bomb Threat • Severe Defiance of Authority and/or insubordination • Severely Inappropriate or Disruptive Behavior • Drugs • Extortion/Coercion • False Alarm/Activation of Fire Alarm • Fighting • Fire/Arson • Gambling • Harassment • Inciting or participating in a disturbance • Leaving school grounds w/o permission 	<ul style="list-style-type: none"> • Infraction entered in PowerSchool and administration immediately notified • Caregiver & Crew Leader notification • Attendance Contract • Long-Term Suspension <ul style="list-style-type: none"> ○ Out of school Suspension (10 days or more) <p>**For out of school suspension, students who are picked up by a family member before 12PM will count towards 1 day of suspension.</p> <p>Families who cannot pick up their child until after 12PM or not at all, or if the incident requiring the suspension took place after 12PM, students will be removed from classroom settings and released at the end of the day. Suspension will start the following school day.</p>

<ul style="list-style-type: none"> • Property Damage • Sexual Assault/Offense • Sexually-Based Infraction • Persistent or excessive Tardies • Threat Against School Personnel • Theft • Trespassing • Unauthorized Sale or Distribution • Vaping or other inhalants • Weapons, Firearms and Explosives 	<p>**All guardians will be contacted via phone call or e-mail when a student is suspended by the end of the school day. A formal suspension letter will be mailed home and sent digitally for all out of school suspensions. Alternate instruction is offered and will be arranged at the request of the caregiver. Mandatory re-entry meeting either in person or via phone conference if required at the conclusion of the suspension.</p> <ul style="list-style-type: none"> • Request for a Formal Hearing <ul style="list-style-type: none"> ○ Hearing outcomes could include: <ol style="list-style-type: none"> i. Explicit Behavior Contract (suspension held in abeyance) ii. Alternative Education Schedule iii. Permanent Expulsion (Will be disenrolled from Tapestry) iv. Hearing officer recends consequences from students record <p>*Second fight in a calendar year is an automatic hearing *Violation of Level 3 behavioral contract is an automatic hearing *Referral to IEP team (students with disabilities) for Manifestation determination</p>
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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.
Level 4	Administrator will be 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 end 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

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.	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).	Level 3: Refers to acts whose frequency or seriousness is severe and disrupts the learning climate of the school or pose a threat to the health, safety, or well-being of self and others, or persistent level 2 infractions. Administrative intervention is required. In some cases, a behavior may warrant a level 3 consequence, bypassing a Level 1 & 2 (see code of conduct matrix below).	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).
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Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or an appropriate agency.
* = Repeated infractions will result in escalating levels of interventions and responses.					

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

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

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

Alcohol

Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to by the Police or an appropriate agency.
Under the influence *Referral to appropriate substance abuse counseling (1st infraction)			●	●	●
Using or possessing *Referral to appropriate substance abuse counseling (1st infraction)			●	●	●
Distributing or selling				●	●

Act of Aggression or Attack on a Student (i.e., hitting, kicking, or punching another student without warning or provocation)					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or an appropriate agency.
*No injury (no visual, physical injuries)		•	•	•	
Bodily injury (includes concussion)				•	•
Bomb Threat					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
				•	•
Bullying, including Cyber-bullying and Gang-Related incidents					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
*Intentional conduct (including verbal, physical or written conduct) or electronic communication that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school.		•	•	•	•
*Serious bullying (i.e., repeatedly over time engaging in intentional negative behaviors that adversely affect another student's ability to participate in or benefit from a school's education or extra-curricular programs)			•	•	•
Bus Violation					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Minor disruption on the bus (i.e., eating, drinking, being too loud, standing)		•			
*Serious disruption on the bus (fighting, throwing objects, distracting the bus driver, opening emergency exists, etc.)		•	•	•	•
Class Cutting (skipping) *15 minutes or more w/o permission					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate

	behavior				agency.
*Repeated, intentional failure to appear or attend a scheduled class		•	•		
Classroom Disruption					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Talking out in class or talking out of turn; throwing objects; picking on, bothering or teasing another student(s); and other behavior that distracts from student learning.	•	•			
Defiance of Authority and/or insubordination (nonviolent/nonphysical)					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Failure to follow directions	•	•			
Failure to respond to school staff questions or requests	•	•			
Failure to follow directions, leading to a potential threat or harm to self or another person			•	•	
Failure to follow directions that directly leads to the harm of self or others			•	•	
Disruptive or Inappropriate Behavior					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or an appropriate agency.
Making inappropriate gestures, symbols or comments, or using profane or offensive language	•	•			
Using verbal insults or put-downs, or using profane or offensive language towards staff, lying to, misleading or giving false information to school staff		•	•		
Using verbal insults or put-downs, or using profane or			•	•	

offensive language towards staff, lying to, misleading or giving false information to school staff that leads to emotional or physical harm to another person					
Dress Guidelines Violation *Refer to dress guidelines standards listed on page 45.					
Drugs or Controlled Substance					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Under the influence *Referral to appropriate substance abuse counseling (1st infraction)			•	•	•
Using or possessing *Referral to appropriate substance abuse counseling (1st infraction)			•	•	•
Distributing or selling				•	•
Extortion/Coercion					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or an appropriate agency.
(i.e., taking or attempting to take from another - money or property- by threat of force, express or implied)			•	•	•
False Claims					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or an appropriate agency.
Making a False accusation		•	•		•
Making a false report to school or professional authorities			•	•	•
False activation of a fire alarm			•	•	•
Fighting					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.

Play fighting	•				
Play fighting that involves property damage or incidental contact of other students or staff		•	•		
Verbal altercation that leads to staff needing to physically separate students/disrupts the learning environment/disrupts the business of the school		•	•		
Physical aggression with another student (e.g. shoving or pushing)		•	•	•	
Minor fighting (may include incidents resulting in minor injuries)			•	•	•
Major fighting (Causing substantial risk of death or causing permanent or serious disfigurement, loss of function of any part of the body or impairment of the function of any part of the body. Includes concussion.				•	•
Fire Setting/Arson					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Deliberately starting a fire; destruction of property as a result of starting the fire				•	•
Gambling					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Minor gambling that does not have evidence of the exchange of money or goods (E.g. rolling dice)		•	•		
Requiring the use of money or exchangeable goods			•	•	•
Hallway Misconduct					
Inappropriate or disruptive behavior	Level 1 -	Level 2 - Moderate	Level 3 - Severe	Level 4 - Severe	May be Referred to

	Mild/Minor behavior	behavior	behavior	behavior	Police or appropriate agency.
Running, making excessive noise, loitering	•	•			
Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
*Minor harassment (verbal discriminatory actions)	•	•			
Serious harassment (i.e., persistent or long-term harassment)			•	•	•
Hate Crime (a Criminal offense against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, ethnic origin or sexual orientation).			•	•	•
Inciting or participating in disturbance					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption (cafe, hallway, library, bus stop, etc.)		•	•	•	•
*Inciting conflict between individuals or groups of students.		•			
Using a personal communication device to attract others to initiate a disturbance, and/or filming a fight to disseminate to others.		•	•	•	•
Leaving the building w/o permission					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Leaving school grounds			•	•	
Physical Contact with School Personnel (Including school visitors, community partners, before or after school providers, school/classroom pets, service dogs, etc.)					

Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Unintentional incidental physical contact with school personnel (i.e. pushing through staff in doorway, running down the hallway)	•	•			
Attack against school personnel; Physical attacking an employee of Tapestry or other adult, including striking a staff member who is intervening in a fight or other disruptive activity			•	•	•
Throwing objects at school personnel			•	•	
Portable Electronic Devices use at Unauthorized Times (Refer to cell phone policy on page 43)					
Property Damage, Including Graffiti					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Minor or accidental damage (less than \$50)	•	•			
Damage to another person's or school property (over \$50)		•	•	•	•
School Equipment Use without permission					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Use of computers, fax machine, phones, etc.	•	•			
Sexual Assault or Offense					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Forced sexual act School staff is required to contact BPD immediately for any sexual assaults				•	•
Sexually-Based Infraction					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Sexual harassment (i.e.,		•	•	•	•

unwelcome sexual advances, requests for sexual favors; other inappropriate verbal, written or physical conduct of a sexual nature)					
Sexual activity or sexual misconduct (i.e., indecent exposure, engaging in sexual activity, etc.)		•	•	•	•
Tardiness to School *Refer to attendance policy for more details on page 18 of handbook Tardiness to Class *Refer to sweep policy for more details on page 48 of the handbook					
Technology Acceptable Use Policy Violation *Refer to page 18 in handbook					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Accessing a website without permission (mild/minor infraction) (E.g. Listening to music or playing a video game)	•	•			
Accessing a website without permission (severe) (E.g. visiting a site with inappropriate and/or pornographic or hateful content).		•	•		•
Disseminating hate or inappropriate and/or pornographic material involving technology			•	•	•
Threat Against School Personnel					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or an appropriate agency.
Physical Gesturing, Written Threat or Verbal Threat		•	•		•
Multiple incidences of Physical Gesturing, Written Threat or Verbal Threat				•	
Theft					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or an

	behavior				appropriate agency.
Less than \$500		•	•		
Greater than \$500			•	•	•
Tobacco Possession or Use					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or an appropriate agency.
School staff is required to Refer students to appropriate substance abuse counseling (1st infraction)		•	•		•
Trespassing					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or an appropriate agency.
Being on school property without permission, including while suspended or expelled; includes breaking and entering			•	•	•
Unauthorized Sale or Distribution (i.e., unauthorized or unapproved selling or distributing of goods not otherwise included in this code (stolen goods, non-school approved items - food items, clothing, electronics, etc.)					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Items with little monetary value (under \$50)	•	•			
Items with significant monetary value			•	•	
Vaping or other inhalants (including Tobacco or other drug)					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Under the influence *Referral to appropriate substance abuse counseling (1st infraction)			•	•	•

Using or possessing *Referral to appropriate substance abuse counseling (1st infraction)			•	•	•
Selling or distributing				•	•
Verbal or Physical Threat to Student					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Threatening or aggressive language or gestures directed toward another student (No physical restraint needed and/or no threat of immediate physical contact)	•	•	•		
Weapons, Firearms and Explosives					
Inappropriate or disruptive behavior	Level 1 - Mild/Minor behavior	Level 2 - Moderate behavior	Level 3 - Severe behavior	Level 4 - Severe behavior	May be Referred to Police or appropriate agency.
Explosives (possession, sale, distribution, detonation or threat of detonation of any incendiary or explosive material or device including firecrackers, smoke bombs. Flares or any combustible or explosive substances or combination of substances or articles, other than a firearm).				•	•
Firearms (possession or a firearm as defined in 18 USC 921 of the federal code - i.e., handguns, rifles, shotguns, and bombs				•	•
Other guns (BB guns, pellet, paintball, water guns, taser, toy gun)			•	•	•
Other weapons (possession or any implement which could cause bodily harm i.e. knife,			•	•	•

razor blades, pepper spray etc.,)					
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All consequences will be administered in a timely fashion. After school detention takes place from 3:00-3:25 minutes and extended detention is held from 3:00-3:40 Monday-Thursday.

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 use of metal detecting wand may be used if needed in a search. The search will be conducted by an administrator and/or an administrative support member (s). All searches 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 student's 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. Alternate Instruction may be virtual. 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.

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:

- o Lying and spreading rumors.
- o Negative facial or physical gestures, menacing or contemptuous looks.
- o Playing nasty jokes to embarrass and humiliate.
- o Mimicking unkindly.
- o Encouraging others to socially exclude someone.
- o 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:
 - o Abusive or hurtful texts, emails or posts, images or videos.
 - o Deliberately excluding others online.
 - o Nasty gossip or rumors.
 - o 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. 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 at 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 or 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 summaries 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.

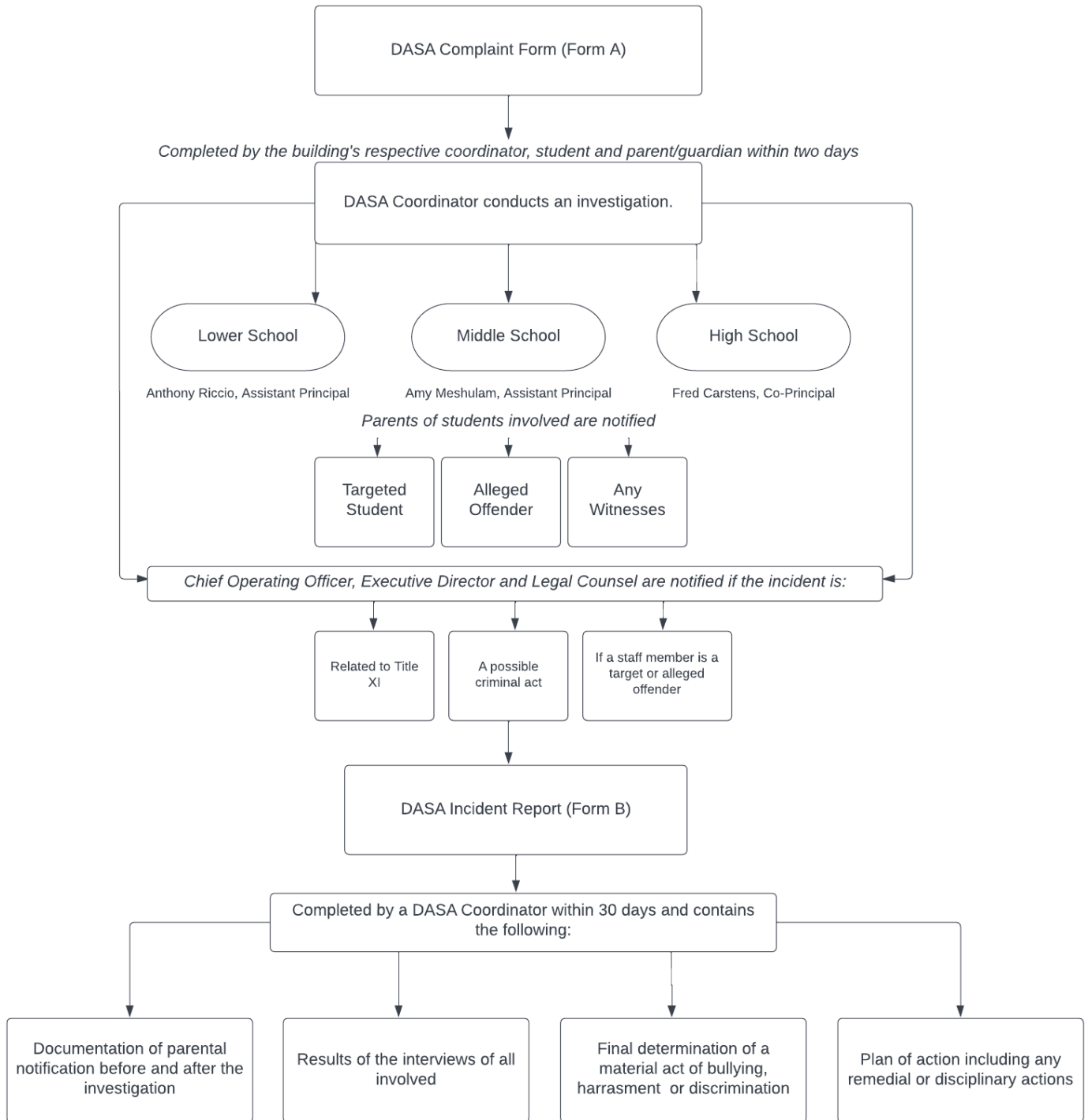
Application

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

For more information on the DASA reporting process at Tapestry, please see the next page for our district-wide 2022-2033 DASA flow chart.

TCS DASA Flow Chart 2022-2023



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.

Invalidation of NYS Regents Testing

Any student suspected of giving or receiving information during a NYS Regents examination will have their test invalidated. This includes but is not limited to: talking to another student, passing items to another student, having cheat sheets or study materials, or any personal device/cell phone violation as outlined in the testing manual.

Students may be removed from the testing room before the conclusion of the test for any violation of Tapestry's Code of Conduct.

Tests can not be retaken until the next testing period (June, August, January).

Plagiarism

Plagiarism is to use, intentionally or unintentionally, the ideas, imagery, 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 may receive a zero for the assignment and correct the infraction in Teacher 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 using computers in school and at home, 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 and is a violation of the code of conduct.

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

No students will be admitted to the building prior to 8:30. Upon entering ALL students must enter the cafeteria until 8:50. 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. Breakfast begins at 8:30 am and ends at 8:50 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 8:50 am.

Student Dress Guidelines

Tapestry Charter School believes in and affirms a student's right to self-expression. Tapestry Charter School's policy is that the student and their parents/guardians hold the primary responsibility in determining the student's chosen personal attire, hairstyle, jewelry, and personal items. Our district is responsible for ensuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health, safety, or well-being of any student and do not contribute to a hostile or intimidating environment for any student regarding identity or expression.

Core Values:

In relation to self-expression through attire and hair, the core values are the following:

1. In alignment with New York State's Crown Act, all students will be able to freely express themselves through wearing their natural tresses/hair for school in a manner free from discrimination, unjust discipline, or shaming. For more information regarding the Crown Act, please click [here](#).
2. Unless there is a health and safety hazard or issue with well-being, students will be able to dress in a way that encourages self-expression without the fear of body shaming or unjust discipline.
3. Students have the right to be treated with respect and in an equitable manner. Enforcement of the dress code policy will not create disparities, reinforce or increase marginalization against students based on their racial identity, sexual, gender, cultural or religious identities, sexual orientation, gender identity, household income, and body size/type.
4. Staff and students are responsible for managing their distractions, and under no circumstances will a student be labeled as a distraction for their choice of self-expression when it comes to attire or hair.
5. Students will not face any barriers to school attendance on the aforementioned core values listed above.

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

Dress Code Do's	Dress Code Don'ts
<u>Pants:</u> <ul style="list-style-type: none"> • Khakis, Denim, Leggings (if opaque) • Sweatpants/track pants • Pants that fully cover buttocks and begin at hips or waist 	<u>Pants:</u> <ul style="list-style-type: none"> • Pajamas • See-through or transparent leggings • Pants that begin below the hips/waist and expose the buttocks. • Ripped jeans that expose underwear.
<u>Shorts, Skirts, Dresses:</u> <ul style="list-style-type: none"> • Shorts, skirts, or dresses that cover buttocks. 	<u>Shorts, Skirts, Dresses:</u> <ul style="list-style-type: none"> • Shorts that expose the buttocks.
<u>Tops:</u> <ul style="list-style-type: none"> • Hoodies (see "Headgear") • Tops that fully cover the chest, even when raising arms above the head. • Denim jackets, fashion jackets, zip-up sweatshirts, track jackets, vests. 	<u>Tops:</u> <ul style="list-style-type: none"> • Shirts that expose underwear or chest, even when raising arms above the head.
<u>Headgear:</u> <ul style="list-style-type: none"> • Headgear for an approved medical reason • Headgear for a religious reason 	<u>Headgear:</u> <ul style="list-style-type: none"> • Headphones • Earbuds • Hoods Up (safety and learning)

<ul style="list-style-type: none"> Hats (must be facing straight forward or straight backward. Hats must allow the face and ears to be visible to school staff. Wave cap, Durag, silk cap, bonnet, and silk scarf are acceptable head wraps. 	
<p><u>Footwear:</u></p> <ul style="list-style-type: none"> Sneakers Sandals with a back Heels less than 3 inches Flats 	<p><u>Footwear:</u></p> <ul style="list-style-type: none"> Backless shoes/sandals/slides House shoes/slippers Heels above 3 inches
<p><u>Outerwear:</u></p> <ul style="list-style-type: none"> Scarves 	<p><u>Outerwear:</u></p> <ul style="list-style-type: none"> Outdoor Coats, jackets not allowed on inside building (ex: Raincoat, winter coat, parka, trench coat, pea coat, bubble or puffy jacket, fur coat, etc.) Gloves not allowed on inside building Sunglasses not allowed on inside building
<p><u>Jewelry:</u></p> <ul style="list-style-type: none"> Earrings Bracelets Necklaces Rings 	<p><u>Jewelry</u></p> <ul style="list-style-type: none"> Jewelry that may be deemed a weapon(includes but not limited to): A single ring or piece of jewelry covering multiple fingers Spiked necklaces or belts Belts with large removable buckles Chain-like neckwear Ninja-type stars, etc.
<p><u>Graphics on clothing:</u></p> <ul style="list-style-type: none"> Brand names Tapestry gear 	<p><u>Graphics on Clothing:</u></p> <ul style="list-style-type: none"> Promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities Are lewd, vulgar, obscene, and libelous or denigrate others, or cause a disruption to the school that impedes the educational program
<p><u>Masks</u></p> <ul style="list-style-type: none"> Masks: Mask are optional unless the NYSDOH or NYSDOE mandate a mask must be worn. <ul style="list-style-type: none"> If mandated, Masks should cover the mouth and nose. 	<p><u>Masks</u></p> <ul style="list-style-type: none"> Masks that do not meet the other Dress Guidelines outlined (graphics, etc).
<p><u>Backpacks/Purses</u></p> <ul style="list-style-type: none"> One personal bag may be carried and may include: <ul style="list-style-type: none"> Drawstring backpack Backpack purse Purse: No larger than 8"x 12" The bag must be stored in a place that is off of the ground and in the student's personal space. 	<p><u>Backpacks/Purses</u></p> <ul style="list-style-type: none"> Stored on the classroom floor.

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

*Dress guidelines can be modified on a case-by-case basis with any medical documentation.

Interventions for Dress Guideline Difficulties

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

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

Student Receives:	Action/Intervention:
Level 1 Dress Guideline Violations for a specific item	<ul style="list-style-type: none">- Teacher asks the student to correct it and logs it in PowerSchool.
Level 2 Dress Guideline Violations for a specific item	<ul style="list-style-type: none">- Teacher alerts administration with a Referral Comment- Administrative Detention is assigned- Parent is contacted by administration
Chronic Dress Guideline Violations for specific item (5x)	<ul style="list-style-type: none">- Teacher alerts administration with a Referral Comment- Student is banned from wearing specific item- Meeting with Administration, family, and crew leader.- A Dress Guideline Plan will be put into place, this will be signed by all parties and mailed home to family.

Dismissal

The dismissal bell rings at 2:54pm. In order to maintain a positive learning environment while providing a safe campus after school, all students have to exit the building by the 3:00 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 3:00pm. At 3:40 pm remaining students must exit the building unless they are engaged in an adult supervised activity. Please pick up all students by 3:40 unless they are in an adult supervised activity.

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.

Sweeps

At certain times throughout the day the administrative team will “sweep” the halls at the conclusion of the second bell. All teachers will lock their door at the bell and any student who is late to class will be documented, and walked by a staff member to their class. Students who accumulate a sweep will receive the following consequences:

1 tardy: *WARNING...* reminder to get to class on time

2 tardies in a week: lunch detention that day, or on the following day

3 tardies in a week: student call home plus an after-school detention

4 tardies in a week: Lunch AND after-school detention

5 tardies in a week: student-parent meeting scheduled with the Dean of Students and a behavior comment entered

***Resets every week. Students who are swept 15x or more in a month will be referred to the climate team for suitable intervention.**

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 have a signed 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.

All-Gender Student Bathroom

Tapestry Charter School is a welcoming and affirming community that affirms all student’s racial, ethnic, sexual, gender, and religious identities. According to guidance from New York State, school districts, as well as students and their families, may find the use of restrooms, changing facilities, and participation in extracurricular activities to be among the more important issues in this area. The United States Departments of Education and Justice have stated that: [u]nder Title IX, discrimination based on a person’s gender transgender status, or a person’s nonconformity, identity, a person’s to sex stereotypes constitutes discrimination based on sex. As such, prohibiting a student from accessing the restrooms that match their gender identity is prohibited from sex discrimination under Title IX. There is a public interest in ensuring that all students, including transgender students, have the opportunity to learn in an environment free of sex discrimination (emphasis added). Alternative accommodations, such as a single “unisex” bathroom or private changing space, should be made available to students who request them, but should never be forced upon students, nor presented as the only option.

[The new Education Law Section 409-m](#), requires all schools (public and non-public) to develop policies and procedures “requiring that all single occupancy (single use) bathroom facilities (toilet rooms) are designated as gender neutral for use by no more than one occupant at a time or for family or assisted use”. Simply stated, existing single-user toilet rooms which do not have signs which indicate gender neutral must be provided with new signs with the words “all gender” (preferred) or “gender neutral”. To comply with Building Code of New York State (BCNYS) and accessibility standards, the sign must be located on the wall next to the door.

In accordance with [The new Education Law Section 409-m](#): Tapestry Charter High School has a single-occupancy bathroom facility that has been designated as an all gender-bathroom. An all-gender bathroom is defined as: “Restroom facilities that people of *any gender expression or gender identity* are permitted to use.” The bathroom’s signage is placed adjacent to the door with the recommended signage as per New York State.¹ Below, is additional information regarding bathroom use and policy.

- All-gender bathrooms are for any student who;
 - may have a disability who might need an attendant of a different gender to accompany them to the restroom.
 - identifies as Transgender/Non-binary or Gender Non-Conforming (GNC).
 - may need to accompany a sibling of a different gender to the bathroom.

¹ <https://www.p12.nysed.gov/facplan/documents/GenderneutraltoiletsignsFAQ3-24.pdf>

- Under no circumstances, will inappropriate or illegal behavior will be tolerated in this, or any restroom facility at Tapestry Charter High School. Please see section 7 of the handbook for more information regarding student conduct and behavior.

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.

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 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 the 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 the 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, as outlined in the code of conduct.

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

Rationale: Cell phones and personal electronic devices are a reality of our society. As adults, we recognize the addictive nature of these devices and the myriad effects they can have on our attention spans, our social emotional health and our relationships. However, they are also a tool that helps us communicate, stay in touch, learn, stay organized and channel creativity. It is our responsibility to teach students acceptable use of cell phones while recognizing students need limits and guidelines to keep their focus on learning. We have developed a system for phones that does take into account the prevalence and necessity of phones but continues to support students in when and how to use their phones.

Cell Phone Zones

Green Zone: In “Green Zones”, students will be permitted to use their cell phones and smart watches. Green Zones include:

- Cafeteria during breakfast and lunch (Freshman are not permitted to use their cell phones in lunch for at least the first month of school as they develop relationships and meet new friends)
- In the Hallway (during transitions).
- Study Halls (if a student is passing their class).

*****Even in a “Green Zone”, students who use their phone to cause a disruption and/or unsafe environment would be in violation of the schools Code of Conduct and subject to disciplinary action. This includes but not limited to:***

- Disseminate inappropriate material through direct messaging, airdrop or any social media site
- Bullying/Harassment of other individuals,
- Video records a physical altercation.
- Video records staff without express permission

Red Zone: In “Red Zones”, students will not be permitted to use their cell phone or smart watches at all during the school day.. Red Zones include:

- All academic classes, including: Music, PE, Art, and content classes held in the cafeteria.
- The hallway after the second transition bell rings (late bell)
- Bathrooms
- Field work/trips
- Community Meetings

Cell phones are a privilege and not a right. If a student is found using a cell phone in a Red Zone, the consequence will be:

1st Offense = Student must turn the phone in for the day and a parent/guardian will be notified.

2nd Offense = Student must turn the phone in for two days, parent/guardian will be notified.

3rd Offense = Student must turn the phone in for 5 days, parent/guardian will be notified.

4th Offense = Student must turn the phone in for the day and a parent/guardian will need to come in for a meeting, where the student will be put on a phone contract. The student's phone must be turned in until the parent/guardian attends the meeting.

- Teachers will ask the student to hand over their phone. During their free period they will turn it over to the Dean of Students or a student support member. ***Phones will never be turned into the main office.**
- The Dean of Students or a Support Staff member will be called to retrieve a cell phone if a student refuses to give it to the teacher. The student will not be allowed to return to class until the cell phone has been turned in.
- All cell phones, smart watches or air pods collected should be handed to the Dean of Students or Student Support and not brought to the main office.

*****Students who refuse to turn over their phone will be removed from class and their parent/guardian will be contacted immediately and will automatically need to turn their phone in for the next two days.***

If a student needs to place an important phone call during the school day, he or she can request faculty permission, and such calls can be made from the Main Office. If a family member needs to reach a student, he or she can call the high school main office (716-204-5883), who will reach out to the student.

AirPods and/or Headphones: are not permitted in any zone, unless given explicit permission by a teacher for a specific class. Using a device without permission in an educational setting (eg. Classroom, Academic Support, etc.) would be a violation of the code of conduct. 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, AirPods/Buds, Handheld Gaming System, etc.).**

Lunchroom & Cell phones: We believe that the lunchroom is a needed place to socialize and have face-to-face interactions with peers. That is why students in grade 9 will not be allowed to access their cell phones during lunch for at least the first month of school. Using cell phones during lunch is a privilege. For those grade levels that have the privilege to use their phones, it will be limited to texting, video games, and checking social media. Students cannot use cell phones in the cafeteria for video/photography or making video or voice calls. This includes but not limited to snapchat, facebook live, video messenger, communicating with students in another class and/or ordering food. **Headphones are not allowed during school hours.**

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 but not limited to school technology, sports equipment, musical equipment, art supplies, books, and other school material. Students may be subjected to disciplinary actions as outlined in the code of conduct and required to reimburse TCS to cover the cost of the damage.

Student Use of Special Areas

Cafetorium for Lunch

Entering the Lunch Room

STUDENTS WILL:

- enter the cafeteria at a voice 2 and immediately take their seats
- 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
- 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 registrar
- 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 wish to use the library services need to get a pass to come to the library from their classroom teacher. Classroom teachers should call the library before sending students. Students who do not have a pass will not be permitted into the library. Students should not be in the library without adult supervision, if the librarian is not available and there is no one in the library, they should return to class. If a teacher has the library space reserved, or there is a function occurring in the library space, students may be denied access to the library.

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 should be renewed. Late notices will be generated monthly and distributed through Crew; Overdue notices may also be forwarded to parent/guardian via email for chronically overdue books. If a book is considered “lost,” a bill for the replacement cost is sent home. **Seniors will have their diploma withheld until their library account is in good standing and any balance for missing books is paid in full.**

Locker Policy for Students

On the first day of school, each student will be assigned a locker and lock. 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.

Locks are provided by the school free of charge. They need to be turned in at the end of the school year. Any student who does not return their lock will be subject to a \$5 replacement fee. 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. 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 8: 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 groups be included as part of the student's school health examination.

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 9/7/21. 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 9: FAMILY COMMUNICATION AND INVOLVEMENT

Communication

News Update

Once a week 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. A bi-monthly newsletter will be mailed home.

School Reach 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. ***For the 2021-2022 school year, any day that is deemed unsafe for students to physically come to school (and in the past would be deemed a “snow day”) will now be a virtual learning day. If there is a snow day, you will be notified and students will be expected to log into crew at 9:00 am. Students will log onto their crew google classroom to participate in crew. This is when attendance will be taken. Students will then have the day to work on assignments that were provided the previous day. Teachers will be available for office hours at the request of the student and will be checking their email regularly to address any concerns that arise.**

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:

- When you enter the building please proceed directly to the transaction window and our administrative assistants will ask for your driver’s license or government issued photo id. They will scan this into the system and issue you a name tag to wear while in the building.
- When you are ready to leave the building, please see our administrative assistants at the transaction window on your way out.
- 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.

PAG SCHEDULE

All PAG meetings are Virtual and will start at 6pm. A link to all families will be sent out the morning of.

- October 12th
- November 16th
- January 18th
- February 15th
- March 15th
- April 19th
- May 17th

Tapestry Community Association (TCA)

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

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

Family involvement in supporting student success

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

Creating an effective learning environment at home	<ul style="list-style-type: none"> • Set a schedule and structure to make sure your child completes school work. Limit TV and "electronic" time. Keep books and
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	other reading materials available and set aside a time to read each day.
Learning about and supporting Tapestry Charter School's values and programs	<ul style="list-style-type: none"> ● Encourage your child to participate fully in fieldwork and 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	<ul style="list-style-type: none"> ● Attend all of your child's Student Led Conferences and exhibition nights. ● Read teacher communications and promptly return permission slips and other communications asking for family response.
Volunteering	<ul style="list-style-type: none"> ● In a school that encourages community engagement and a culture of warmth and acceptance, there are times when family members are needed to participate in panels reviewing student work, provide refreshments or supplies for events, or host or supervise events.
Cell phones	<ul style="list-style-type: none"> ● Set a limit for cell phone use. Consider having your child charge their phone in a place other than their bedroom at night ● Talk to your children about social media and what they and others are posting online.
Attendance	<ul style="list-style-type: none"> ● Attendance matters! Help your child set an alarm and make sure they know which bus they need to catch to be on time. ● Avoid scheduling appointments during school hours.

Family Information

Emergency Information Forms

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

F.O.I.L. Policy

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

Grievance and Complaint Procedure

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

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

Open Meetings Law Policy

Per the Charter Schools Act, the Tapestry Charter Board of Trustees will follow the Open Meetings Law that allows members of the public to attend any Tapestry board meetings at which the business of the school is conducted. Public notice is made in a variety of

public venues. Questions regarding notification or scheduling of such meetings should be directed to Eric Klapper, Executive Director at (716) 204-5883.

Student Records – FERPA Policy

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

Appendix for: COVID-19 policies and procedures 2022-2023

Glossary

Virtual Learning-

Virtual learning, for the the days students are hybrid model. See

2020-2021 school year will indicate learning from home during our hybrid model below.

Remote Learning-

2020-2021 school year student is learning times when the entire and all students are students are remote work both with instruction in all of their be synchronous (live)

Remote learning, for the will indicate times when the remotely at home. This will include school is in a virtual environment remotely connected. When (home 100% of the time) they asynchronous and synchronous classes, except for crew which will each day.

Hybrid Learning- Hybrid environment for in a hybrid learning schedule that indicates attend classes in a days students will be Expectations for Hybrid

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

Synchronous Learning-

a student is learning and interact with a lesson live at a predetermined time.

Synchronous learning occurs when remotely and has access to view

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.

*****Tapestry will follow the most up-to-date guidelines set forth by Local, State and Federal Departments of Health*****

Families will be notified if any changes are made during the school year by the executive director.

Please see his email sent the week of 9/1/22 for the most current information.