

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

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# 5-8 Student and Family Handbook

2024-2025



Lindsay Lee, Principal  
Amy Meshulam, Assistant Principal  
David Potter, Assistant Principal  
Ishmael Sprowal, Dean of Students  
Brittany Keesler, Guidance Counselor  
Anthony Laureano, Social Worker

# **Welcome Students and Families**

Welcome to the 2024-2025 school year at Tapestry Charter Middle School. As a member of our community, you are a part of a family that is founded on positive relationships, with a tradition of developing responsible civic-minded students with strong roots in the Greater Buffalo community.

Joining me for this academic school year to ensure a safe, relevant and rigorous learning experience for all students are Amy Meshulam and David Potter, 5-8 Assistant Principals, Ishmael Sprowal, 5-8 Dean of Students, Brittany Keesler, 5-8 Guidance Counselor, and Anthony Laureano, 5-8 Social Worker. I am honored by the opportunity to work alongside such talented and dedicated leaders on our collaborative leadership team

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

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

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

On behalf of the staff of Tapestry Charter Middle School 5-8, I welcome you and hope you have a wonderful school year!

Sincerely,

Lindsay Lee  
Principal, 5-8

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**SECTION 1: SCHOOL LOGISTICS**

**TAPESTRY CHARTER MIDDLE SCHOOL A/B CALENDAR | 2024-25**

**August**

- 1-22 New Teacher Orientation
- 16-29 Professional Development (No classes for students)
- 19 \*Meet Your Crew (2:00 pm 5/6th; 3:00 pm 7/8th)

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

Student days: 0

**September**

- 1 Labor Day NO SCHOOL
- 3 Grade 5 1st day of school
- 4 Grade 6 1st day of school
- 5 Grades 7/8 1st day of school
- 19 Back to School Night 5:00-6:00
- 13-27 NWEA Testing (Math & Reading)

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

Student days: 20

**October**

- 1 K-12 PD day NO SCHOOL
- 14 Indigenous Peoples Day NO SCHOOL

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

Student days: 21

**November**

- 1 End of Q1
- 11 Veterans Day Observed NO SCHOOL
- 15 Breakfast of Legends
- 15 - 26 SLCs for grades K-12 No Classes
- 15 PAG Meeting 9:30
- 17 Professional Development K-12 NO SCHOOL
- 18 - 29 Thanksgiving Break NO SCHOOL

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

Student days: 17

**December**

- 13-31 Winter break NO SCHOOL

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

Student days: 15

**January**

- 1 Winter Break NO SCHOOL
- 17 End of Q2
- 20 M.L. King Jr Day NO SCHOOL
- 21-24 NWEA Reading Testing
- 21-24 Regents week
- 19 Lunar New Year NO SCHOOL
- 11 Breakfast of Legends
- 11 PAG Meeting 9:30

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

Student days: 20

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

Student days: 14

**February**

- 14 MS PIRR/Career Day
- 17-21 February Break - K-12 NO SCHOOL
- 24 K-12 PD Day NO SCHOOL

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

Student days: 20

**March**

- 14 K-12 Professional Development NO SCHOOL
- 19 End of Q3
- 27-28 K-12 SLC's; NO CLASSES
- 27 PAG Meeting 9:30

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

Student days: 16

**April**

- 4 Breakfast of Legends
- 8-11 NYS CBT ELA Testing; Make-ups Apr 24-25
- 14-21 Spring Break -K-12 NO SCHOOL
- 30 Grade 5 NYS CBT Science Test Make-ups May 5

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

Student days: 19

**May**

- 1 Grade 8 NYS CBT Science Testing; Make-ups May 5
- 2 Better World Day
- 2 PAG Meeting 9:30
- 6-9 NYS CBT Math Testing; Make-ups 12-13
- 12-30 NWEA Testing (Math & Reading)
- 16 K-8 PD NO SCHOOL (LS & MS ONLY)
- 21-22 MS Intensives
- 23 & 26 Memorial Day K-12 NO SCHOOL

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

Student days: 18

**June**

- 13 End of Q4
- 19 Juneteenth - K-12 NO SCHOOL
- 26 & 27 Rating Days
- 26 \*Last Day of School for Students
- 27 Last Day for Teacher Check out

CALENDAR KEY	
[Red]	NO SCHOOL K-12
[Yellow]	Professional Development for Staff - No classes for students
[Purple]	Testing Day - check scheduling
[Green]	Intensives
[Blue]	Student Led Conferences
[Pink]	Special Scheduling
[Orange]	End of Marking Period

- \* Snow Day Contingency Plan: Start using days in the following order: May 23rd, April 14th

NYS CB Testing Window ELA, Math Science: April 7th-May 16th





BELL SCHEDULE

TAPESTRY CHARTER SCHOOL GRADES 5-8

PERIOD	TIME	5TH	6TH	7TH	8TH
1	8:00-8:33	Crew	Crew	Crew	Crew
2	8:35-9:26	PE/Arts			
3	9:28-10:19				
4	10:21-11:12			Lunch A/B 10:48-11:12	
5	11:14-12:05	Lunch 11:14-11:39	Lunch 11:40-12:05	PE/Arts	
6	12:07-12:58		PE/Arts	Lunch C/D 12:07-12:32	Lunch 12:33-12:58
7	1:00-1:51				PE/Arts
8	1:53-2:44				

**Middle School Teams for the 2024-2025 school year\***

Grade Level			
<p><b>Grade 5</b>                      ELA-Kerry Dytche                      ELA-Johanna MacDonald                      Math- Ian Kibler                      Math- Megan Hertel                      Science- Ryan Frost                      ICT-Lauren Slepian                      ICT-Erica Zendano                      Performance Art- Karen Camp</p> <p><b>Team Leader: Megan Hertel</b></p>	<p><b>Grade 6</b>                      ELA - Luna Yager                      ELA-Miquela Chudy                      Math - Tiffany Howe/Kira Herkey (long term sub)                      Science - Liz Palmer                      Humanities -Rob Close                      ICT - Maggie St. Pierre                      Visual Arts: Nikki Catalano</p> <p><b>Team Leader: Luna Yager</b></p>	<p><b>Grade 7</b>                      ELA-Laura Hartke                      ELA-Meg Maxwell                      Math - TBD                      Science - TBD                      Humanities - Brad Davis                      ICT -Madison Bausenwein                      ICT- Emily Collins</p> <p><b>Team Leader: Laura Hartke</b></p>	<p><b>Grade 8</b>                      ELA - Alexa Santora                      Math - Michael Capestrani                      Science - David Raham                      Humanities- Danielle Smerda                      Spanish - Jessica Hills                      ICT - Amy Jakiel                      Physical Education: Dena McCraith</p> <p><b>Team Leader: Jessica Hills</b></p>
5-8 Positions			
<p><b>Arts</b>                      Visual Art-Nikki Ritchey                      Performance Art-Karen Camp                      Music-Michael Woods</p> <p><b>PE</b>                      Matt Kahrinian                      Dena McCraith</p> <p><b>Library</b>                      Anne Sondeck</p> <p><b>8:1:1 Classroom</b>                      Christina Nichols-Lead Teacher                      Jonathan Beckner- Teaching Partner</p>		<p><b>Literacy Specialists</b>                      Kelsey Hoerner                      Brianna Burns                      Addie Collins                      Sara Cowan</p> <p><b>Math Interventionist</b>                      TBD</p> <p><b>Building Based Coordinator</b>                      Sydney Mastrangelo</p> <p><b>Student Support</b>                      Brittani Henderson</p> <p><b>Instructional Coaches</b>                      Stephanie Miranda                      Susan Matos</p>	

\* ICT: Integrated Co-Teacher

\* Teams are subject to change based on staffing changes

## **TRANSPORTATION**

### **Parking & Vehicle Use**

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

### **Bus Transportation**

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

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

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

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

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

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

## **SECTION 2: SCHOOL FOUNDATIONS**

### **Vision**

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

### **Mission**

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

### **History**

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

In 2001, Tapestry opened with 100 K-4 students, and a core of supportive administration, faculty and staff, all sharing a common vision. The school grew one grade per year, adding the high school program in 2006 and becoming a full K-12 school by 2009. The high school was supported initially by a grant from the Gates Foundation, allowing an expanded grade 9 to 12 enrollment of a diverse population of students who mirrored the Buffalo public schools. The high school has grown to a total of approximately 330 students, with 82 per grade level. Ninety-eight percent of Tapestry's first senior class graduated in June 2010, and at least 90 percent have graduated each succeeding year. All seniors in all of Tapestry's graduating classes have been accepted to college.

By the 2013-14 school year, Tapestry doubled the size of its lower school, serving 52 students per grade with over 450 students across grades K-8. In 2011, the K-8 community relocated and joined the high school on the Tapestry campus at 65 Great Arrow Avenue in Buffalo. Tapestry k-12 has grown to just over 1,100 students with 88 students per grade level.

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

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

## **SECTION 3: STUDENT RIGHTS AND RESPONSIBILITIES**

### **Student Rights**

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

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

### **Student Responsibilities**

All Tapestry students have the responsibility to:

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

### **Student Supports**

**Parents and guardians are expected to:**

- Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
- Provide school officials with current working telephone numbers so that we may reach parents to discuss student progress and other matters of mutual concern.
- Send their children to school on time, ready to participate and learn.

- Insist and help their children to be dressed and groomed in a manner consistent with the student dress guidelines.
- Know school rules and help their children understand them.
- Build good relationships with teachers, other parents and their children's friends.
- Inform school officials of changes in the home situation that may affect student conduct or performance.

**Teachers and administration are expected to:**

- Maintain a climate of mutual respect and dignity for all students regardless of (including but not limited to) actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, which will strengthen students' self-concept and promote confidence to learn in the classroom and on school property.
- Work to strengthen each student's self-concept and promote confidence to learn.
- Know their students as learners and demonstrate a commitment to student achievement.
- Communicate to students and parents: (a) Course objectives and requirements (b) Marking/grading procedures (c) Assignment deadlines (d) Expectations for students (e) Classroom Management plan.
- Communicate regularly with students, parents and other teachers concerning student growth and achievement.

**School Counselors are expected to:**

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

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

- Serve as the lead person responsible for facilitating the 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 is the DASA coordinator for the Middle School

- Amy Meshulam, Assistant Principal ext. 1076

### **Admissions/Enrollment Policy**

1. Tapestry Charter School has an “Application Period,” the period of time during which the school is accepting applications for the lottery. The end date of the period is clearly noted on the application, which will not be prior to close of business on April 1st. You can apply after this date, but will put at the bottom of the waiting list.
2. A random selection process (lottery) is required if the number of timely submitted applications of eligible students for admission to a grade exceeds the capacity of the grade level.
3. The lottery is publicly noticed and on the school’s website.
4. The lottery is held in a space that is open and accessible to the public; and, capable of accommodating the reasonably anticipated number of attendees.
5. Once the lottery has been conducted, School Mint notifies all parents/guardians who submitted applications by the application deadline whether their children have been granted sets at the school or if they are on the waiting list via text and email

Note: - Charter schools are required to demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, ELLs, and students who qualify for the federal Free and Reduced Price Lunch program when compared to the enrollment figures for such students in the school district in which the charter school is located. - Charter schools must give a statutory admissions preference to students residing within the geographical boundaries of the school district or CSD in which the charter school is located. - School district residency preference is a statutory preference as is the returning student, sibling, and student of an employee preferences.





## SECTION 4: ACADEMIC PROGRAM

### INSTRUCTIONAL POLICIES

#### Grading Policy

At Tapestry Charter School, the primary purpose of grades is to communicate academic progress to parents, students and colleges. At Tapestry, we do not believe in reported grades as a one time snapshot of performance, rather grades are able to be remediated to show progress on skills and standards. With the Parent Portal now open, families have access to their child's grades in real time. You will receive information about the parent portal at Meet Our Crew Night, Open House or can contact your child's crew leader or front office for support.

Grades are issued quarterly. Students will receive 2 grades for every class. The academic grade will receive a percentage grade and reflect mastery of the learning targets for that class. The Habits of Work grade will be reported separately using the HOW rubric headings of B for beginning, A for approaching, M for meeting, and E for exceeding. The minimum passing score on assessments, assignments and as a final average will be 65%.

#### Incomplete Grades

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

#### Remediation

Learning is a progressive and incremental process. Since mistakes are inherent in this process, students need time with practice and repeated opportunities to show achievement. Students who have not mastered taught skills need opportunities to relearn/practice again and then show achievement

Test corrections for full or partial credit do NOT provide an opportunity to relearn skills. Teachers are encouraged to create a skills packet and/or have office hours for reteaching skills, followed by another assessment of standards/skills.

All students will be provided opportunities to remediate summative assessments. These include:

- Mid- or End-of-Unit Summative Assessments
- Projects graded with a rubric
- Classwork/quiz that is a summative assessment of skills practiced in class. Examples:
  - Quickwrite in ELA
  - Vocabulary quiz in Science/Humanities/Spanish
  - SpirIALIZED skill quiz based off the week's DINs

Formative assessments are ineligible for remediation (or late submission). These items include:

- Homework (and homework quizzes)
- Classwork
  - Notecatchers
  - Comprehension questions
  - Exit tickets

Remediated assignments need to be turned in before milestones in a marking period, essentially 5-6 week windows. In addition, assignments that are eligible for remediation need to be completed in a timely manner. Giving students 2 weeks to complete is reasonable. There may be timing issues, but these can be noted in the comments section in Powerschool or report cards and changed retroactively.

### **Homework Policy**

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

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

The purpose of homework is to practice or apply skills that were already taught OR prepare for learning/discourse that will take place the next day. Homework will not be considered for an academic grade. Completion and quality of homework can be reported in students' HOW scores.

Teachers can choose to assess students on the skills/content of the homework **in the form of a quiz** so that students are held accountable for the work they were asked to complete. For example, if the homework was to study vocabulary terms that will be used during a unit, the teacher can choose to administer a quiz that assesses students' familiarity with the words. The grade from the assessment will be reported in PowerSchool and cannot be remediated (see Remediation policy).

### **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.

### **Late/Missing Work**

Penalties for late or missing work distort achievement records and can actually harm student achievement. The appropriate consequence for failing to complete a summative assignment is completing the assignment.

- If a student was present but refused to do the summative assignment, teachers must contact home to discuss the situation. Admin can approve a "0" as the earned grade after parent notification and inaction on the part of the student.
- If a student was absent on the day of the summative assignment, provide them with a reasonable window of time to complete the work, including the opportunity to remediate.
- If a student was absent for an extended period of time due to illness, exempt the student from the assignment.
- If absent because of a vacation, the student must complete the work in a reasonable amount of time.

Students are allowed to turn in projects and tests by the end of the 5 week progress report and end of quarter with no points taken off the academic grade. Students cannot turn in classwork or quizzes late unless they were absent (see bullet points above). Teachers can give a HOW grade (responsibility) for turning in work on time.

Since grades are intended to communicate student mastery of standards, extra credit assignments can distort the record of achievement and will not be provided. As stated earlier, students can remediate certain summative assignments. In addition, they can be provided with opportunities to demonstrate additional evidence of their understanding, knowledge, and/or skill. For example, if a student has struggled all quarter with their ability to divide fractions with unlike denominators, the teacher can provide an additional assignment on the skill for the student to complete (during office hours or at home). If the student can demonstrate a level of mastery, the teacher can account for this in PowerSchool.

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

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

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

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

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

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

### **Interim Assessments**

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

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

### **Literacy and Math Lab**

Middle School Literacy and Math Labs will raise student achievement by giving students an opportunity to strengthen their academic skills. Using screening tools, such as NWEA MAPS Growth for reading and math, and classroom data on literacy and math skills, students will receive tiered support. Using the RTI model, students will receive Tier 1 instruction (accelerated math or science programs), Tier 2 (extra support in literacy

or math skills), or Tier 3 (address issues with skill deficits). Students will be progress monitored on a regular basis to determine growth and identify new areas for acceleration.

Within the enrichment framework, students will receive tiered literacy instruction. Tier 3 instruction will use research-based literacy programs, while Tiers 1 and 2 will include the modeling, scaffolding, and application of before, during and after reading comprehension strategies, as well as word work and fluency.

### **Study Hall**

Study Hall is designed to allow students time to complete assigned homework or missing assignments. All students will have a 25 minute study hall on a daily basis, with one day a week reserved for recess. Students will be expected to check their grades in PowerSchool once a week. If they are caught up with homework and assignments, students must read independently during this time.

## **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 expectations. Teachers are to be fully present and aware when students are entering and exiting the classroom.

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

### **Classroom seating**

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

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

Students are required to use the digital pass system (SmartPass) to travel in the hall. Students will ask permission from the classroom teacher and then create a digital pass using their chromebook or kiosk. A teacher may also generate or schedule a digital pass for a student. Students are allowed to leave the classroom two times in a school day, unless a documented medical excuse is presented. Students are not permitted to leave the classroom in the first 5 or last 5 minutes of a class period or during the crew period, unless there is an emergency to do so.

### **Classroom supplies**

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

### **Presentation of Work**

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

## **STUDENT PROMOTION AND RETENTION POLICIES**

### **Middle School Retention Policy**

At the end of the year, any 5th-8th grade student who has failed two or more core classes (Math, Science, Humanities, English) for more than two quarters will attend summer school at Tapestry Charter School. Any student who does not attend summer school and has failed two or more core classes will be retained in the current grade level. For students who have failed more than two classes for more than two quarters and are demonstrating lack of readiness to move on to the next grade level, may be retained within that grade level rather than attending summer school. This will be determined by the RtI team, including teachers, guidance counselor, principal, and parents.

For students who have failed the grade level and then continue to fail the following school year may jeopardize their enrollment at Tapestry Charter Middle School and/or Tapestry Charter High School.

## **HONORS ACCELERATION PROGRAM**

### **Accelerated Middle School Math, Science and Spanish Pathways**

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

### **Math and Science**

To allow for student voice and choice, all students will be given the option to enroll in the accelerated math and science program for 8th grade. 8th grade Accelerated Math is Regents Algebra and accelerated science is Regents Earth Science. In 7th grade, students will be given an overview of the program to allow them to reflect on their interest. Every quarter, students will re-evaluate their progress to determine if they want to remain in the program or return to the 8th grade sections.

### **Spanish**

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

8th grade students will either be placed in a non-regents section of Spanish or the Spanish 1 course. Students in non-regents Spanish will receive an introduction to Spanish, while at the same time allowing for tiered literacy and math intervention. Data from 7th grade and parent communication will make this determination.

## **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.**

## EXPEDITIONARY LEARNING STRUCTURES AND SUPPORTS

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

### Expeditions

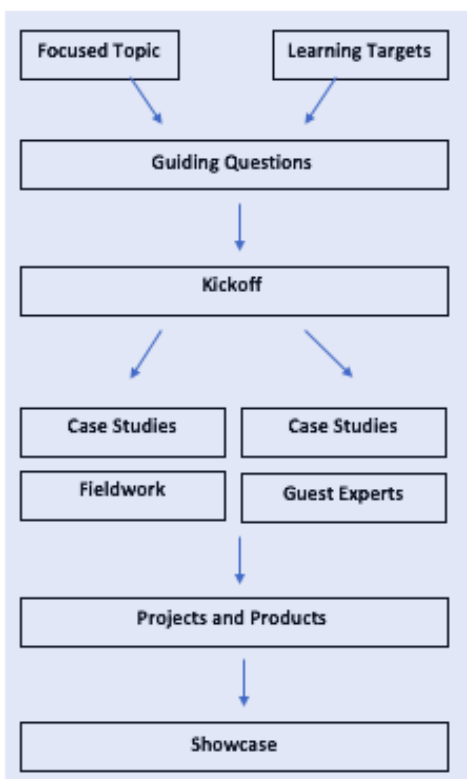
At Tapestry Charter Middle School, it is expected that each grade level will complete at least one high quality learning expedition per year. With the support of the EL Coach, the learning expedition will be planned by the team. The team leader will oversee its implementation. Every expedition will have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

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

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

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

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



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

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

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

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

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

### Crew

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

## **Purposes of Crew**

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

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

## **Grading Crew**

Crew is graded as Pass/Fail. Each quarter, crew leaders will determine a Pass or Fail grade based on a checklist created by the Character and Culture Committee.

## **Intensives**

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

This year, middle school intensives are May 21st and May 22nd, 2025.

## **Passage Portfolios**

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

This year, passage portfolios for eighth graders are held from June 16-20, 2025.

## **Student-Led Conferences**

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

During the conference, Students explain their progress toward and mastery of both academic (content/skill) and character (habits of work) learning targets. Students will have products in their portfolio that demonstrate high-quality written products and have engaged in the high-quality writing process lessons, including evidence of models of excellence, critiques, rubrics, and reflections to support all students. Students justify their progress by leading their families through a portfolio of assignments collected from academic core classes. Students reference specific writing assignments and projects, and/or assessments that show their mastery of learning targets. Students also complete reflections about their performance in each class and share them with their families. Students are held accountable for their progress when they explain areas of strength and areas



in need of improvement. The tone of the conference is positive and solution-focused on what can be done to ensure success as opposed to what has been done poorly.

2024-2025 Student-Led Conference Schedule		
Grades 5-7	November 25 & November 26, 2024	March 27-28, 2025
Grade 8		June 16-20, 2024 (Passage Portfolio Presentations)
Grades 5-8	If at risk of attending summer school/failing the grade families will be contacted to meet with the school during the 3rd quarter.	

### Teambuilding

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

### School-Wide Community Meetings

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

### Community Meetings:

February 14, 2025	May 2, 2025
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### Grade Level Meetings

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

### PIRR Days

At Tapestry, we believe that it is important to focus on building positive relationships in our school community. One way we do this is by engaging in initiatives and team building, along with other crew structures. Three times a year we will participate in PIRRfect Days at Tapestry Middle School. This is a day for students to strengthen relationships and build social awareness within Crew through team building, having fun, and meeting one of the follow goals:

- Participate in acts of service to achieve social awareness by demonstrating empathy and compassion while understanding the influences of organizations.
- Deepen learning about the grade level expedition through field work and experts

- Teambuild to build relationship skills, establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals. This will be accomplished through the lens of Kindness and Respect.
- Participate in College & Career Day to meet experts within their field and for students to learn more about different careers while also learning about self-awareness by understanding your own values, developing a growth mindset, and developing interests and a sense of purpose.

PIRR Day will always include a School Wide Community Meeting planned by the Community Meeting Committee (Arts Department and Students). Schoolwide Community Meetings allow for a celebration of learning and our community as a school.

The PIRR Days are

February 14, 2025- Career Day	May 2, 2025-Better World Day
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## Fieldwork

### Permission Slips for Fieldwork

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

### Fieldwork Fees

Crew leaders will collect a Fieldwork Fee for each Fieldwork for the 2024-2025 school year. The Fieldwork Fee is determined by the cost of the trip and will need to be paid for each individual fieldwork opportunity.

### Computer and Technology Use

Tapestry has provided all students with 1:1 devices. Students will be provided a chromebook to use while they are in school. Chromebooks will not be transported to and from school. No other student-owned device should be used.

All school purchased technology belongs to the Tapestry Charter School Community and must be used according to teacher and staff direction. 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.**

Students are not allowed to use external email, go to inappropriate sites, play computer games, send or receive Instant Messages, Facebook, or use unapproved Social Media Sites on school computers at any time before, during, or after school. Use of the computer to harass any individual or cause harm of any kind will lead to serious consequences up to and including expulsion. Students who do not adhere to this policy will lose their computer privileges. TCS reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and

remain the property of Tapestry Charter School, and no user shall have any expectation of privacy regarding such materials.

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

## SECTION 5: ATTENDANCE POLICY

### 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 2:30 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
  - Middle School - (716) 332-0755
  - Lower School - (716) 332-0754
- 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"> <li>● Robocall home</li> <li>● Text message with the link to excused absence form</li> </ul>
Three (3) unexcused absences	<ul style="list-style-type: none"> <li>● Robocall home</li> <li>● Text message with the link to excused absence form</li> <li>● Contact from Crew Leader</li> </ul>
Five (5) unexcused absences	<ul style="list-style-type: none"> <li>● Robocall home</li> <li>● Text message with the link to excused absence form</li> <li>● Contact from Social Worker to create an attendance success plan</li> <li>● <i>Contact from Social Work with home visit for 5 or more consecutive unexcused absences.</i></li> </ul>
Ten (10) unexcused absences	<ul style="list-style-type: none"> <li>● Robocall home</li> <li>● Text message with the link to excused absence form</li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Contact from Social Work with home visit for 5 or more consecutive unexcused absences.</i></li> <li>● Contact from school assistant principal to set up conference and attendance contract.</li> </ul>
Fifteen (15) unexcused absences	<ul style="list-style-type: none"> <li>● Robocall home</li> <li>● Text message with the link to excused absence form</li> <li>● <i>Contact from Social Work with home visit for 5 or more consecutive unexcused absences.</i></li> <li>● External referrals as necessary and appropriate (PINS, CPS, etc.)</li> <li>● Credit may be denied for grade (summer school required)</li> <li>● Potential Attendance Hearing</li> </ul>

**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.**

## **Tapestry Charter Middle School 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 insure 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 1 unexcused absence from school

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, but are allowed to have below a 65% in one course as long as they are demonstrating growth in that course. At the start of the season, all student-athletes rosters will be checked for passing grades and HOW grades will also be considered. This will be re-evaluated weekly and students will be updated on their eligibility to play. Eligibility will be based on a student's current grades in Powerschool.

*Safety Net: Students identified with disabilities and have accompanied plans (IEP/504 plans) are expected to maintain a 55% or better in all of their courses, but are allowed to have below a 55% in one course as long as they are demonstrating growth in that course.*

### **Behavior Expectations**



Students are expected to follow the middle school code of conduct for behavior expectations. Any level 3 infraction will result in both practice and game participation with a club sport.

- Typical solutions to ensure eligibility is earned back by the following week include but are not limited to:
  - Staying after with the teacher for help
  - Following classroom norms/habits of work
  - Making up late assignments
  - Remediating tests/quizzes
  - Studying at home
  - Reviewing past/present material
  - Acquire a tutor
  - Completing homework assignments, etc.
  - Improving attendance
  - Improving behavior

*\*Families will be contacted by the Coach or Administration stating the contest date that the student will not be eligible to participate in. 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.*

### **Inclimate Weather Day Policy**

<b>Snow Days</b>
Will be announced by Executive Director in an email to families and staff. Students will not be required to participate in remote instruction on incimate weather days.

### **Leaving School Grounds**

Once students arrive at school and are noted as present by staff, they are not permitted to leave the premises without adult supervision or specific permission until 2:44 pm. Any student departure during the school day will result in a phone call home and the imposition of further consequences at the discretion of the site administrator. Repeated violations will be viewed as defiance of school expectations and may result in suspension.

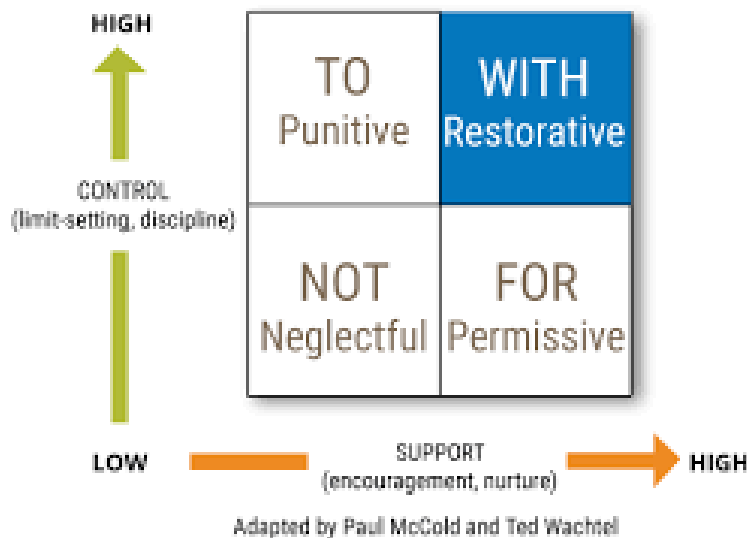
## SECTION 6: CODE OF CONDUCT AND STUDENT CHARACTER

### Discipline Philosophies

#### Restorative Practices

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

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



At Tapestry Charter School, we use Restorative Practices by:

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

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

## Solution Focused Trauma-Informed Care

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



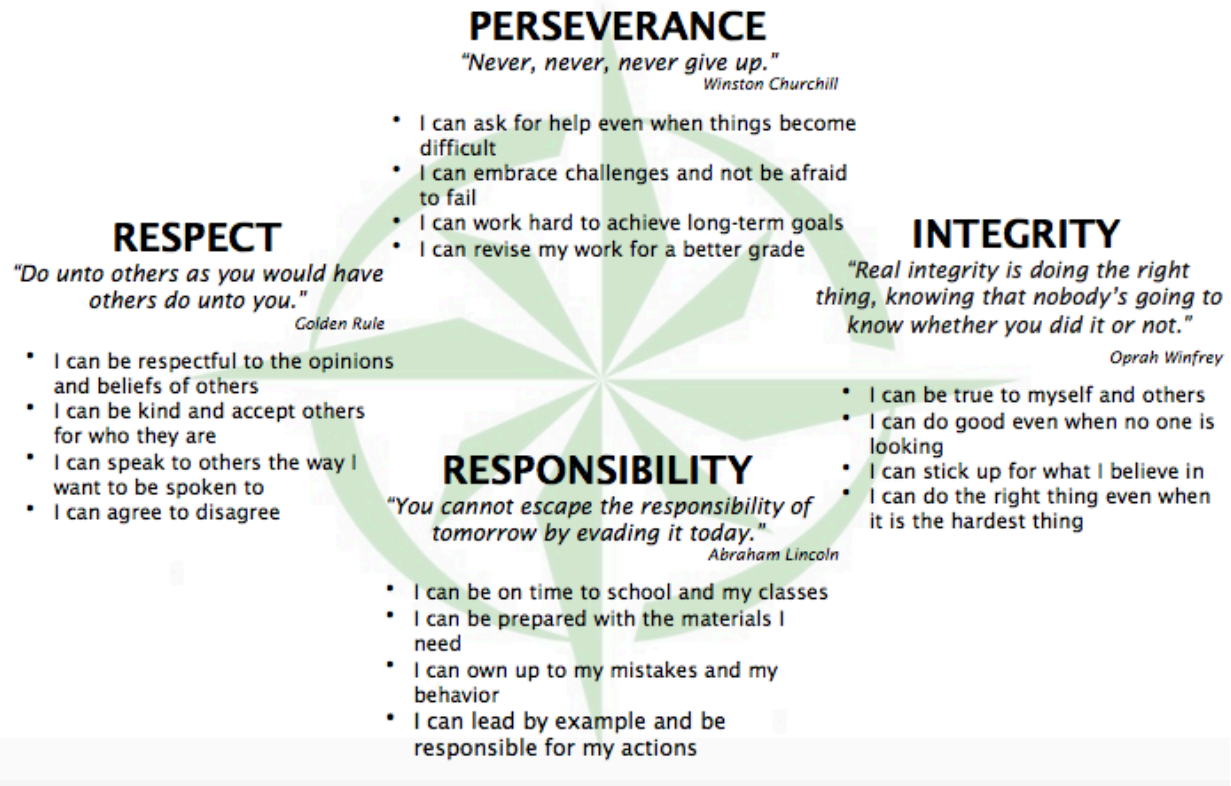
You can also learn more about Trauma Informed Care through University at Buffalo's [website](#).

## PIRR Compass Traits

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

# TAPESTRY CHARTER SCHOOL

## Guiding Our PIRR-fect Flight



**Kindness:** At Tapestry Charter School, we believe that our core values are rooted in kindness. We have intentionally focused on being kind to ourselves and others in everything that we do. We have structures in place to support the work around kindness. Students are encouraged to apply for our Kindness Club which meets after school to become a leader in cultivating a culture of kindness within the middle school.

## 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](http://www.stopbullying.gov/what-is-bullying/definition/index.html)

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

### **Physical bullying**

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

### **Verbal bullying**

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

### **Covert or hidden bullying**

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

### **Cyberbullying**

- Cyberbullying 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.
- Cyberbullying can happen at any time. It can be in public or in private, and sometimes only known to the target and the person bullying. It includes:
  - Abusive or hurtful texts, emails or posts, images or videos.
  - Deliberately excluding others online.
  - Nasty gossip or rumors.
  - Imitating others online or using their login.

A commitment from the entire Tapestry Community is sought to ensure that the above-mentioned offenses are addressed immediately if they are observed or reported. Students, parents, faculty, staff, and

administration must work as a team and demonstrate a zero tolerance policy for any behavior that violates any one person's right to be treated with respect and dignity when attending school and establishing values that will extend beyond our school environment.

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

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

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

Students who feel that they are being harassed should report the situation to a trusted staff member immediately. Incident report forms are also available in administrative offices and online. The situation will be investigated with sensitivity and thoroughness. 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.

**Harmful Language:** Harmful language is defined as language that is OFTEN used with the intent to cause harm towards another person(s) based on the following criteria: racist, violent, and biased (e.g., disability bias, racial/ethnic bias, ethnic slurs, gender bias, implicit bias, sexual bias.)

- What is the difference between harmful language and inappropriate language?
  - While inappropriate, harm language differs from inappropriate language as harm language is biased language.

### **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 complainant, 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, prevent recurrence of the behavior, and ensure the safety of the student against whom the behavior was directed.

The CEO 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 CEO*

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 CEO 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 CEO;
- 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 CEO, and will include training to:

- Raise awareness and sensitivity to potential acts of harassment, bullying, and discrimination;
- Address social patterns of harassment, bullying, and discrimination;
- Inform employees on the identification and mitigation of harassment, bullying and discrimination;
- Make employees aware of the effects of harassment, bullying, cyberbullying, and discrimination on students;
- Provide strategies for effectively addressing problems of exclusion, bias, and aggression;
- Include safe and supportive school climate concepts in curriculum and classroom management; and
- Ensure the effective implementation of school policy on conduct and discipline.

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

### **Publication of District Policy**



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

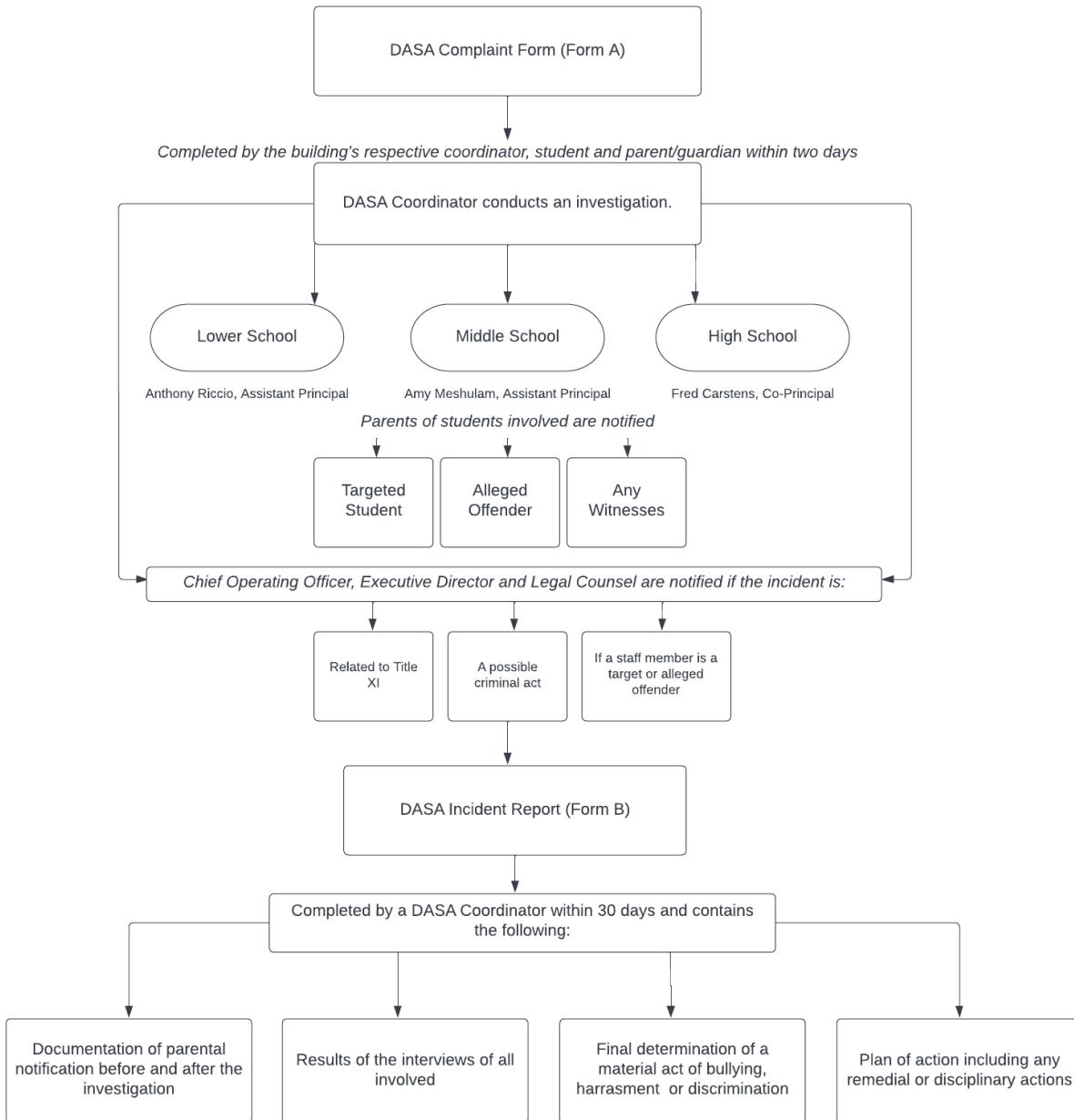
**Application**

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

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

For more information on the DASA reporting process at Tapestry, please see page 40 for our district-wide 2022-2033 DASA flow chart.

# TCS DASA Flow Chart 2022-2023



## Cell Phones and Personal Electronics

Upon entering the building, each student must turn off his/her personal electronics and keep them put away throughout the instructional day. **Students are permitted to keep personal electronic devices or headphones with them during the school day, however, students may not use these within the instructional setting.** *Students are only allowed to use their devices during arrival, dismissal, and lunch.*

At any time, a grade level may have students turn in personal electronics for storage for the entire day in the personally labeled plastic box within the grade level Personal Electronic Device (PED) Cabinet **(Including but not limited to: Cell Phones, Smart Watches, Handheld Gaming System, Airpods, etc.) This may occur due to the number of students violating the Personal Electronics Policy at any given time.**

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

If a student fails to turn off a cell phone or other personal electronic and it goes off or is used within the instructional setting, this counts as a personal electronic violation. The student will be subject to the escalating disciplinary action steps below.

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

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

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

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

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

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

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

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

- Personal electronic is collected by staff member and turned into the main office and entered into the behavior tracking system (Jumprope).
- Administration contacts parent, and a parent conference will be arranged
- A parent conference will be held with the Crew Leader, Dean, and/or guidance counselor to discuss personal electronic concerns and create a written plan to improve following the policy for personal electronics.

- The plan will be drafted and signed by all involved parties to commit to an improvement. Written plan will be given to parents or mailed home.

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

### **Student Dress Guidelines: *Subject to change after Dress Guideline Review Board***

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.

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

#### **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.

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

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

Dress Code Do's	Dress Code Don'ts
<p>Pants:</p> <ul style="list-style-type: none"> <li>● Khakis, Denim, Leggings (if opaque)</li> <li>● Sweatpants/track pants</li> <li>● Pants that fully cover buttocks and begin at hips or waist</li> </ul>	<p>Pants:</p> <ul style="list-style-type: none"> <li>● Pajamas</li> <li>● See-through or transparent leggings</li> <li>● Pants that begin below the hips/waist and expose the buttocks.</li> <li>● Ripped jeans that expose underwear.</li> </ul>
<p>Shorts, Skirts, Dresses:</p> <ul style="list-style-type: none"> <li>● Shorts, skirts, or dresses that cover buttocks.</li> </ul>	<p>Shorts, Skirts, Dresses:</p> <ul style="list-style-type: none"> <li>● Shorts that expose the buttocks.</li> </ul>
<p>Tops:</p> <ul style="list-style-type: none"> <li>● Hoodies (see "Headgear")</li> <li>● Tops that fully cover the chest, even when raising arms above the head.</li> <li>● Denim jackets, fashion jackets, zip-up sweatshirts, track jackets, vests.</li> </ul>	<p>Tops:</p> <ul style="list-style-type: none"> <li>● Shirts that expose underwear or chest, even when raising arms above the head.</li> </ul>
<p>Headgear:</p> <ul style="list-style-type: none"> <li>● Headgear for an approved medical reason</li> <li>● Headgear for a religious reason</li> <li>● Hats (must be facing straight forward or straight backward. Hats must allow the face and ears to be visible to school staff.</li> <li>● Wave cap, Durag, silk cap, bonnet, and silk scarf are acceptable head wraps.</li> </ul>	<p>Headgear:</p> <ul style="list-style-type: none"> <li>● Headphones</li> <li>● Earbuds</li> <li>● Hoods Up (safety and learning)</li> </ul>
<p>Footwear:</p> <ul style="list-style-type: none"> <li>● Sneakers</li> <li>● Sandals with a back</li> <li>● Heels less than 3 inches</li> <li>● Flats</li> <li>● Must be safely and securely on feet.</li> </ul>	<p>Footwear:</p> <ul style="list-style-type: none"> <li>● Backless shoes/sandals/slides</li> <li>● House shoes/slippers</li> <li>● Heels above 3 inches</li> </ul>
<p>Outerwear:</p> <ul style="list-style-type: none"> <li>● Scarves</li> </ul>	<p>Outerwear:</p> <ul style="list-style-type: none"> <li>● Outdoor Coats, jackets not allowed on inside building (ex: Raincoat, winter coat, parka, trench coat, pea coat, bubble or puffy jacket, fur coat, etc.)</li> <li>● Gloves not allowed on inside building</li> <li>● Sunglasses not allowed on inside building</li> </ul>

<p>Jewelry:</p> <ul style="list-style-type: none"> <li>● Earrings</li> <li>● Bracelets</li> <li>● Necklaces</li> <li>● Rings</li> </ul>	<p>Jewelry</p> <ul style="list-style-type: none"> <li>● Jewelry that may be deemed a weapon(includes but not limited to):</li> <li>● A single ring or piece of jewelry covering multiple fingers</li> <li>● Spiked necklaces or belts</li> <li>● Belts with large removable buckles</li> <li>● Chain-like neckwear</li> <li>● Ninja-type stars, etc.</li> </ul>
<p>Graphics on clothing:</p> <ul style="list-style-type: none"> <li>● Brand names</li> <li>● Tapestry gear</li> </ul>	<p>Graphics on Clothing:</p> <ul style="list-style-type: none"> <li>● Promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities</li> <li>● Are lewd, vulgar, obscene, and libelous or denigrate others, or cause a disruption to the school that impedes the educational program</li> </ul>
<p>Masks</p> <ul style="list-style-type: none"> <li>● Masks: Mask are optional unless the NYSDOH or NYSDOE mandate a mask must be worn. <ul style="list-style-type: none"> <li>○ If mandated, Masks should cover the mouth and nose.</li> </ul> </li> </ul>	<p>Masks</p> <ul style="list-style-type: none"> <li>● Masks that do not meet the other Dress Guidelines outlined (graphics, etc).</li> </ul>
<p>Backpacks/Purses</p> <ul style="list-style-type: none"> <li>● One personal bag may be carried and may include: <ul style="list-style-type: none"> <li>○ Drawstring backpack</li> <li>○ Backpack purse</li> <li>○ Purse: No larger than 8"x 12"</li> </ul> </li> <li>● The bag must be stored in a place that is off of the ground and in the student's personal space.</li> </ul>	<p>Backpacks/Purses</p> <ul style="list-style-type: none"> <li>● Stored on the classroom floor.</li> </ul>

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

\*\*Dress guidelines can be modified on a case-by-case basis pertaining to any medical reason.

### **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.

**Appropriate Face Coverings for School if a Mask Mandate is put into effect by the NYSDOH or NYSDOE.**

As of the writing of this handbook, masks are not required in schools. However, if one has been exposed or recently had COVID 19, they will need to wear a mask while on campus. As a guide to assist you, masks should:

- Be made of a cloth with multiple layers of material
- Fit properly by covering the nose and mouth
- Fit snug but comfortable
- Be secured with ties or ear loops
- Allow you to breathe without restriction
- Be able to be laundered and machine dried without damage or change to shape
- Not be a mask with one way valves or vents, per CDC. One way valve/vent masks are not allowed.

Acceptable Masks	
N95 Mask & KN95	
3-Layer Surgical Mask	
Cotton or Polypropylene Mask	
Polypropylene Apron Mask	
2-Layer Pleated Mask	
Olson Style (curved fit nose & mouth)	

Non-Acceptable Masks	
Bandana	
Gaiter Mask	
Fleece Mask	
Valve Mask	

**Interventions for Dress Guideline Difficulties**

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

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

- Crew Leader sends home comment to families at each violation

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

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

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

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

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

### Student Code of Conduct

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

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

#### Post-Incident Procedures:

First, and foremost, we will prioritize the safety and security of all students and staff involved in an incident. When a student is involved in an incident that violates the code of conduct, the school will need to conduct an investigation. The school will be in contact with the family as soon as possible.

#### Tiered Discipline and Intervention Matrix

The following matrix indicates the types of disciplinary action and interventions that may apply to each type of infraction. In each instance, an opportunity to repair harm and teach appropriate behavior through the use of intervention, restorative practices and corrective action is stated. Each situation or violation involving student conduct should be individualized and the least punitive action should be taken when possible. The administrator shall, however, determine whether a specific infraction warrants 1 or more of the corrective actions described on the chart.

Level I	
Example of Mild Student Behaviors may include, but are not limited to the following:	Interventions may include, but are not limited to the following:
<ul style="list-style-type: none"> <li>● Unexcused Absences</li> <li>● Academic Dishonesty</li> <li>● Classroom Disruption</li> <li>● Defiance of Authority/Insubordination</li> <li>● Inappropriate/disruptive Behavior</li> <li>● Dress Guideline Infraction</li> <li>● Play Fighting</li> <li>● Hallway Misbehavior</li> <li>● Harmful Language</li> <li>● Minor Harassment</li> <li>● Unintentional Physical Contact with School Personnel</li> <li>● First Personal Electronic Infraction</li> <li>● Minor Property Damage</li> <li>● Using School Equipment w/o Permission</li> <li>● Tardies (unexcused)- including late to class</li> <li>● Technology Violation</li> <li>● Unauthorized Sale or Distribution of items</li> <li>● Verbal or Physical Threat to Student</li> </ul>	<ul style="list-style-type: none"> <li>● Infraction entered in JumpRope</li> <li>● Contact crew leader &amp; family via telephone, email or text message</li> <li>● Teacher Detention(before school, lunch, after school)</li> <li>● Reteaching of expectations</li> <li>● Crew Leader mediation/meeting</li> <li>● Restorative Circle</li> <li>● Mediation</li> <li>● Community Service</li> <li>● Written reflection or apology</li> <li>● Seat change</li> <li>● Push-In</li> <li>● PIRR room reset</li> <li>● RTI Tier 1 Interventions</li> <li>● Provide a classroom job</li> <li>● Repair and restore harm to the community</li> </ul>
Level II	



Example of Moderate Student Behaviors may include, but are not limited to the following:	Interventions may include, but are not limited to the following:
<ul style="list-style-type: none"> <li>● Persistent Level I infractions</li> <li>● Academic Dishonesty</li> <li>● Act of Aggression or attack towards Student (no injury)</li> <li>● Bullying, Cyber/Gang-Related included</li> <li>● Bus Violation</li> <li>● Skipping Class (15 minutes or more)</li> <li>● Skipping Teacher Detention</li> <li>● Classroom Disruption</li> <li>● Defiance of Authority/Insubordination</li> <li>● Inappropriate/disruptive Behavior</li> <li>● Dress Guideline Infraction (3+)</li> <li>● Dismantle Spaces</li> <li>● Making False Claims</li> <li>● Play Fighting</li> <li>● Verbal Altercation that leads to staff needing to physically separate students/disruptive to the learning environment, or business of the school.</li> <li>● Physical aggression (pushing/shoving)</li> <li>● Gambling</li> <li>● Hallway Misbehavior</li> <li>● Harmful Language</li> <li>● Moderate Harassment</li> <li>● Inciting or participating in a disturbance</li> <li>● Unintentional Physical Contact with School Personnel</li> <li>● 2nd -3rd Personal Electronic Infraction</li> <li>● Property Damage</li> <li>● Using School Equipment w/o Permission</li> <li>● Technology Violation</li> <li>● Unauthorized Sale or Distribution of items</li> <li>● Theft</li> <li>● Tobacco Possession</li> <li>● Verbal or Physical Threat to Student</li> </ul>	<ul style="list-style-type: none"> <li>● Referral comment entered in JumpRope (tag Dean of students and Assistant Principal)</li> <li>● Teacher calls family to describe behaviors that affected the learning environment.</li> <li>● Restorative Action Menu choices</li> <li>● Repair and restore harm to the community</li> <li>● Crew Leader notified</li> <li>● Push-In support</li> <li>● PIRR room reset</li> <li>● Reflection and apology</li> <li>● Referral to school-based health or mental health clinic</li> <li>● Referral for counseling</li> <li>● Referral to community organization</li> <li>● Service to School (E.g. Clean lunchroom, Design School PSA's, Assignment of work/projects, etc.)</li> <li>● Restorative Justice Circle</li> <li>● Community Mediation</li> <li>● Administrative detention</li> <li>● Extended detention</li> <li>● Conflict mediation/resolution</li> <li>● Restitution</li> <li>● Tutoring</li> <li>● Confiscation of items related to behavior</li> <li>● Review policy related to behavior</li> <li>● RTI team assigns appropriate RTI interventions (E.g. Check-in/Check-out (CICO), Behavior Contract, Peer mentoring, Mentoring program)</li> <li>● Loss of privileges (Computers, Sports, Extracurriculars, etc.)</li> <li>● Confiscation of paraphernalia or objects</li> </ul>
<b>Level III</b>	
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"> <li>● Persistent Level II infractions</li> <li>● Alcohol</li> <li>● Act of aggression or attack on Student (injury)</li> <li>● Bullying, Cyber/Gang-Related included</li> <li>● Serious Bus Violation</li> <li>● Persistent Skipping Class (15 minutes or more)</li> <li>● Severe Defiance of Authority/Insubordination</li> <li>● Severe Inappropriate/disruptive Behavior</li> <li>● Dismantle Spaces</li> <li>● Dress Guideline Infraction (Routinely)</li> <li>● Drugs</li> <li>● Extortion/Coercion</li> <li>● False Claims</li> <li>● Fighting</li> <li>● Gambling</li> <li>● Persistent use of Harmful Language</li> <li>● Serious Harassment/Hate Crime</li> <li>● Inciting or participating in a disturbance</li> <li>● Leaving the building w/o permission</li> <li>● Physical Contact with School Personnel</li> <li>● Severe Property Damage</li> <li>● Sexually-Based Infraction</li> <li>● Technology Violation</li> <li>● Unauthorized Sale or Distribution of items</li> </ul>	<ul style="list-style-type: none"> <li>● Infraction entered as a referral into JumpRope and administration immediately notified</li> <li>● Family is contacted by phone call (teacher and/or administration).</li> <li>● Crew Leader is notified</li> <li>● Repair and restore harm to the community</li> <li>● Restorative Conference/Community Circle <ul style="list-style-type: none"> <li>○ For non-physical Level 3 first offenders, students and families will be given the option to attend a restorative conference.</li> <li>○ If a restorative conference is selected and all parties create a mutually agreed upon solution, the traditional consequences(detentions, suspensions, etc.) will be forgone and/or removed from the student record.</li> </ul> </li> <li>● Behavior Contract</li> <li>● Attendance Meeting</li> <li>● Referral to Substance abuse counseling</li> <li>● Referral to RTI team</li> <li>● Amendment to IEP (students with disabilities)</li> <li>● Referral to Community Organization</li> <li>● Referral to Drug Counseling</li> <li>● RTI team assigns appropriate Tier III intervention (Develop a Functional Behavioral Assessment and Behavior Intervention Plan, etc.)</li> <li>● Removal from a specific class (No more than 3 days)</li> <li>● Loss of privileges (after school activities, dances, events, sports, clubs, etc.)</li> </ul>

<ul style="list-style-type: none"> <li>● Threat Against School Personnel</li> <li>● Theft</li> <li>● Tobacco Possession</li> <li>● Vaping</li> <li>● Verbal or Physical Threat to Student</li> <li>● Weapon - Other guns/weapons</li> </ul>	<ul style="list-style-type: none"> <li>● Change in student's schedule</li> <li>● Suspension <ul style="list-style-type: none"> <li>○ In-school Suspension (Full &amp; ½ Day)</li> <li>○ Out of School Suspension (10 days or less)</li> </ul> </li> </ul> <p>**For out of school suspension, students who are picked up by a family member before 12PM will count towards 1 day of suspension. Families who cannot pick up their child until after 12PM or on that day, or if the incident requiring the suspension took place after 12PM, the student will be removed from classroom settings and released at the end of the day. The suspension will start the following school day.</p> <p>**All guardians will be contacted via phone call or e-mail when a student is suspended by the end of the school day. A formal suspension letter will be mailed home for all out-of-school suspensions. Alternate instruction is offered and will be arranged at the request of the family. Mandatory Re-entry meeting either in person or via phone conference is required at the conclusion of the suspension.</p>
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**Level IV**

<b>Example of Severe Student Behaviors include but are not limited to the following:</b>	<b>Interventions may include, but are not limited to the following:</b>
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<ul style="list-style-type: none"> <li>● Habitual Truancy 20+</li> <li>● Alcohol</li> <li>● Attack on a student</li> <li>● Bomb Threat</li> <li>● Severe Bullying (including Cyberbullying)</li> <li>● Severe Defiance of Authority and/or insubordination</li> <li>● Severely Inappropriate or Disruptive Behavior</li> <li>● Drugs</li> <li>● Extortion/Coercion</li> <li>● False Alarm/Activation of Fire Alarm</li> <li>● Fighting</li> <li>● Fire/Arson</li> <li>● Gambling</li> <li>● Harassment</li> <li>● Inciting or participating in a disturbance</li> <li>● Leaving school grounds w/o permission</li> <li>● Property Damage</li> <li>● Sexual Assault/Offense</li> <li>● Sexually-Based Infraction</li> <li>● Persistent or excessive Tardies</li> <li>● Threat Against School Personnel</li> <li>● Theft</li> <li>● Trespassing</li> <li>● Unauthorized Sale or Distribution</li> <li>● Vaping or other inhalants</li> <li>● Weapons, Firearms and Explosives</li> </ul>	<ul style="list-style-type: none"> <li>● Infraction entered in JumpRope as a referral comment and administration immediately notified</li> <li>● Family will be contacted by administration</li> <li>● Crew Leader notification</li> <li>● Attendance Contract</li> <li>● Long-Term Suspension <ul style="list-style-type: none"> <li>○ Out of school Suspension (10 days or more)</li> </ul> </li> </ul> <p>**For out of school suspension, students who are picked up by a family member before 12PM will count towards 1 day of suspension. Families who cannot pick up their child until after 12PM or not at all, or if the incident requiring the suspension took place after 12PM, student will be removed from classroom settings and released at the end of the day. Suspension will start the following school day.</p> <p>**All guardians will be contacted via phone call or email when a student is suspended by the end of the school day. A formal suspension letter will be mailed home and sent digitally for all out of school suspensions. Alternate instruction is offered and will be arranged at the request of the caregiver. Mandatory Re-entry meeting either in person or via phone conference is required at the conclusion of the suspension.</p> <ul style="list-style-type: none"> <li>● Request for a Formal Hearing <ul style="list-style-type: none"> <li>○ Hearing outcomes could include: <ol style="list-style-type: none"> <li>i. Explicit Behavior Contract</li> <li>ii. Suspension held in abeyance</li> <li>iii. Alternative Education Schedule</li> <li>iv. Permanent Expulsion (Will be disenrolled from Tapestry)</li> <li>v. Hearing officer rescinds consequences from student record</li> </ol> </li> </ul> </li> </ul> <p>*Second fight in a calendar year is an automatic hearing  *Violation of Level 3 behavioral contract is an automatic hearing  *Referral to CSE team (students with an IEP or 504 plan) for Manifestation determination</p>
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Level of Interventions and Responses	
<b>Level 1</b>	Teachers are responsible for teaching and establishing respectful, trusting relationships with all students and set clear procedures and expectations that are in alignment to our compass traits of Perseverance, Integrity, Responsibility, and Respect. In doing so it is expected that students behave in accordance with set expectations. Interventions are done with the intent of correcting the behavior and allowing students to reflect on how they impacted the school community. Teachers should use these responses in a graduated fashion. More than one response/intervention can be applicable.
<b>Level 2</b>	After multiple attempts have been made by the classroom teacher to address behavior(s) but the behavior has continued to negatively affect the learning environment the teacher may involve the grade level team to review student data and involve other supports in the broader community (Teachers, Response to Intervention Team (RtI Team), Dean of Students, Counselor, Coaches, Social Worker, Families, etc.) to implement more targeted interventions. In some cases a behavior may warrant a level 2 consequence, bypassing a Level 1 (see code of conduct matrix). Staff should use these responses in a graduated fashion. More than one response/intervention can be applicable.
<b>Level 3</b>	Appropriate when interventions have been in place but behavior is escalating (repeated offenses), or assigned by building administration. In some cases a behavior may warrant a level 3 consequence, bypassing a Level 1 & 2 (see code of conduct matrix). Level 3 interventions may include an in or out of school suspension of up to 5 school days.
<b>Level 4</b>	Administrator informed immediately. Student is to be escorted to the office and teacher or responding adult is to inform responding administrator of the details of the incident. When possible, the crew leader will be present during meetings with students and families. These interventions are designed to remove a student from the school environment because of the severity of the behavior(s) (E.g. For violation of a Level 3 behavior contract), and/or to monitor the school community and ending self-destructive and dangerous behavior. Level 4 interventions may include an out of school suspension of up to 10 school days, a formal hearing and possible expulsion from school.

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

	conduct matrix below).	bypassing a Level 1 & 2 (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 appropriate agency.
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*\*Repeated and severity of infractions will result in escalating levels of interventions and responses.*

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

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

Mild Cheating or Plagiarism (E.g. copying homework, first infraction)	•			
Moderate Cheating or Plagiarism (E.g. Record of multiple infractions)		•		

**Alcohol**

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)**

No injury (no visual, physical injuries)		•	•	•
Bodily injury (includes concussion)				•
Throwing objects toward or at another student			•	

<b>Bomb Threat</b>				
				•
<b>Bullying, including Cyber-bullying and Gang-Related incidents</b>				
Intentional conduct (including verbal, physical or written conduct) or electronic communication that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school.		•	•	•
Harmful Language (see definition outlined in DASA policy)		•	•	•
Serious bullying (i.e., repeatedly over time engaging in intentional negative behaviors that adversely affect another student's ability to participate in or benefit from a school's education or extra-curricular programs)			•	•
<b>Bus Violation</b>				
Minor disruption on the bus (i.e., eating, drinking, being too loud, standing)		•		
Serious disruption on the bus (fighting, throwing objects, distracting the bus driver, opening emergency exists, etc.)		•	•	•
<b>Class Cutting (skipping) *15 minutes or more w/o permission</b>				
Repeated, intentional failure to appear or attend a scheduled class		•	•	
Skipping Teacher		•		

Detention				
<b>Classroom Disruption</b>				
Talking out in class or talking out of turn; throwing objects; picking on, bothering or teasing another student(s); and other behavior that distracts from student learning.	•	•		
Dismantling of physical space.		•	•	
<b>Defiance of Authority and/or insubordination (nonviolent/nonphysical)</b>				
Failure to follow directions	•	•		
Failure to respond to school staff questions or requests	•	•		
Failure to follow directions, leading to a potential threat or harm to self or another person			•	•
Failure to follow directions that directly leads to the harm of self or others			•	•
<b>Disruptive or Inappropriate Behavior</b>				
Making inappropriate gestures, symbols or comments, or using profane or offensive language	•	•		
Using verbal insults, or put-downs, or using profane or offensive language toward staff, or lying to, misleading or giving false information to school staff		•	•	

Using verbal insults or put-downs, or using profane or offensive language toward staff, or lying to, misleading or giving false information to school staff that leads to emotional or physical harm to another person			•	•
<b>Dress Guidelines Violation:</b> Refer to Dress Guideline Policy on page 34.				
<b>Drugs or Controlled Substance</b>				
Using or possessing of drug or controlled substance paraphernalia		•	•	
Under the influence *Referral to appropriate substance abuse counseling (1st infraction)			•	•
Using or possessing of drugs or controlled substances. *Referral to appropriate substance abuse counseling (1st infraction)			•	•
Distributing or selling				•
<b>Extortion/Coercion</b>				
(i.e., taking or attempting to take from another - money or property- by threat of force, express or implied)			•	•
<b>False Claims</b>				
Making a False accusation		•	•	
Making a false report to school or professional authorities			•	•

False activation of a fire alarm			•	•
<b>Fighting</b>				
Play fighting *	•			
Play fighting that involves property damage or incidental contact with other students or staff		•	•	
Verbal altercation that leads to staff needing to physically separate students/disrupts the learning environment/disrupts the business of the school		•	•	
Physical aggression with another student (e.g. shoving or pushing)		•	•	•
Minor fighting (may include incidents resulting in minor injuries)			•	•
Major fighting (Causing substantial risk of death or causing permanent or serious disfigurement, loss of function of any part of the body or impairment of the function of any part of the body. Includes concussion.				•
<b>Fire Setting/Arson</b>				
Deliberately starting a fire;destruction of property as a result of starting the fire				•
<b>Gambling</b>				



Minor gambling that does not have evidence of the exchange of money		•	•	
*Requiring the use of money or exchangeable goods		•	•	•
<b>Hallway Misbehavior</b>				
Running, making excessive noise, loitering	•	•		
<b>Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion</b>				
*Minor harassment (verbal discriminatory actions)	•	•		
Serious harassment (i.e., persistent or long-term harassment)			•	•
Hate Crime ( a Criminal offense against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, ethnic origin or sexual orientation).			•	•
<b>Inciting or participating in disturbance</b>				
Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption (cafe, hallway, library, bus stop, etc.)		•	•	•
*Inciting conflict between individuals or groups of students.		•		
Using a personal communication device to attract others to initiate a		•	•	•

disturbance.				
<b>Leaving the building w/o permission</b>				
Leaving school grounds			•	•
<b>Physical Contact with School Personnel (Including school visitors, community partners, before or after school providers, school/classroom pets, service dogs, etc.)</b>				
Unintentional incidental physical contact with school personnel (i.e. pushing through staff in doorway, running down the hallway)	•	•		
Attack against school personnel; Physical attacking an employee of Tapestry or other adult, including striking a staff member who is intervening in a fight or other disruptive activity			•	•
Throwing objects at school personnel			•	•
<b>Portable Electronic Devices use at Unauthorized Times:</b> Refer to personal electronics policy on page 32				
<b>Property Damage, Including Graffiti</b>				
Minor or accidental damage (less than \$50)	•	•		
Damage to another person's or school property (over \$50)		•	•	•
<b>School Equipment Use without permission</b>				
Use of computers, fax machine, phones, etc.	•	•		
<b>Sexual Assault or Offense</b>				
Forced sexual act				•

School staff is required to contact BPD immediately for any sexual assaults				
<b>Sexually-Based Infraction</b>				
Sexual harassment (i.e., unwelcome sexual advances, requests for sexual favors; other inappropriate verbal, written or physical conduct of a sexual nature)		•	•	•
Sexual activity or sexual misconduct (i.e., indecent exposure, engaging in sexual activity, etc.)		•	•	•
<b>*Tardiness *Refer to attendance policy for more details on page 23 of student handbook</b>				
<b>Technology Acceptable Use Policy Violation</b>				
Accessing a website without permission (Mild/minor infraction): Eg. listening to music or playing a game	•	•		
Accessing a website without permission (severe) Eg. visiting a site with inappropriate images or hateful content.		•	•	
Disseminating hate or inappropriate material involving technology			•	•
<b>Threat Against School Personnel</b>				
Physical Gesturing, Written Threat or Verbal Threat			•	•
<b>Theft</b>				

Less than \$500		•	•	
Greater than \$500			•	•
<b>Tobacco Possession or Use</b>				
School staff is required to Refer students to appropriate substance abuse counseling (1st infraction)		•	•	
<b>Trespassing</b>				
Being on school property without permission, including while suspended or expelled; includes breaking and entering			•	•
<b>Unauthorized Sale or Distribution (i.e., unauthorized or unapproved selling or distributing of goods not otherwise included in this code (stolen goods, non-school approved items - food items, clothing, electronics, etc.))</b>				
Items with little monetary value (under \$50)	•	•		
Items with significant monetary value			•	•
<b>Vaping or other inhalants (including Tobacco or other drug)</b>				
Under the influence *Referral to appropriate substance abuse counseling (1st infraction)			•	•
Using or possessing *Referral to appropriate substance abuse counseling (1st infraction)			•	•
Selling or distributing				•

<b>Verbal or Physical Threat to Student</b>				
Threatening or aggressive language or gestures directed toward another student (No physical restraint needed and/or no threat of immediate physical contact)	•	•	•	
<b>Weapons, Firearms and Explosives</b>				
Explosives (possession, sale, distribution, detonation or threat of detonation of any incendiary or explosive material or device including firecrackers, smoke bombs. Flares or any combustible or explosive substances or combination of substances or articles , other than a firearm).				•
Firearms (possession or a firearm as defined in 18 USC 921 of the federal code - i.e., handguns, rifles, shotguns, and bombs				•
Other guns (BB guns, pellet, paintball, water guns, taser)			•	•
Other weapons (possession or any implement which could cause bodily harm i.e. knife, razor blades, pepper spray etc.,)			•	•

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

### **Code of Conduct: Behaviors Related to Health Safety of Others**

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

Students that refuse to follow our safety policies:

1. Will be asked to comply by a staff member
2. If the student continues to refuse, support staff will be called to remove the student to a safe location and a family member will be notified.
3. A meeting will be scheduled for the following school day with the student, guardian and building administrator. If the student agrees that he/she can follow the safety procedures they will be allowed to return to school.
4. If the student cannot agree to follow the procedures or if there are repeated offenses, the behavior will be considered a level 3 and the school will follow the code of conduct for this level of behavior.
5. A meeting will be scheduled for the following school day with the student, guardian, and building administrator. If the student agrees that he/she can follow the safety procedures they will be allowed to return to school.

### **Glossary of Terms:**

#### **Administrative Detention**

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

#### **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 2 hours of instruction for grades 7-12. Time and location will be determined by the school.

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

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

### **Extended Detention**

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

### **Mild Behaviors:**

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

### **Moderate Behaviors**

Refers to level 2 behaviors which are infractions with moderate seriousness or frequency that tends to disrupt the learning climate of the school and/or consequences that endanger the health or safety of others. Administrative intervention may be necessary.

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

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

### **Restorative Action Menu**

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

### **Restorative Projects in lieu of Suspension**

Aligned with our Restorative Justice philosophy, there will be disciplinary situations where students have the opportunity to choose a restorative approach to repair the harm caused by their actions within the community rather than serving a traditional suspension. The administrative team will work with the student to assign a project that allows the student to learn about the seriousness and impact of their behavior and work towards a plan of repairing the harm and commitments to change the behavior. The project is often presented to individuals involved in the situation.

### **School property**

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

### **Searches and questioning of students**

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

### **Severe Behaviors**

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

### **Suspension and expulsion**

With consideration of the student’s rights to due process, including parental notification and right to a fair hearing, the 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 a suspension in excess of 10 school days are entitled to written parental notice of the suspension, phone call home if possible, a disciplinary hearing notice provided to the parent, a disciplinary hearing, and a notice of hearing results to parent.

### **Teacher Detention**

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

## **ADMINISTRATIVE PRACTICES AND PROCEDURES REGARDING THE USE OF TIMEOUT AND PHYSICAL RESTRAINT**

### **Overview**

Tapestry Charter School prohibits the use of corporal punishment, aversive interventions, and seclusion. Tapestry Charter School authorizes the limited use of timeout and physical restraint in schools to address student behaviors subject to conditions in law, regulation, and this policy.

### **Definitions**

For purposes of this policy, the following definitions apply:

a) "Aversive intervention" means an intervention that is intended to induce pain or discomfort for the purpose of eliminating or reducing student behavior, including interventions such as:



- Contingent application of noxious, painful, intrusive stimuli or activities;
- Strangling, shoving, deep muscle squeezes, or other similar stimuli;
- Any form of noxious, painful, or intrusive spray, inhalant, or tastes;
- Contingent food programs that include the denial or delay of the provision of meals or intentionally altering staple food or drink in order to make it distasteful;
- Movement limitation used as a punishment, including, but not limited to, helmets and mechanical restraints; or
- Other stimuli or actions similar to the interventions described in this definition.

Aversive intervention does not include interventions such as: voice control, limited to loud, firm commands; time-limited ignoring of a specific behavior; token fines as part of a token economy system; brief physical prompts to interrupt or prevent a specific behavior; interventions medically necessary for the treatment or protection of the student; or other similar interventions.

b) "Corporal punishment" means any act of physical force upon a student for the purpose of punishing that student. The term does not include the use of physical restraints to protect the student, another student, teacher, or any other person from physical injury when alternative procedures and methods not involving the use physical restraint cannot reasonably be employed to achieve these purposes.

c) "De-escalation" means the use of a behavior management technique that helps a student increase control over their emotions and behavior and results in a reduction of a present or potential level of danger to the student or others

d) "Mechanical restraint" means the use of any device or equipment to restrict a student's freedom of movement. Mechanical restraint does not include devices implemented by trained school personnel, or utilized by a student, that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- Restraints for medical immobilization; or
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

e) "Multi-tiered system of supports" means a proactive and preventative framework that utilizes data to inform instruction and the allocation of services to maximize achievement for all students and support students' social, emotional, and behavioral needs from a culturally responsive and strength-based perspective.

f) "Physical escort" means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.

- g) "Physical restraint" means a personal restriction that immobilizes or reduces the ability of a student to move their arms, legs, body, or head freely. Physical restraint does not include a physical escort or brief physical contact and/or redirection to promote student safety, calm or comfort a student, prompt or guide a student when teaching a skill or assisting a student in completing a task, or for other similar purposes.
- h) "Prone restraint" means physical or mechanical restraint while the student is in the face down position.
- i) "Seclusion" means the involuntary confinement of a student alone in a room or space that they are physically prevented from leaving or they may perceive that they cannot leave at will. Seclusion does not include timeout.
- j) "Timeout" means a behavior management technique that involves the monitored separation of a student in a non-locked setting and is implemented for the purpose of de-escalating, regaining control, and preparing the student to meet expectations to return to their education program. Timeout does not include:
- A student-initiated or student-requested break to utilize coping skills, sensory input, or self-regulation strategies;
  - Use of a room or space containing coping tools or activities to assist a student to calm and self-regulate, or the use of such intervention strategies consistent with a student with a disability's behavioral intervention plan;
  - A teacher removal, in-school suspension, or any other appropriate disciplinary action.

### **Prohibition of the Use of Corporal Punishment, Aversive Interventions, and Seclusion**

No teacher, administrator, officer, employee, or agent of Tapestry Charter School will use the following against a student:

- a) Corporal punishment;
- b) Aversive interventions; or
- c) Seclusion.

Agent includes, but is not limited to, school security/resource officers, except when a student is under arrest and handcuffs are necessary for the safety of the student and others.

### **Authorized Limited Use of Timeout and Physical Restraint**

Positive, proactive, evidence-based, and research-based strategies through a multi-tiered system of supports will be used to reduce the occurrence of challenging behaviors, eliminate the need for the use of timeout and physical restraint, and improve school climate and the safety of all students.

Timeout and physical restraint may be used only when:

- a) Other less restrictive and intrusive interventions and de-escalation techniques would not prevent imminent danger of serious physical harm to the student or others;
- b) There is no known medical contraindication to its use on the student; and
- c) Staff using the interventions have been trained in its safe and appropriate application.

Timeout and physical restraints will not be used as discipline or punishment, retaliation, or as a substitute for positive, proactive intervention strategies that are designed to change, replace, modify, or eliminate a targeted behavior.

## **Timeout**

The following rules apply to the use of timeout at Tapestry Charter School:

- a) Timeout will only be used in the following situations:
  - A situation that poses an immediate concern for the physical safety of the student or others; or
  - In conjunction with a behavioral intervention plan that is designed to teach and reinforce alternative appropriate behaviors.
- b) A room or physical space used for timeout may be located either within or outside of a classroom. The room or physical space will:
  - Be unlocked, and any door must be able to be opened from the inside. The use of locked rooms or physical spaces is prohibited.
  - Provide a means for continuous visual and auditory monitoring of the student. The use of a room where the student cannot be continuously observed and supervised is prohibited.
  - Be of adequate width, length, and height to allow the student to move about and recline comfortably.
  - Be clean and free of objects and fixtures that could be potentially dangerous to a student.
  - Meet all local fire and safety codes.
  - Have wall and floor coverings that, to the extent practicable, are designed to prevent injury to the student.
  - Have adequate lighting and ventilation.
  - Have a temperature that is within the normal comfort range and consistent with the rest of the building.
- c) When a student is in a time out room or space, staff will continuously monitor the student.
- d) Any staff functioning as timeout monitors will be trained in accordance with law and regulation.

- e) Staff will return the student to their educational program as soon as the student has safely deescalated, regained control, and is prepared to meet expectations.

**Factors which may precipitate the use of timeout include:**

- a) Imminent risk of danger of serious physical harm to the student or others.
- b) There must be a belief that injury is likely in the predictable future.

The use of timeout will adhere to the following developmentally appropriate time limitations:

- Timeout should ONLY last as long as necessary for the student to gain control of their behavior and no longer pose a threat to themselves or others.
- Timeouts should be brief and should never exceed 30 minutes.

The following additional rules apply to the use of timeout in conjunction with a behavioral intervention plan:

- a) Tapestry Charter School will ensure that timeout is used consistent with the rules for the use of timeout listed above.
- b) The student's individualized education program (IEP) will specify when a behavioral intervention plan includes the use of timeout, including the maximum amount of time a student will need to be in timeout as a behavioral consequence as determined on an individual basis in consideration of the student's age and individual needs.
- c) Prior to the initiation of a behavioral intervention plan that will incorporate the use of timeout, Tapestry Charter School will inform the student's parents or persons in parental relation and give them the opportunity to see the room or physical space that will be used.
- d) Prior to the initiation of a behavioral intervention plan that will incorporate the use of timeout, Tapestry Charter School will give the student's parents or persons in parental relation a copy of this policy.

**Physical Restraint**

Physical restraint will only be used in a situation in which immediate intervention involving the use of reasonable physical force is necessary to prevent imminent danger of serious physical harm to the student or others.

The following rules apply to the use of physical restraint at Tapestry Charter School:

- a) The type of physical restraint used will be the least restrictive technique necessary and be discontinued as soon as the imminent danger of serious physical harm has resolved.
- b) Physical restraint will never be used in a manner that restricts the student's ability to breathe or communicate or harms the student.
- c) The use of prone restraint is prohibited.

- d) Physical restraint will not be used as a planned intervention on a student's individualized education program, Section 504 accommodation plan, behavioral intervention plan, or other plan developed for a student by Tapestry Charter School.
- e) Physical restraint will not be used to prevent property damage except in situations where there is imminent danger of serious physical harm to the student or others and the student has not responded to positive, proactive intervention strategies.
- f) Physical restraints will be administered only by staff who have received the legally required training.
- g) Following a physical restraint, if an injury has been sustained or believed to have been sustained, the school nurse or other medical personnel (i.e., physician, physician assistant, or a nurse practitioner) will evaluate the student to determine and document if any injuries were sustained during the incident.

Factors which may precipitate the use of physical restraint include:

- Imminent risk of danger of serious physical harm to the student or others.
- There must be a belief that injury is likely in the predictable future.

The use of physical restraint will adhere to the following developmentally appropriate time limitations:

- a) Restraints should ONLY last as long as necessary for the student to gain control of their behavior and no longer pose a threat to themselves or others. A physical intervention shall terminate as soon as possible and must end as soon as the threat has ceased.
- b) Physical interventions exceeding 10 minutes require administrative approval to continue the physical intervention.
- c) Use of physical restraint should be terminated immediately if the individual show signs of physical distress such as sudden change in color, hyperventilation, difficulty breathing, or vomiting. Excessive struggling may indicate severe physical distress. If the student complains of pain or difficulty breathing, the restraint should be immediately released.

#### **Notification Following the Use of Timeout, Physical Restraint, and/or Mechanical Restraint**

Parent(s) or person(s) in parental relation to the student will be notified on the same day when timeout, physical restraint, and/or mechanical restraint is used, including timeout used in conjunction with a student's behavioral intervention plan. When the student's parent or person in parental relation cannot be contacted, after reasonable attempts are made, the building principal or administrator will record the attempts. For students with disabilities, the building principal or administrator will report the attempts to the student's committee on preschool special education or committee on special education. The notification will offer the parent or person in parental relation the opportunity to meet regarding the incident.

Additionally, Tapestry Charter School will provide the parent or person in parental relation with:

- a) A copy of this policy; and

b) A copy of the documentation of the incident within three school days of the use of timeout and/or physical restraint.

## **Debriefing**

As soon as practicable, after every incident in which timeout and/or a physical restraint is used on a student, a building administrator or designee will:

- a) Meet with the staff who participated in the use of timeout and/or physical restraint to discuss:
- The circumstances leading to the use of timeout and/or physical restraint;
  - The positive, proactive intervention strategies that were utilized prior to the use of timeout and/or physical restraint; and
  - Planning for the prevention and reduction of the future need for timeout and/or physical restraint with the student including, if applicable, whether a referral should be made for special education programs and/or other support services or, for a student with a disability, whether a referral for review of the student's individualized education program and/or behavioral intervention plan is needed; and
- b) Direct a school staff member to debrief the incident with the student in a manner appropriate to the student's age and developmental ability and to discuss the behavior(s), if any, that precipitated the use of timeout and/or physical restraint.

## **Training**

All staff will receive annual training on the Tapestry Charter School's policies and procedures related to the use of timeout and physical restraint; evidence-based positive, proactive strategies; crisis intervention and prevention procedures and de-escalation techniques. Additionally, any staff who may be called upon to implement timeout or physical restraint, will receive annual, evidence-based training in safe and effective developmentally appropriate timeout and physical restraint procedures.

## **Notification**

This policy will be made publicly available for review at Tapestry Charter School's administrative offices and each school building. It will also be posted on Tapestry Charter School's website.

## **Reporting**

Tapestry Charter School will submit an annual report on the use of physical restraint and timeout and substantiated and unsubstantiated allegations of use of corporal punishment, mechanical restraint, and other aversive interventions, prone physical restraint, and seclusion to the New York State Education Department, on a form and at a time prescribed by the Commissioner of Education in accordance with law and regulation.

Additionally, Tapestry Charter School will report this data for students for whom they are the district of residence and who are otherwise not reported.

### **Recordkeeping**

Tapestry Charter School will maintain documentation on the use of timeout and/or physical restraint, including timeout used in conjunction with a student's behavioral intervention plan, for each student. This documentation will include:

- a) The name and date of birth of the student;
- b) The setting and location of the incident;
- c) The name of the staff who participated in the implementation, monitoring, and supervision of the use of timeout and/or physical restraint and any other persons involved;
- d) A description of the incident including duration, and, for physical restraint, the type of restraint used;
- e) Whether the student has an individualized education program, Section 504 accommodation plan, behavioral intervention plan, or other plan developed for the student by the District;
- f) A list of all positive, proactive intervention strategies utilized prior to the use of timeout and/or physical restraint and, for students with disabilities, whether those strategies were consistent with a student's behavioral intervention plan, if applicable;
- g) The details of any injuries sustained by the student or staff during the incident and whether the student was evaluated by the school nurse or other medical personnel;
- h) The date and method of notification to the parent or person in parental relation and whether a meeting was held; and
- i) The date of the debriefing held.

Documentation of the incident will be reviewed by supervisory personnel and, as necessary, the school nurse or other medical personnel.

Documentation of each incident will be maintained by the school and made available for review by the New York State Education Department upon request.

A record should be created for each instance of physical restraint or timeout, and for allegations concerning prohibited intervention types. Multiple event records during a day for a student would be created only:

- a) If a new situation occurs involving the student after the prior event had de-escalated and student had returned to the learning environment; or
- b) When a new restraint or intervention response type is employed during the event. For example, during an event, a staff person employed physical restraint on a student, and the situation escalated to the point where a timeout was used. The addition of the timeout would constitute an additional event record beginning with that application.

Tapestry Charter School will use this data collection to monitor patterns of use of timeout and physical restraint.

### **Review**

The building administrator or designee will regularly review documentation on the use of timeout and physical restraint to ensure compliance with the District's policy and procedures. When there are multiple incidents within the same classroom or involving the same staff, the building administrator or designee shall take appropriate steps to address the frequency and pattern of use of timeout or physical restraint.

### **Policy References:**

Education Law § 44028 New York Code of Rules and Regulations (NYCRR) Sections 19.5, 100.2(l)(3) and 200.227

## **Academic Integrity**

### **Cheating**

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

### **Plagiarism**

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

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

### **Forgery**

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

### **Use of Artificial Intelligence (AI Technology)**



Any work that you submit must be your own writing, created by you. Any ideas or writing from another source must be properly documented. The intentional use of material generated by any online chatbot is not allowed at Tapestry Charter School unless specifically approved and assigned by the teacher.

Please note that teachers have multiple technologies available to uncover and identify plagiarism and AI generated text, first and foremost our understanding and familiarity with your writing. Teachers retain the right to question writing that does not match writing students have previously done for class, and teachers can ask for students to clarify or redo assignments that draw scrutiny.

### Daily Behavior Expectations

#### Arrival/Breakfast

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

**Breakfast and lunch** as usual, both will be served within the cafe space. Below is the lunch schedule for students in grades 5-8.

GRADE	TIME
5TH GRADE	11:14-11:39
6TH GRADE	11:40-12:05
7TH GRADE (A/B)	10:48-11:12
7TH GRADE (C/D)	12:07-12:32
8TH GRADE	12:33-12:58

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

#### Dismissal

The dismissal bell rings at 2:44 pm. In order to maintain a positive learning environment while providing a safe campus after school, all students will exit to the assigned dismissal room at the 3:00pm 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. Failure of students to meet these expectations is a Level 1 infraction and will be handled accordingly.

#### After School Supervision:

Tapestry Charter School does not provide after school supervision. Dismissal time occurs between 2:44 PM and 3:00 PM daily.

All students must be picked up promptly during our dismissal window unless students have a scheduled club, athletic event, office hours, etc. Younger siblings should not be left under the care of their older siblings after the scheduled school day has ended. Failure to adhere to this policy could impact your child's ability to participate in afterschool activities. Child care options are available for a fee. Please discuss with your child's principal to explore options that suit your family's needs.

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

*Guiding Our PIRRfect Flight  
when  
Entering or Exiting the Building*

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

**Dismissal: Pik My Kid**

Tapestry Middle School will be utilizing Pik My Kid for dismissal procedures. Families who are picking their child up from school will need to follow the traffic pattern (enter the driveway closest to the plaza, follow the loop and exit onto Great Arrow). Families should display each child's dismissal card on their dashboard so that the number can be entered into the system. Families can also enter their child's number in the system upon their arrival to the school by following the directions on the following page:



# PARENT APP GUIDE

## 1 Download the App

The PikMyKid app is available for download on your smartphone's app store (Google-Play, Apple Store). Each user will need to download and register on their own smartphone.

Scan below to download!



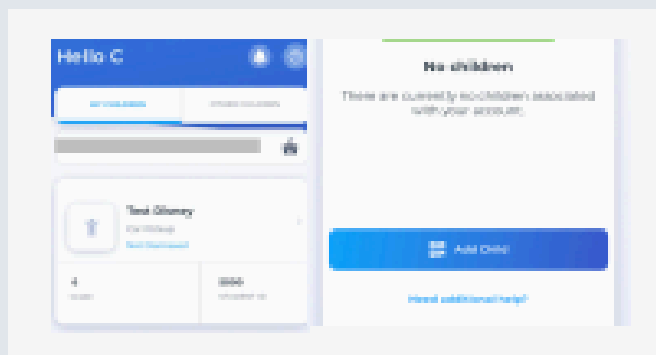
iOS



Android

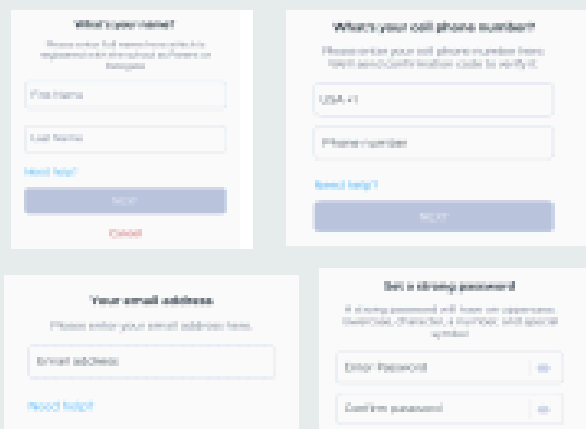
## 3 How to add a child?

Schools might connect your children automatically! If you see the "No Children" on screen and the school gave **one time** QR code, then select "Add Child" to scan the code and add one child at a time, else tap on "Need additional help?" to reach our support desk.



## 2 Registration

Select "Register a New Account" and follow the prompts to sign up. You will verify your email address and phone number to complete registration.



## Secure Way of connecting

\*Parents can use our website also - [parentapp.pikmykid.com](http://parentapp.pikmykid.com) to register and make pick-up changes, report student Absence or checkins

Note: Announcement is only available through the parent phone app.

### Need Help?

Email [support@pikmykid.com](mailto:support@pikmykid.com)

Be sure to include the name of the school, the child's name, the dismissal ID, and your mobile number, with your questions.

### 4 Schedule Pickup Changes

Choose the Child from the Children's tab, and choose the date to change the pickup. You will be able to make single or recurring changes



### 5 Change Default pick-up

Select Default PickUp from this screen to change your child's default pick-up mode. If the button is grayed out, the schools may have restricted this.



### 6 Check-in

On Checkin tab, you will be able to complete the check-in for you or your children. Contact App Support if the Check-in tab is not available for you

### 7 Announce your Arrival

The app's Pickup tab allows you to see your children, view their pickup mode, and announce your arrival.

#### App Support

Go to the Account page (at the bottom of your home screen), and then select "Contact Support".

Fill out and submit the form to be connected with a friendly customer service human or email [support@pikmykid.com](mailto:support@pikmykid.com)



## PARENT APP GUIDE

### **Q** How do I add a change to my child's dismissal schedule?

- 1) Select your child's name from the "Children" tab
- 2) Choose the applicable calendar date when you want the change to start OR Select More Actions on your bottom right corner
- 3) Select Change Pickup on the box below the calendar OR Create Pickup if using More actions
  - a. Select "Next" if the change is for one day only OR
  - b. Select one of the options to repeat the change, choose the last day and days included in the change, then "Next"
- 4) Select the desired pickup option from the drop-down. Then select who is picking up.
- 5) Confirm Change to save your selection-You will see a green notification on the top of the screen with the confirmation of the changes.

### **Q** How do I announce my arrival to the school?

- 1) Parents can only announce at school, during the set dismissal hours, if the school has the Announce feature enabled on the school portal.
- 2) Make sure your phone's location services are enabled on both your phone and your PikMyKid parent app.
- 3) Stop at the stop sign and select the GREEN ANNOUNCE button on your Pick Up tab.

### **Q** How do I manage my delegates?

- 1) Select Account at the bottom of your screen, then select Manage Approved Contacts
- 2) Select the Create Contact icon (person with a plus sign) to create a new contact. You can also Edit, Delete, or Deactivate delegates as needed by selecting their names. \*Inactive delegates will be grayed out and they won't be visible on your list when adding a Delegation to your child's calendar.

Note: Delegates are not able to see your child on their app until you assign them to your child's calendar for specific dates.

## Hallway Expectations

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

### Guiding Our PIRK-fect Flight in the Hallways

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

## Voice, Language, and Hall Behavior

Students are required to use "professional voice" at all times during the school day, whether out on fieldwork or in the school building. Though there is a time and place for appropriate expression of enthusiasm, school is rarely an acceptable location for loud voices. Teachers will give one reminder to use "professional voice." If a student does not comply, the 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 the informal conversation or joking, it is unacceptable in the school setting. Those who use profanity will be reminded to stop. Failure to stop as requested is insubordinate. A student can be called to a disciplinary hearing for use of profanity.

## **Hall Passes**

During the daily periods, all students going to the lavatory must create a pass using the digital pass system. This can be completed on their school issued chromebook or at a kiosk. The teacher can also generate and schedule passes for students using the digital pass system. Students must have a digital pass to go to other locations, including the nurse, front office, library, Tap Shack, or other errand locations.

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

Please be advised of the following procedures for hall passes unless there is a documented medical excuse provided to the school:

- Students will not be allowed to use a pass during Crew from 8:00 am until 8:33 am.
- Students will not be allowed to leave during the first and last five minutes of a class.
- Students will be allowed no more than 2 passes per day.
- These procedures will be tracked within the digital pass system.

## **Bathroom Use**

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

## **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, and sex stereotypes constitutes discrimination based on sex. As such, prohibiting a student from accessing the restrooms that match their gender identity is prohibited 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 Middle 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.<sup>1</sup> 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.
- Under no circumstances inappropriate or illegal behavior will be tolerated in this, or any restroom facility at Tapestry Charter Middle School. Please see page 70 of the student handbook in reference to “bathroom use” regarding student conduct and behavior.

Guiding Our PIRK-fect Flight  
in the:  
Bathroom

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

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



## **Gum**

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

## **Food, candy, and snacks**

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

## **Inappropriate Physical Contact**

Members of the school community are asked to refrain from inappropriate physical contact or from public displays of affection. It is the prerogative of a student who has been touched, or of any staff member, to determine what contact is inappropriate. Inappropriate touching will result in student discussion with staff, and possibly more serious consequences depending upon the context of the incident. Repeat violations will result in escalating disciplinary action. Note that the school has a strict policy regarding harassment, and inappropriate touching may lead to further investigation.

## **Gambling**

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

## **Illegal Behavior**

### **Smoking**

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

### **Illegal Substances**

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

### **Stealing and Vandalism**

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

### **Bomb Threats**

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

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

### **Personal Property**

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

### **School Property**

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

## **Student Use of Special Areas**

### **Cafeteria for Lunch**

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

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

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

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

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

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

*Guiding Our PIRK-fect Flight  
in the:  
Cafeteria*

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

## Weight Room

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

## Library

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

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

Please refer to the PIRR-fect Flight for the Library for specific norms and expectations.



# Guiding Our PIRR-fect Flight in the Library



Perseverance	Integrity	Respect	Responsibility
I can raise my hand and wait to be called on.	I can help others and ask for help when I need it.	I can be kind to everyone and use manners.	I can return my books on time to the designated space.
I can wait patiently until it is my turn.	I can be honest and truthful to myself and others.	I can give personal space to myself and others.	I can follow the entry and exit routines set by the teacher.
I can search until I find a book for independent reading.	I can leave no trace.	I can follow the directions after the first time they are given.	I can come to the library on time or with a pass.
I can keep a voice level 1.		I can treat the library space and furniture respectfully.	I can be calm, cool, and collected.

IN A SCHOOL WHERE YOU CAN BE ANYTHING...  
BE KIND

## **Locker Policy for Students**

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

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

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

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

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

- To help with organization, the school highly recommends the use of a locker shelf, which can be purchased from an office supply or discount store.
- Backpacks must fit in lockers--students' books and backpacks are not allowed to be stored in hallways or classrooms.
- Students are not allowed to write in or on lockers, even with washable markers.
- Stickers, use of tape, or other permanent adhesives are not allowed to hang pictures or other items; use magnets to hang items – if an item cannot be easily removed without causing damage, it should not be placed on or in the locker.
- No open drinks or open food containers are allowed in lockers.
- When shutting lockers, be careful that coats, backpack straps etc., are not in the way of the locker door, as this can cause jamming and lead to a damaged locker.
- Trading lockers or using lockers not assigned to the student is not allowed. Students who wish to switch lockers should contact the main office. Those who switch lockers or use a locker not assigned to them will face disciplinary action; locker combinations will not be changed.
- Students should never share their combination with others. Those who do will not receive a new combination if problems occur (i.e., someone getting into their locker), or they will be charged a \$25 fee to have the locker or combination changed.
- For protection of personal items and books, students should not "rig" their lockers open, so that the combination is not needed. Those who do will be responsible for lost/stolen items and must pay a \$25 fee to have locker or combination changed.
- Obtaining another student's combination and/or opening his/her locker with malicious intent is considered a level III offense resulting in appropriate disciplinary action.

- If a locker and/or combination change is deemed necessary, a \$25 fee is assessed.
- Lockers are assigned by the office – students may not request a top or bottom locker unless medically necessary.

## **SECTION 7: STUDENT HEALTH AND MEDICAL RECORDS**

### **Health Services Policy including Medication Policy**

Tapestry Charter School offers comprehensive Health Services for all students in the District. The middle school health office is staffed with a registered nurse during the school day.

- 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. Medication drop off must be done by the parent, students are not allowed to carry their medications or physician orders into the building.
- School Physicals: At initial school entry and students entering grades K, 1, 3, 5, 7, 9, and 11 in September of 2021 will be required to have a physical.
- Bee Sting Allergies, Food Allergies and Asthma: If your child has allergies to bee stings or food, or if your child has asthma, please contact the Health Office to make arrangements for medication and treatment. A doctor's order is required for any medication your child may need while at school. The parent/guardian needs to supply the medicine ordered. This is vitally important, as time is of the essence in treating these conditions.
- Physical Education Excuses: If your child is unable to take gym or is restricted from certain gym activities, a doctor's excuse must be sent to the Health Office. If this is an ongoing restriction, the order needs to be renewed at the start of the school year. Please contact the Health Office if you have any questions.
- Routine screenings: All students are screened for height, weight, vision and hearing each year K, 1, 3, 5, 7 and 11 scoliosis for 5, 7, 9. Tests for color perception are administered once during a child's school experience.
- Important State Laws: Regulations of the Commissioner of Education require that a health examination be completed for each public school student in certain grades. As part of the required school health examination, students are weighed and their height is measured. These numbers are used to compute the student's body mass index or BMI. The BMI helps the doctor, nurse or parent know if the student's weight is in a healthy range. Recent changes to the New York State Education Law require that BMI and weight status group be included as part of the student's school health examination.

#### **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.

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

## **Immunizations**

New York State law requires all students to be up to date with necessary immunizations before entrance to school.

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

Any students that were previously granted an immunization exemption based on their religious beliefs are no longer valid, and no new exemptions of this nature will be considered or granted. Currently, the only basis upon which a child may be exempt from immunization is a certification by a licensed physician in New York State, stating that there is a medical reason why the child should not be immunized. Additionally, this means that all children, other than those who qualify for a medical exemption, must show proof of immunization against poliomyelitis, mumps, measles, diphtheria, rubella, varicella, hepatitis B, pertussis, tetanus and (where applicable by grade level) haemophilus influenzae type B (Hib), meningococcal disease, and pneumococcal disease prior to attending school.

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

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



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

### **Communication**

#### **5-8 Newsletter**

4 times a year, a Middle School Newsletter for families in grades 5 – 8 will be emailed home. This news update will provide important information regarding new initiatives, important events and parental involvement opportunities for parents. Additional copies can be found in the middle school main office.

#### **Grade Level Weekly Updates**

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

#### **School Reach Weekly Update Message**

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

#### **School Cancellation or Delay**

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

### **Visitors and Guest Expectations**

We encourage parents and guardians to be active participants in their child's education, however, certain limits must be put in place regarding visitors (anyone who is not a regular staff member or student of the school) of the school to ensure a safe, and productive learning environment.

For the 2023-2024 school year, In order to maintain the safety of your child and our entire community we will be limiting the number of guests that we have in the building at all events. 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.

Tapestry expects all visitors to model our school's core values of Perseverance, Integrity, Responsibility, and Respect (PIRR) in all interactions. The principal is responsible for all persons in the building and on school grounds. For these reasons, the following expectations apply:

- All visitors must report to the office to sign in and receive a visitor pass.
- Parents or visitors who wish to observe a classroom while school is in session are required to make such request at least 24 hours in advance with the classroom teacher.

- All visitors on school property or attending a school function shall conduct themselves in a respectful and orderly manner.
- Shall not disrupt the orderly conduct of class, school programs or other school activities, conferences or meetings.
- Shall not violate traffic directions, parking regulations, or restrictions on other vehicles.
- The principal may limit the access of any visitor, and/or parent, if the visitor and/or parent conduct disrupts educational process or environment of the school. This limitation may include a suspension from being on campus for a period of time. Such suspension will depend on the severity of the misconduct.

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

## **Parental Involvement**

### **Middle School Family Crew with the Principal**

For the 2023-2024 school year, Family Crew will take the place of the tradition Middle School Principal's Advisory Group (PAG). The goal of Family Crew is to host, in collaboration with local organizations, school-wide events on topics to best support parents and caregivers of middle school students. These events will give families education about these topics and how to navigate raising an adolescent with these topics around them. Topics will include social media and internet safety, education around vaping and drug paraphernalia, mental health supports and services including signs of anxiety and depression as well as ways to manage this at home, special education, and bullying and cyberbullying. Dates of these meetings are TBA.

### **Tapestry Community Association (TCA)**

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

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

### **Family involvement in supporting student success**

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

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

## Family Information

### Emergency Information Forms

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

### F.O.I.L. Policy

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

### Grievance and Complaint Procedure

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

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

### Open Meetings Law Policy

Per the Charter Schools Act, the Tapestry Charter Board of Trustees will follow the Open Meetings Law that allows members of the public to attend any Tapestry board meetings at which business of the school is

conducted. Public notice is made in a variety of public venues. Questions regarding notification or scheduling of such meetings should be directed to Eric Klapper, Executive Director at (716) 204-5883.

### **S.A.V.E. Plan**

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

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

### **Student Records – FERPA Policy**

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

Tapestry Families,

The Student and Family Handbook is available for review on the [Tapestry Charter Middle School Website](#) (Middle School Parents & Students). You can also scan the QR code below for a direct link to the PDF of the Student and Family Handbook.

Please review this handbook with your child. By reviewing this handbook you acknowledge the policies and procedures outlined. The signed form needs to be completed by **Friday, September 20, 2024**

-----**Please Sign and Return Below**-----

I have reviewed the Tapestry Middle School Student and Family Handbook for the 2024-2025 school year. I acknowledge the policies and procedures outlined in the Handbook.

Student First and Last Name (Printed)

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Parent/Guardian First and Last Name (Printed)

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Parent/Guardian Signature

Date