



2026-2027 STUDENT & FAMILY HANDBOOK

Lower School
Mrs. Melissa Rivera
Principal
Dr. Jen Tarnowski
Assistant Principal

 www.tapestryschool.org

 716-332-0754

 111 Great Arrow Avenue

 Buffalo, NY 14216

Family Handbook



Grades K - 4

2026-2027

(revised 7/31/26)

Welcome Back!

Tapestry Charter School, K-4 2026-2027

Greetings Tapestry K-4 Families!

I would like to welcome everyone back to school, with a special greeting for all of our new students and families.

Please take the time to thoroughly read the Family Handbook and keep it as a reference throughout the school year. If you have any questions or need clarification on any of the information provided, our dedicated staff members are always available to assist you.

At Tapestry, we believe that collaboration between home and school is vital for the success of our students. By working together, we can provide the best possible educational experience for each child. We look forward to partnering with you and your family in the months ahead.

Thank you for entrusting us with your child's education. We are excited to welcome you to another year of learning, growth, kindness, and shared accomplishments.

Sincerely,

A handwritten signature in cursive script that reads "Melissa Rivera".

Melissa Rivera, K-4 Principal

Tapestry takes pride in being a place where children and adults learn everyday!

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SECTION 1: SCHOOL LOGISTICS

ORGANIZATIONAL CHART

Distributed Leadership Positions K-4 (2026-27)

Executive Director
Creates and drives the strategic vision for the organization. Oversees the Academic Administration and Development and evaluates the principals and directors. Serves as project manager for the school work plan.

Principal Melissa Rivera	
☐ Support on student behavior expectations ☐ Student Support/Discipline, levels II, III ☐ Behavior Contracts and Expulsions ☐ Hall supervision/policy reinforcement ☐ Family concerns ☐ Counseling staff ☐ K-4 Nurse ☐ ILC Lead ☐ Staff meetings and professional development ☐ Hiring & K-4 Staffing ☐ Enrollment & Recruitment ☐ PAG ☐ Grades 3-4 NYS Assessments	☐ Student promotion and retention ☐ Emergency Response/ School Safety (Support Eric) ☐ Attendance at IEP meetings (When needed) ☐ School Communication (Staff Weekly & Parents Monthly) News Newsletter ☐ APPR ☐ Instructional Walk-Throughs ☐ Scheduling ☐ Academic Response to Intervention (RtI) ☐ Accountability Report (Annual) ☐ Board of Trustees Report K-4

Assistant Principal Jen Tarnowski	
☐ Start of school supervision 7:30 - 7:50 am ☐ Duty Schedule inquiries & allocation ☐ Lead on student behavior expectations and positive reinforcement ☐ Student Support/Discipline levels I, II, III ☐ Behavior Contracts ☐ Hall supervision/policy reinforcement ☐ Family reentry meetings ☐ Climate Meetings ☐ Parent communication regarding discipline ☐ Attendance & behavioral data	☐ Emergency Response/ School Safety ☐ Attendance at IEP meetings ☐ School Communication ☐ APPR-Teaching Partners ☐ Instructional Walk-Throughs ☐ Teaching Partner Meetings ☐ Scheduling ☐ Attend Student Concern Meetings (Behavior) ☐ Board of Trustees Report K-4 ☐ Community Meetings ☐ Supervise Teaching Partners ☐ Character & Culture Committee

Admissions/Enrollment Policy

1. Tapestry Charter School has an “Application Period,” the period of time during which the school is accepting applications. The end date of the period is clearly noted on the application, which will not be prior to close of business on April 1st.
2. A random selection process (lottery) is required if the number of timely submitted applications of eligible students for admission to a grade exceeds the capacity of the grade level.
3. The lottery is publicly noticed and on the school’s website..
4. Once the lottery has been conducted, the Director of Enrollment will notify all parents and guardians who submitted applications by the application deadline whether their children have been granted seats at the school or if they are on the waiting list.

Note:

- Charter schools are required to demonstrate good faith efforts to attract and retain 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 are the returning student, sibling, and student of an employee preference.

Arrival Procedures

Arrival

Tapestry Charter School doors open at 7:30 am.

- No student will be permitted beyond the entrance foyer prior to 7:30 am.
- At 7:30 am students will be allowed to enter the building. All Students will enter the cafeteria and stay from 7:30-7:40.
- Students grades 3 and 4 will go to the gym from 7:40 am to 7:50 am.
- Students will be allowed to enter classrooms at 7:50am.
- Instruction begins promptly at 8:00 am for K-4 students.
- Families will not be permitted to enter the front foyer with their child or walk with them to their classroom.

When dropping off by car:

- Enter the parking lot by using the west entrance (closest to Elmwood Ave.)
- Drive completely around the building and drop off at the front entrance in the bus loop.
- Please pull safely away from the curb and exit out the exit closest to Delaware.
- Please follow the flow of traffic - NO U Turns!
- Do not leave your car at the curb to enter the school. This will prevent other families from safely dropping off their children in a timely manner.
- Families will not be permitted to enter the front foyer with their child or walk with them to their classroom.

Dismissal Procedures

At dismissal, parents will not be allowed to enter the building and/or wait in the front foyer for their children. Parents will remain outside the building and students will be dismissed to their individual families.

After School Supervision: Tapestry Charter School does not provide after school supervision. Dismissal time occurs between 2:30 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.

For students in K-4, please abide by the following procedures:

Dismissal

- Dismissal begins at 2:30 pm
- Students who leave school prior to these times will be marked as an “Early Departure”.
- If the reason for an Early Departure is a medical appointment, 24-hour advance notice is required and a doctor’s note submitted to the office.
- No students will be dismissed after 2:00 pm without 24 hours-notice to the office. Unscheduled departures at this time of day are very disruptive to our already busy dismissal process and to the child’s learning.
- **If you must pick up your child, please do so for appointments only, and before 2:00 pm to avoid this disruption.**

In the event of a pre-scheduled appointment that requires you to pick your child up before the designated dismissal time, please adhere to the following process:

- Park in Visitor Parking located at the rear of the school or along Great Arrow Avenue.
- Go to the front entrance, ring the buzzer to gain entrance, and be prepared to present a form of identification.
- Sign the child out at the main office pass-through window. Students will then be released through our front foyer door. Early pick-ups without a valid reason will be marked unexcused.

****Please do not pick your child up before dismissal without a pre-scheduled appointment.****

If you pick up your child up by car, please:

- Post provided placard with the PikMyKid number on the dash or window of your car..
- Enter the parking lot by using the entrance closest to Elmwood Ave.
- Pull around as far as you can go toward the front of the building.
- Stay in your car at all times and pull forward when space becomes available.
- Please continue to pull forward. Staff will escort your student to your car.
- If you arrive well before dismissal, please turn off your engine to preserve the air quality around the school.
- You will not be permitted to come into the school to wait in the foyer.

If you pick up your child on foot or by bike:

- Please give your child’s name and/or student number to the Tapestry staff member stationed outside by the main entrance.
- You will not be permitted to come into the school to wait in the foyer.

SECTION 2: SCHOOL FOUNDATIONS

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.

VISION

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

HISTORY

Tapestry Charter School is a tuition-free, nationally recognized Expeditionary Learning mentor 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.

In 2011, the K-8 community relocated and joined the high school on the Tapestry campus at 65 Great Arrow Avenue in Buffalo. 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 2018, the K-4 opened a brand new building at 111 Great Arrow Drive.

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.

After School Supervision

Tapestry Charter School does not provide after school supervision. Dismissal time occurs between 2:30 and 3:00 daily.

All students must be picked up promptly during our dismissal window unless students have a scheduled club. 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.

SECTION 3: SCHOOL OPERATIONS

EMERGENCY PROCEDURES

Below are descriptions of the various procedures employed within our buildings:

Fire Drills

Evacuate the building as rehearsed. Escort students outside. The teacher brings a folder with attendance information. Close the class door. Teachers are to study the fire drill maps in their classrooms and review them with their students, paying particular attention to the escape route designated.

Lockout

Something outside the building is happening. Outside doors are locked. Teachers carry on with a normal day of instruction. P.A. system and email will be used for more information.

Shelter in Place

The classroom is the safest place. Instruction continues. Clear hallways. No passes can be issued and no class changed. Listen for announcements regarding staying where you are, moving to a new location or class changes.

Lockdown

Clear hallways. Lock the door. Keep students away from doors and windows. Lights on, shades up. Take attendance. DO NOT respond to P.A., phone, email or fire alarms. Only open the door when unlocked by school personnel or emergency respondents.

Long Term Building Evacuation

The entire building must be evacuated and all staff and students must be relocated to an off-site long-term evacuation site. Announcements will be made regarding first, entering into Shelter in Place, then moving to a new location and whether or not there is time to gather together coats and outerwear. Bring your red emergency folder.

High School Long-Term Evacuation Site:
The Nichols School, 1250 Amherst Street, Buffalo, NY 14216

Lower School Long-Term Evacuation Site:
Elmwood Franklin School 104 New Amsterdam Ave. Buffalo, NY 14216

DAILY STUDENT PROCEDURES

Student Dress Guidelines

For students in grades K-4, the expectation is that students wear clothing appropriate for school on a daily basis. Students who are found to be wearing inappropriate or offensive materials may be referred to the office. Students should also dress appropriately for inclement weather, field work, or class trips that may require alternative clothing options.

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

A detailed breakdown of acceptable attire is located on page 50 of this document.

**dress guidelines subject to change*

Student Personal Electronics Device Policy & Guidelines

Personal Electronic Devices (PEDs) refer to any portable electronic equipment that can be used for communication, entertainment, or information access. These devices include, but are not limited to:

- **Cell Phones:** Any mobile phone, including smartphones, that allows for voice and video calls, text messaging, internet browsing, and the use of various applications.
- **Smartwatches:** Wearable devices that connect to a cell phone or operate independently to provide notifications, fitness tracking, and other smart features.
- **Tablets and E-Readers:** Portable touch-screen devices used for reading, gaming, internet browsing, and other multimedia activities.
- **Laptops and Netbooks:** Portable computers that can be used for a variety of tasks, including internet access, gaming, and document creation. ****Laptops may be used for schoolwork****
- **MP3 Players and iPods:** Portable music players that store and play audio files.
- **Gaming Devices:** Handheld gaming consoles and devices used for playing video games.
- **AirPods and Other Wireless Earbuds:** Wireless earphones that connect to PEDs for audio playback and communication.
- **Portable Media Players:** Devices used to play videos, music, and other digital media files.
- **Headphones:** Wired or wireless headsets used for listening to audio from PEDs, including over-ear, on-ear, and in-ear headphones.

These devices are subject to the school's electronic policy. The goal of this policy is to minimize distractions and enhance the learning environment by ensuring that all personal electronic devices are securely stored and not accessible during instructional time.

Personal Electronic Devices (PEDs) are not to be used during school. To aid in this, every student is assigned a personal, numbered Yondr Pouch. This will be theirs for their entire fourth-grade year at Tapestry. The Yondr Pouch is considered school property; it is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition. Students in K-3 will keep PEDs in their backpacks in their cubbys/lockers.

Daily Process

As students enter the school building, they will:

- 1) Turn their PEDs off.
- 2) Place their PEDs inside their Pouch and secure them in front of the school staff.
- 3) Students' devices and pouches are the student's responsibility for the day.

At the end of the day, students will open their Pouch at a designated station, remove their PEDs, and exit the building. Students must bring their Pouch to school with them each day.

*Students arriving late or leaving early will pouch/unpouch their PEDs in the Main Office

Violations

Using Electronics During School

- If a student damages their Pouch or is caught using their PEDs, the administration will collect the PED/Pouch and call home following the progression outlined below.
- Chronic violations of our PED policy will result in a level three violation and suspension from school
- Over-the-head headphones seen on a student's head during the school day will be confiscated for the remainder of the day, following the same progression as other PEDs.
- **The school may conduct random pouch checks.** If students are found without their pouch, their PEDs will be held in the main office and the violation will be documented. Chronic forgotten pouches will be considered lost.

Infraction #	Consequences
1	•P.E.D. Confiscated •Parent Called & Emailed (Responder) •P.E.D. Retrieved by Student At End of Day
2	•P.E.D. Confiscated •Parent Called & Emailed (Dean of Students) •P.E.D. Retrieved by Parent/Guardian
3	•P.E.D. Confiscated •Parent Called & Emailed (Asst. Principal) •P.E.D. Retrieved by Parent/Guardian •P.E.D. Turned in for (5) Days (Student Support Specialist)
4	•P.E.D. Confiscated •P.E.D. Retrieved by Parent/Guardian •Mandatory Parent Conference to Set Up P.E.D. Contract (Asst. Principal) •P.E.D. Turned in for (10) Days

Forgotten Pouch

If a student forgets their Pouch, they should notify the main office. **Their PEDs will be collected and Admin will call home to remind the parent of the policy.** The PEDs will be returned to the student at dismissal. This will be documented, but no consequence will be issued if the student is forthcoming.

If a student forgets their Pouch more than three days in a row, it will be considered Lost. **Refer to the Lost Pouch policy above.**

Students who routinely forget their pouch will have their parents notified and this will be documented as a chronic level 1 infraction. If the behavior continues, it will escalate to a chronic level 2 infraction.

The school **may conduct random pouch checks**. If students are found without their pouch, their PEDs will be held in the main office and the violation will be documented. Chronic forgotten pouches will be considered lost. It is the student's responsibility to bring the pouch with them to school every day. If you can remember to bring your phone, you can remember to bring your pouch!

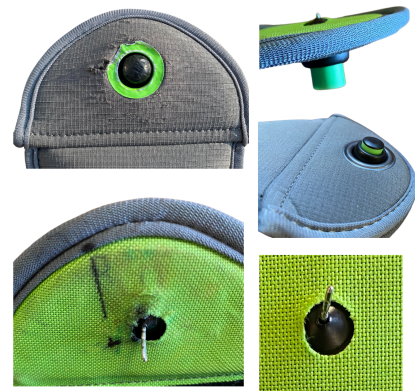
Pouch Damage / Lost Pouch

- If a student damages or loses their pouch they will be billed \$30 for a replacement pouch
 - Students will be required to turn their PEDs into administration each day until the fee is paid and a replacement pouch is issued

- Chronic damage/lost pouches will result in a level 3 violation of our code of conduct and will be subject to corresponding consequences:
 - Damage to school property
 - Chronic level 2 behavior

Examples of damage:

- Deep scratches on the globe and on the green ring around it
- Intentional pen marks on the inside of the Pouch
- Bent pins
- Pin and button not fully recessing, due to pin damage



CONTACTING STUDENTS DURING THE SCHOOL DAY

There are circumstances where parents need to contact their students during the school day. In these cases, parents should call the lower school at (716) 332-0754 and give the office staff their student's name. The student will then be called to the office to use the phone. Depending on the circumstances, the parent may either be placed on hold or have their student call back when they arrive at the office. We will never deny students the opportunity to speak to their guardian using the office phone, but we ask that parents be mindful of how often and for what purpose they are contacting their student

Personal Property

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

School Property

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

SECTION 4: ACADEMIC PROGRAM

INSTRUCTIONAL POLICIES

TCS K-4 Grading Scale

Tapestry Charter School was founded in 2001 as an arts-integrated, tuition-free, public school located in the city of Buffalo, NY. Expeditionary Learning (EL) harnesses students' natural passions to allow them to develop the curiosity, skills, knowledge, and courage needed to imagine and work toward creating a better world. Learning is accomplished through academic, cross-disciplinary learning expeditions, other active forms of teaching and

learning, and a challenging and supportive school culture.

Grade reporting at Tapestry is done using a non-traditional, standards-based format, relying on a 4-point scale to recognize our unique, rigorous, instructional model. This model is quite different from a more common numeric grading system. Tapestry's criteria to identify where a student places on the 4-point scale has historically used the language identified in the chart below. Creating expectations that exceed traditional benchmarks has been a cultural decision, making it more challenging for students to obtain a 4. This has been indoctrinated into the culture of the program.

2016 - present			
4= Mastery	3= Proficient	2= Developing	1= Needs Improvement
Work shows in-depth understanding of content knowledge and excellent demonstration of Learning Targets beyond typical expectations.	Work shows proficiency and demonstrates essential skills and knowledge of Learning Targets.	Work shows an attempt towards proficiency, but more time and practice is necessary to master Learning Targets.	Inadequate quality of work at this time, including failure to demonstrate knowledge and skills of the Learning Targets.

Student Retention/Promotion Policy

Promotion decisions in grades K-4 are made by the school principal and the child's family after a recommendation by the classroom teacher. This recommendation is based on multiple measures of student readiness for the next grade level in academic and social emotional learning areas. Families are a valued partner and play a vital role in this decision.

Teachers review students' assessment data and work from the school year to identify students who may not be ready for the work of the next grade in English language arts and/or math, even with support. If a student's work shows they may not be ready for the next grade level, the principal makes the promotion decision based on a conversation with the student's teacher and family.

Special Education/Section 504

Policies and procedures for implementing Section 504 of the federal Rehabilitation Act of 1973 to serve students with disabilities not covered by the federal Individuals with Disabilities Education Act

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 IEPs 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.

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 and parents.

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. 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. Providing assignments for extended absences (ex. vacations) is at the discretion of the teacher. If a child is absent for an extended period due to a medical illness, they may be eligible for alternate instruction.

Alternative Instruction Expectations

Alternative instruction is provided as a service to pupils who are confined to their homes because of physical disability or suspension. It is expected that teachers provide daily work for students on home instruction by placing work in the folder that is labeled with their name. This folder can be found in the main office.

Parent/Guardian Communication

Communication between our building and families is paramount to ensuring the success of each child. Our expectation is that teachers will communicate with families on a regular basis. This includes returning phone calls or e-mails to parents or guardians regularly, utilizing additional communication platforms, such as Class Dojo and Google Classroom, and providing weekly updates through our classroom newsletters. If you at all are having difficulty staying in communication with your child's classroom, please contact administration to assist.

National Elementary Honor Society

The Tapestry Charter School Chapter of the National Elementary Honor Society serves to recognize those students who have demonstrated excellence in the areas of scholarship, responsibility, service, and, leadership

Students who excel academically and model exceptional responsibility can become members through the selection process that concludes with induction into the Tapestry's National Elementary Honor Society chapter. To be considered students:

- Must be in 4th grade
- Must be enrolled in the school for the equivalent of one semester
- Per national guidelines, at a minimum, must have a cumulative GPA of 3.0 on a scale of 4.0
- Must have no more than 5 absences and/or 10 tardies per trimester unless waived due to circumstances
- Must have good behavior

Members will attend monthly meetings and complete four projects over the course of the year. One of the projects will be a service project for the school or community.

EXPEDITIONARY LEARNING STRUCTURES AND SUPPORTS

Student Led Conferences

Two times during the school year, Tapestry invites students and their families to attend formal conferences. Student-Led Conferences replace the traditional parent/teacher conference and are attended by the student, parent/guardian, crew leader/classroom teacher, 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 scholarship) learning targets. Students justify their progress by leading their families through a portfolio of assignments culled from academic classes. Students reference specific assignments, projects, and/or tests/quizzes that show their mastery of learning targets. Students also complete reflections about their performance in each class and share them with their families. Students are held accountable for their progress when they explain areas of strength and areas in need of improvement. The tone of the conference is positive and solution focused on what can be done to ensure success as opposed to what has been done poorly.

Community Meetings

Community Meetings are a time when the entire K-4 community comes together to reinforce the school-wide code of character and to celebrate the growth and achievement of members of the school community.

FIELDWORK

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

Permission Slips for Fieldwork

At the beginning of the year, every parent/guardian signs 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 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. Families may be asked to support fieldwork expenses with the payment of additional fee(s). Fees are established by Tapestry Charter School and may vary from year to year. Information regarding any fee(s) will be submitted to families at the beginning of the school year.

Exclusion from Fieldwork/Class Trips

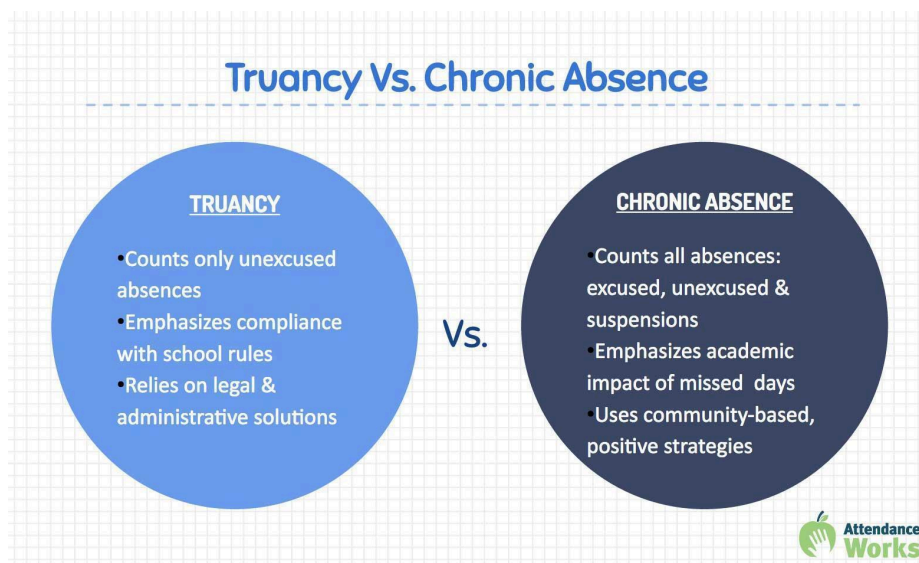
Although students typically would not be excluded from participating in Field Work or Class Trips, if there are academic or behavior concerns, students may be disqualified or require parental supervision while attending off campus events. In the event of an emergency, students may be transported back to campus via a staff member.

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 are 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. Many absences in cases of 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.



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 prevents absences from adding up before absences begin to impact academics. We want to give our students at Tapestry every single possible opportunity 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

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 class.

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 or if the student has missed three (3) or more consecutive days due to illness. Excuse notes can also be provided electronically, using our online [K-4 Excused Absence Form](#). Doctors' offices may fax excuse notes directly to the school at 716-877-2013. Without a note, the absence is marked as Unexcused.
- **Notes must be submitted within 10 business days of return to school.** If there is no note provided within those 10 days, the absence will be considered Unexcused.

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		
Unexcused	Total	Interventions
Single Absence	Single Absence	• Robocall home • Text message with the link to K-4 Excused Absence Form
(5)	(10)	• Robocall home • Text message with the link to excused absence form • Phone call from Teacher with follow up email
(10)	(13)	• Robocall home • Text message with the link to excused absence form • Contact from Social Worker with follow up email • Attendance policy sent home to be signed and returned
(13)	(18)	• Robocall home • Text message with the link to excused absence form • Contact from Social Worker with follow up email • Attendance policy sent home to be signed and returned with reindeer of attendance policy that they signed
(15)	(20)	• Robocall home • Text message with the link to excused absence form • Contact from Assistant Principal to set up an in person meeting for an attendance contract • Follow up email

		● Moving up to the next grade may be denied
(18)	(20)	● Robocall home ● Text message with the link to excused absence form ● Written letter home with copy of attendance policy ● Contact from Support Staff, with a follow up email
(20)	(25)	● Robocall home ● Text message with the link to excused absence form ● Contact from AP to set up an inperson/phone meeting for an attendance contract with a follow up email
(25)	(30)	● Robocall home ● Text message with the link to excused absence form ● Contact from AP to discuss attendance contract and consequences and follow up email
(30)		● Attendance Hearing

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

Student Athlete Academic and Attendance Policy

Minimum Attendance Requirement

Participation in athletics is a privilege granted after a student's academic responsibilities are met. Since attendance is a contributing factor to academic success, students will be ineligible to play in games if in a week they have:

- More than 2 tardies as indicated in Powerschool
- More than 1 class cut (present to school but missing from class)
- More than 1 unexcused absence from school
- Any combination of the above attendance issues

The following definitions are meant to provide clarity of terms:

Unexcused absence – This includes absences from school and from class

- Unexcused absence from school: Any student athlete who is absent from school the whole day without a valid note from a parent/guardian. 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 the athlete's attendance in school the previous week. Attendance eligibility will be examined every weekend and the high school principal and athletic

coaches will be notified of a player's eligibility by Sunday night. Students who are deemed ineligible may participate in team practices but may not participate in games.

Minimum Academic Requirement

Student athletes are expected to maintain a minimum 2.5 academic grade in all of their classes.

A student who fails to meet the required grade point average in one or more subjects during any grading period will be automatically placed on a five-week academic probation. Students who improve their grades so they have a minimum 2.5 academic grade in all of their classes at the end of the five-week period will be removed from academic probation. Students who are unable to remove themselves from academic probation within the five-week period will not be permitted to participate in extracurricular activities for as long as he or she is failing one or more subjects.

SECTION 6: CODE OF CONDUCT

K-4 Student Pledge:

- I can listen carefully and follow all directions.
- I can respect myself and others.
- I can work hard and never give up.
- I am kind.
- I am intelligent.
- I am proud.

PIRR Compass Traits

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

Student Code of Conduct

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

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

The following table 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.

Discipline Philosophies

Restorative Practices

Restorative Practice is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. Implemented well, this shifts the focus of discipline from punishment to learning and from the individual to the community. At Tapestry Charter School, we use these practices by:

- Intentionally creating a school community that is anchored in our shared PIRR values.
- Making participation in the community a requirement, not an option through practices such as community meetings, grade level meetings, and Crew.
- Modeling and teaching our community values through crew lessons.
- Following protocols for reflection, repair, and restoration to the school community.

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:

Social Emotional Learning

Over the years, Tapestry has made a concerted effort to shift our program to focus more on Social and Emotional Learning (SEL). Acknowledging the world in which we live in and understanding our students' needs made it clear that this evolution was necessary. In response, we immersed our staff in professional development and training that better equips our classrooms to address our students on multiple levels. Educating, and providing for, the whole child is a phraseology that is often overused, but in reality, this is precisely what SEL is intended to do. Our families are the reason we do what we do each day. Together we can have a tremendous impact, providing a supportive and restorative environment in both home and school, while equipping our students with the social and emotional intelligence needed to thrive in today's world.

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which people acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

The wheel represents the notion that SEL lives not only within our school program, but also with our families and community as a whole. It is through this combined effort and collaboration that we can ensure the social and emotional well being of our students, staff, families and community at large.



Student Responsibilities, Rights, and Privileges

Student Rights	Student Responsibilities
A free public education.	Attend school on a regular basis and in class on time.
A safe school.	Follow and exemplify our Character Traits of Perseverance, Integrity, Responsibility, Respect, and Kindness (PIRR-K).
A school free of discrimination.	Complete all required academic work.
A classroom atmosphere conducive to learning.	Bring appropriate materials to class daily.
Physical safety and protection of privacy.	Respect school property, including school issued technology.
Fair and just treatment by school staff.	Participate and encourage others.
A clean, well-maintained educational facility.	Dress appropriately for school and school functions.
A healthy breakfast and lunch.	Use appropriate language.
Open and honest feedback/communication.	Obey school and classroom rules/policies.

Student Privileges	● Recess activities ● Classroom celebrations ● Class/grade level trips
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Students may be excluded from various classroom or school celebrations, recess activities, or class/grade level trips based upon behaviors that are deemed overly disruptive to the class setting. Students have various privileges that need to be earned throughout the course of a school day.

Threats of Violence

The safety and well-being of all students and staff is our highest priority. Any statement, gesture, written message, or social media post that threatens violence—including telling another student that they are going to "shoot" them or otherwise cause serious harm—will be taken seriously, regardless of whether it was intended as a joke or made in anger.

When a threat is reported:

- The student will be removed from the situation while school staff conducts an immediate investigation.
- School administrators will complete a threat assessment and determine appropriate next steps.
- Parents/guardians of the involved students will be notified.
- Appropriate disciplinary action will be taken in accordance with the school's Code of Conduct, which may include suspension or other consequences.
- Law enforcement or other agencies may be contacted when required or when there is concern for the safety of students or staff.

- Students may be required to participate in restorative conversations, counseling, behavioral supports, or a safety plan before returning to regular school activities.

Students are encouraged to immediately report any threats or concerning statements to a trusted adult. Reporting a threat is an important way to help keep our school community safe.

Harmful Language Protocol and Guidelines

The Tapestry Charter School K-12 Harmful Language Protocol and Guidelines sets forth a comprehensive approach to address harmful language within the school community. The protocol aims to track and address instances of harmful language, promoting an environment of respect, equity, and understanding.

The document emphasizes the importance of understanding the differences between intent and impact when it comes to language. It defines harmful language as language frequently used with the intent to cause harm towards others, based on criteria such as racism, violence, and bias. The distinction between harmful language and inappropriate language is highlighted, focusing on the inherent bias that characterizes harmful language.

The protocol outlines a multi-step approach to addressing harmful language incidents, starting with stopping and identifying the language, followed by explaining the harm, providing support to the affected individuals, reporting the incident, and ensuring accountability among staff members. The reporting structure involves documenting harmful language incidents in Powerschool as level-two infractions, with designated staff members responsible for coordinating and overseeing the process.

Additionally, the protocol provides strategies for educators to address those who use harmful language, including interrupting, asking questions, explaining the impact, broadening perspectives, and connecting to historical context. Furthermore, support strategies for targeted students or groups are discussed, encouraging communication, reporting, and offering assistance.

The importance of student reporting is emphasized, encouraging students to communicate with trusted adults. The harmful language protocol underscores the commitment of Tapestry Charter School to fostering an inclusive, respectful, and safe learning environment for all members of the community.

For more details, please refer to the full Tapestry Charter School K-12 Harmful Language Protocol and Guidelines (2023-2024) document available [here](#).

K-4 Code of Conduct Tiered Discipline & Intervention Matrix

Tapestry's Code of Conduct, Behavior Expectations, Interventions and Consequences are in compliance with New York State Discipline Laws and Regulations including Schools Against Violence in Education (SAVE) 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. 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 one or more of the corrective actions described on the chart.

Level 1 Infractions will be managed on the spot by classroom teachers or other site staff. Teachers will be supported by instructional coaches and administrative staff to create a classroom space that is conducive to student learning. Corrective action, taken by the administrator shall take place after progressive discipline interventions by the school fail to bring about proper conduct.

Level II and **Level III** Infractions may also be managed by classroom teachers but consequences will be issued by site administration. **Level I** infractions should be addressed by classroom teachers, unless the behavior is chronic and detrimental to the learning environment. For **Level II** behaviors that happen in the teacher's classroom, the teacher, or administration, will call home to inform the parent of the incident and the impact it had on the student's learning and how the behavior was resolved. For **Level III** behaviors that happen in the teacher's classroom, administration will call home to inform the parent of the incident.

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. The following pages provide examples of **Level I**, **Level II** and **Level III** infractions.

The Tapestry Code of Conduct applies to ALL Tapestry students. This includes, but is not limited to, in person, virtual Community Meetings, teacher office hours, organized meetings groups, and any day to day interaction with staff or students. In the unfortunate event that a suspension is deemed an appropriate consequence, the student may be restricted from attending school functions including live lessons. Alternative instruction would be offered for the suspended student and the specifics of that instruction would be discussed in the suspension letter.

CODE OF CONDUCT, K-4 (revised 12/1/23)

Level One Infractions

Refers to minor infractions that disrupt orderly classroom procedures and/or school operations. These infractions are handled by the classroom teacher or TP and do not warrant support staff intervention. Level One behaviors may include, but are not limited to examples in the chart below.

If level one behaviors are becoming chronic a support staff member will address the infraction. Initial Parent contact for level 1 infractions should come from teachers and logged into PowerSchool so the support team is aware of communication.

Example of Student Behaviors	Recommended Intervention/Response
- Classroom interruptions or disruption that prevent the teacher from teaching and students from learning for a period of time - Defiance/Disruptive Behavior- (talking back/disrespectful, arguing, not listening) - Unkind words/actions - Inappropriate language/gestures (Shut up, stupid,...) - Leaving seat/area without permission - Refusal to complete work (after several reminders) - Failure to follow Common Area expectations (after several reminders) - Inappropriate use of classroom materials/objects. - Plagiarism/cheating	- Infraction entered in PS - Reteach expected behavior - Coaching Conversation - Reflection - Mediation - Community Circle/conference - Community Service - Up to 10 min of recess taken away Parent Contact- teacher should make initial communication with families. Administration will follow up if infractions become chronic or current interventions are not successful as this is now a level 2.

Level Two Infractions -

*Refers to infractions with seriousness or frequency that tends to disrupt the learning climate of the school and/or endangers the health/safety of others. Administrative intervention **may be** necessary. Level Two behaviors may include, but are not limited to examples in the chart below.*

Example of Student Behaviors	Recommended Intervention/Response
Classroom interruptions or disruption that	Infraction entered in PS

prevent the teacher from teaching and students from learning for an extended period of time • Chronic level 1 infractions-decided by the support team. • Possession and/or use of any prohibited or offensive materials/objects/devices. • Moderate classroom interruptions or disruption for an extended period of time. • Moderate harmful language. • Leaving, attempting to leave, or entering a classroom without permission/elopeing. • Inappropriate use of school technology • Vandalism/destruction of school property • Inappropriate physical contact/physical aggression	• Reteach expected behavior • Coaching Conversation • Reflection • Mediation • Community Circle/conference • Community Service • Removal from class • Lunch Detention • Privileges Revoked • Short Term Suspension • Up to 10 min of recess taken away • Detention *All Level Two infractions should be logged, parents notified, and may result in office intervention.
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Level Three Infractions

Refers to acts whose frequency or seriousness disrupt the learning climate of the school and/or acts directed against persons and/or property that pose a threat to the health, safety and/or welfare of others. Administration is notified immediately and action may result in removal of the student from school. Level Three behaviors may include, but are not limited to the chart below.

Example of Student Behaviors	Recommended Intervention/Response
• Chronic Level 2 infractions-decided by student support team • Severe Insubordination • Severe verbal harassment/bullying of others, • Severe classroom interruptions or disruption • Physical abuse, bullying, threatening behavior • Severe use of inappropriate language/gestures • Possession, use, furnishing, or selling of any drugs/alcohol/tobacco/vapes or weapons • Physical Altercation/fighting • Vandalism/graffiti • Stealing/attempt to steal personal or school property • Severe inappropriate physical contact	• Infraction entered in PS • Immediate administration contact • Removal from class • Parent contact (from admin) • Coaching Conversation • Reflection • Mediation • Community Circle/conference • Community Service • Privileges Revoked • Short Term Suspension • Behavior Contract • Long Term suspension/Expulsion hearing • Detention

****** It is the responsibility of the staff to enter comments into PowerSchool for Level 1 infractions that are handled without support staff and add appropriate staff and administration to the comment. Level II and Level III infractions are entered into PowerSchool by Administration or support staff only.

SEL

Refers to behaviors that affect a student's ability to actively participate in learning, remember it will look different for each student but if their SEL needs are not met then learning will not occur. Some examples are in the chart below. These behaviors should be recorded in PowerSchool as SEL and under follow up please highlight School Counselor (Krista Coon) and Social Worker (Rebecca Goggins).

Example of Student Behaviors	Recommended Intervention/Response
• Sleeping • Head Down • Hungry • Hygiene • Unprepared for class	• Allow student to sleep if not a classroom disruption. • Allow student to have their head down for 5 minutes before redirecting • If student reports they're hungry do your best

Sensory (hiding under desk, screaming due to overstimulation, laying on stomach, fidgeting, constantly out of seat, stomping feet)	to provide snack (if needed give them a space in the classroom) - Log report of hygiene concern & send child to Nurse and she will communicate with families as needed. - Alternative seating, laying on the floor, shoes off
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Staff/Administration Response Chart

Level One Infractions: *handled in class, logged in PowerSchool, administration and parent notification.*

Process for Level One Infraction

When a student has a Level One infraction, the teacher/staff member should address the situation during class or during an opportune time within or after the lesson. If the situation takes place outside of the classroom, the student should be addressed at that moment. Office/administrative support is not required for Level One infractions.

The infraction should be logged in PowerSchool under Level One. A detailed description should be provided as well as how the issue was resolved. Administration should be notified. If the problem persists, it has now escalated to a Level Two under “continuous” or “chronic” infractions.

Examples of Inappropriate Student Behavior	Behavior/Redirection Strategies	Suggested Corrective Action/Consequence
- Classroom interruptions/disruption - Not following directions - Talking back/disrespect - Using inappropriate language/gestures - Leaving seat/area without permission - Refusal to complete work, sleeping/head down - Physical contact/shoving - Failure to follow common area expectations - Harmful language - Unprepared for class - Inappropriate use of classroom materials/objects	- Greet students at the door - Do Now or opening routine - Intentional seating chart - Clear expectations - Activities designed for student engagement - Whole class reminder of expectations - Positive language to narrate the appropriate behaviors - Private conversation - Redirection of behavior - Replacement behavior - Encouragement/praise - Space for student to self-correct - Take a Break area - Buddy Room - Warn student of possible consequences - Planned ignoring	- Parent contact - Reteach expected behavior - Coaching Conversation - Reflection - Mediation - Community Circle/conference - Community Service - Revoked Privileges - Administrative support - Level II - Document in JumpRope - Up to 10 min of recess taken away <i>*If level one behaviors become chronic or behavior is continuously disruptive to classroom instruction it becomes a level 2 behavior. Please see level 2 for the protocol.</i>

Level Two Infractions: *handled in class with administrative support when necessary and placed in PowerSchool. The student may need to be removed from class which could result in a suspension on a Short Term basis (less than 10 days).*

Process for Level Two Infraction:

When a student has a Level Two infraction, depending on circumstance, the teacher/staff member should address the situation immediately. This may be with redirection or may result in the need for office intervention. Students may not be sent to the office. Instead, please contact the office, an administrator, or support staff if necessary, and provide a description of the infraction. If no one is available in the main office, and the student needs to be removed, direct contact to an administrator or staff member is suggested. Parents will be notified of the incident by staff that same day.

The infraction should be logged into PowerSchool under Level Two. The teacher should provide a narrative of the incident, and administration or support staff will complete the follow up and determine the resolution/intervention. Parents will be notified by phone or email by staff and/or administration that same day. If a child is suspended, a letter will be sent home and a readmission conference will be scheduled. Staff involved in the incident are invited but not required to attend the re-admission conference. Below is a response matrix for Level 2 behaviors that may include but are not limited to the following:

Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Interventions
Chronic Level 1 Infractions If a student needs to be removed from class, please follow the protocol for referring students to the office.	• Parent contact • Redirect/reminder of expectations	• Parent contact • Reteach expected behavior • Meeting to address concerns • Possible short-term suspension	• Parent contact • Reteach expected behavior • Meeting to address concerns • Short term suspension	• Reteach expected behavior • Coaching Conversation • Reflection • Mediation • Community Circle/conference • Community Service • Removal from class • Privileges Revoked • Short Term Suspension • Alternative lunch location

Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Interventions
Possession and/or use of any prohibited device or offensive materials.	• Parent Contact • Reteach expected behavior • Office holds item until the end of the day	• Parent Contact • Reteach expected behavior • Office holds item until the end of the day	• Parent Contact • Reteach expected behavior • Possible short term suspension	• Reteach expected behavior • Coaching Conversation • Reflection • Mediation

<i>Depending on the nature of the materials, may result in a level three consequence.</i>		- Meeting to address concerns - Possible Short term suspension		- Community Circle/conference - Community Service - Removal from class - Privileges Revoked - Short Term Suspension
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Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Interventions
Leaving, attempting to leave, or entering a classroom without permission. Eloping (<i>when a student leaves a classroom without permission</i>)	- Parent Contact - Reteach expected behavior - Possible short term suspension	- Parent Contact - Reteach expected behavior - Meeting to address concerns - Possible short term suspension	- Parent Contact - Reteach expected behavior - Meeting to address concerns - Short term suspension	- Reteach expected behavior - Coaching - Conversation - Reflection - Mediation - Community Circle/conference - Community Service - Removal from class - Privileges Revoked - Short Term Suspension

Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Interventions
Moderate Verbal harassment/bullying Moderate harmful language	- Parent Contact - Reteach expected behavior - Possible short term suspension	- Parent Contact - Reteach expected behavior - Meeting to address concerns - Possible short term suspension	- Parent Contact - Reteach expected behavior - Meeting to address concerns - Short term suspension	- Reteach expected behavior - Coaching - Conversation - Reflection - Mediation - Community Circle/conference - Community Service - Removal from class - Privileges Revoked - Short Term Suspension

Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Interventions
Moderate Insubordination and/or classroom disruptions	- Parent Contact - Reteach expected behavior	- Parent Contact - Reteach expected behavior - Meeting to address concerns - Possible short term suspension	- Parent Contact - Reteach expected behavior - Meeting to address concerns - Short term suspension	- Reteach expected behavior - Coaching - Conversation - Reflection - Mediation - Community Circle/conference - Community Service - Removal from class - Privileges Revoked - Short Term Suspension

Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Interventions
Inappropriate use of school technology <i>Depending on the nature of the incident, may result in a level three consequence.</i>	- Parent Contact - Reteach expected behavior - Loss of technology privileges - Possible short term suspension	- Parent Contact - Reteach expected behavior - Loss of technology privileges - Meeting to address concerns - Possible short term suspension	- Parent Contact - Reteach expected behavior - Meeting to address concerns - Short term suspension	- Reteach expected behavior - Coaching - Conversation - Reflection - Mediation - Community Circle/conference - Community Service - Removal from class - Privileges Revoked - Short Term Suspension

Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Interventions
Vandalism/destruction of school property Dismantling Space	- Parent Contact - Reteach expected behavior - Possible short term suspension	- Parent Contact - Reteach expected behavior - Meeting to address concerns - Possible short term suspension	- Parent Contact - Reteach expected behavior - Meeting to address concerns - Short term suspension	- Reteach expected behavior - Coaching - Conversation - Reflection - Mediation

<i>Depending on the severity of the incident, may result in a level three consequence.</i>				• Community Circle/conference • Community Service • Removal from class • Privileges Revoked • Short Term Suspension
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Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Interventions
Inappropriate hands/touching/rough housing-shoving	• Parent Contact • Reteach expected behavior	• Parent Contact • Reteach expected behavior • Meeting to address concerns • Possible short term suspension	• Parent Contact • Reteach expected behavior • Meeting to address concerns • Short term suspension	• Reteach expected behavior • Coaching Conversation • Reflection • Mediation • Community Circle/conference • Community Service • Removal from class • Privileges Revoked • Short Term Suspension

Level Two Offenses	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Interventions
Failure to comply with health and safety protocols/procedures. <i>**Depending on severity, could escalate to Level III or stronger Level II consequence</i>	• Parent Contact • Reteach expected behavior	• Parent Contact • Reteach expected behavior • Meeting to address concerns • Possible short term suspension	• Parent Contact • Reteach expected behavior • Meeting to address concerns • Short term suspension	• Reteach expected behavior • Coaching Conversation • Reflection • Mediation • Community Circle/conference • Community Service • Removal from class • Privileges Revoked • Short Term Suspension

End of Level Two Infractions

Level Three Infractions: *immediate administrative assistance required, student removed from class, may warrant short term suspension, long term suspension, or expulsion.*

Process for Level Three Infraction

When a student has a Level Three infraction, the office should be contacted immediately. Administration will handle the issue and provide parent contact. Depending on the nature of the violation, students may receive a short term suspension, long term suspension, or expulsion.

The infraction will be logged by administration into PowerSchool under Level Three. Parents will be notified by administration that same day. If a child is suspended, a letter will be sent home and a readmission conference will be scheduled. Staff involved in the incident are invited but not required to attend the re-admission conference. Below is a response matrix for Level 3 behaviors that may include but are not limited to the following:

Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Intervention
Severe insubordination or classroom disruptions. This includes chronic Level 2 infractions	• Parent Contact • Reteach expected behavior • Possible short term suspension	• Parent Contact • Short term suspension (1-2 days) • Re-entry/restorative meeting	• Parent Contact • Short term suspension (2-3 days) • Re-entry/restorative meeting	• Reteach expected behavior • Immediate administration contact • Removal from class • Parent contact (from admin) • Coaching Conversation • Reflection • Mediation • Community Circle/conference • Community Service • Privileges Revoked • Short Term Suspension • Behavior Contract • Long Term suspension/Expulsion hearing

Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Intervention
Caused, Attempted, Or Threatened to Cause Physical Injury To another student or staff member	• Parent Contact • 2-4 day Suspension • Re-entry/restorative meeting	• Parent Contact • 3-5-day Suspension • Re-entry/restorative meeting	• 10-day suspension • Expulsion Recommended	• Reteach expected behavior • Immediate administration contact • Removal from class • Parent contact (from admin) • Coaching Conversation • Reflection • Mediation • Community Circle/conference • Community Service • Privileges Revoked • Short Term Suspension • Behavior Contract • Long Term suspension/Expulsion
Engaged in a physical altercation/fighting	• Parent Contact • 2-4 day suspension • Re-entry/restorative meeting	• Parent Contact • 3-5 day Suspension • Re-entry/restorative meeting	• Parent Contact • 10-day suspension • Expulsion Recommended	• Reteach expected behavior • Immediate administration contact • Removal from class • Parent contact (from admin) • Coaching Conversation • Reflection • Mediation • Community Circle/conference • Community Service • Privileges Revoked • Short Term Suspension • Behavior Contract • Long Term suspension/Expulsion

Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Intervention
Students Identified Inciting Conflicts or Fights:	• Parent Contact • 1-day suspension • Re-entry/restorative meeting	• Parent Contact • 2-4 day Suspension • Re-entry/restorative meeting	• Parent Contact • 10-day suspension • Expulsion Recommended	• Reteach expected behavior • Immediate administration contact • Removal from class • Parent contact (from admin) • Coaching Conversation • Reflection • Mediation • Community Circle/conference • Community Service • Privileges Revoked • Short Term Suspension • Behavior Contract • Long Term suspension/Expulsion hearing
Willfully Used Force Or Violence Upon The Person of Another Requiring Medical Attention	• Parent Contact • 10-day suspension • Recommendation for Expulsion			• Long Term suspension/Expulsion hearing

Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Intervention
Possessed, Sold Or Furnished Any Firearm, Explosive, Knife Or Dangerous Object	• Parent Contact • 10-day suspension • Recommendation for Expulsion			• Long Term suspension/Expulsion hearing
Possessed, Used, Furnished, Or Been Under The Influence Of Any Controlled Substance, Tobacco or alcohol	• Parent Contact • 2-5 day suspension • Counseling Referral • Re-entry/ restorative meeting	• Parent Contact • 5-day suspension • Expulsion Recommended		• Reteach expected behavior • Immediate administration contact • Removal from class • Parent contact (from admin) • Coaching Conversation • Reflection • Mediation • Community Circle/conference • Community Service • Privileges Revoked • Short Term Suspension • Behavior Contract • Long Term suspension/Expulsion hearing
Sold, Offered, Arranged or Negotiated to Sell Any Controlled Substance	• Parent Contact • 10-day suspension • Recommendation for Expulsion • Police notification			• Long Term suspension/Expulsion hearing

Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Intervention
Caused Or Attempted To Cause Damage To School Property Or Private Property *This includes technology	• Parent Contact • Restitution • 1-3 day suspension • Re-entry/restorative meeting	• Parent Contact • Restitution • 2-4 day suspension • Counseling Referral • Re-entry/restorative meeting	• Parent Contact • 10-day suspension • Expulsion Recommended	• Reteach expected behavior • Immediate administration contact • Removal from class • Parent contact (from admin) • Coaching Conversation • Reflection • Mediation • Community Circle/conference • Community Service • Privileges Revoked • Short Term Suspension • Behavior Contract • Long Term suspension/Expulsion hearing
Stolen Or Attempted To Steal School Property Or Private Property	• Parent Contact • 2-4 day suspension • Re-entry/restorative meeting	• Parent Contact • 10-day suspension • Expulsion Recommended • Possible Police Notification		• Reteach expected behavior • Immediate administration contact • Removal from class • Parent contact (from admin) • Coaching Conversation • Reflection • Mediation • Community Circle/conference • Community Service • Privileges Revoked • Short Term Suspension • Behavior Contract • Long Term suspension/Expulsion hearing

Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Intervention
Committed an Obscene Act or Verbal Assault Toward Anyone in our School Community	● Parent Contact ● 1-3 day suspension ● Re-entry/restorative meeting	● Parent Contact ● 2-4 day suspension ● Re-entry/restorative meeting	● Parent Contact ● 10-day suspension ● Expulsion Recommended	● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing
Engaged In Habitual Profanity or Vulgarity	● Parent Contact ● 1-3 day suspension ● Re-entry/restorative meeting	● Parent Contact ● 2-4 day suspension ● Re-entry/restorative meeting	● Parent Contact ● 5 day suspension ● Re-entry/restorative meeting	● Reteach expected behavior ● Immediate administration contact ● Removal from class ● Parent contact (from admin) ● Coaching Conversation ● Reflection ● Mediation ● Community Circle/conference ● Community Service ● Privileges Revoked ● Short Term Suspension ● Behavior Contract ● Long Term suspension/Expulsion hearing

Level Three Infractions	First Offense Suggested corrective action/ consequence	Second Offense Suggested corrective action/ consequence	Third Offense Suggested corrective action/ consequence	Suggested Intervention
Engaged In, or Attempted To Engage In, Hazing Or Engaged In An Act Of Bullying Including Cyber Bullying) Hate Motivated Behavior: <i>DASA</i> <i>Depending on severity, may result in a 10 day suspension with</i>	• Parent Contact • 1-3 day suspension • Re-entry/ restorative meeting	• Parent Contact • 2-4 day suspension • Counseling Referral • Re-entry/ restorative meeting	• Parent Contact • 10-day suspension • Expulsion Recommended	• Reteach expected behavior • Immediate administration contact • Removal from class • Parent contact (from admin) • Coaching Conversation • Reflection • Mediation • Community Circle/conference • Community Service • Privileges Revoked • Short Term Suspension • Behavior Contract • Long Term suspension/Expulsion hearing
Committed Sexual Harassment <i>Depending on severity, may result in 10 day suspension with expulsion recommended.</i>	• Parent Contact • 1-3 day suspension • Counseling Referral • Re-entry/ restorative meeting	• Parent Contact • 2-4 day suspension • Counseling Referral • Re-entry/ restorative meeting	• Parent Contact • 10-day suspension • Expulsion Recommended	• Reteach expected behavior • Immediate administration contact • Removal from class • Parent contact (from admin) • Coaching Conversation • Reflection • Mediation • Community Circle/conference • Community Service • Privileges Revoked • Short Term Suspension • Behavior Contract • Long Term suspension/Expulsion hearing

Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Intervention
Committed Or Attempted to Commit a Sexual Assault	• Parent Contact • Possible Police Notification • 10 day suspension & recommendation for expulsion			• Long Term suspension/Expulsion hearing
Created An Intimidating /Hostile Environment By Engaging In Harassment, Threats, Or Intimidation . Including False Accusation, False Alarms, and/or Fire Alarms	• Parent Contact • 1-3 day suspension • Re-entry/ restorative meeting	• Parent Contact • 2-4 day suspension • Counseling Referral • Re-entry/ restorative meeting	• Parent Contact • 10-day suspension • Expulsion Recommended	• Reteach expected behavior • Immediate administration contact • Removal from class • Parent contact (from admin) • Coaching Conversation • Reflection • Mediation • Community Circle/conference • Community Service • Privileges Revoked • Short Term Suspension • Behavior Contract • Long Term suspension/Expulsion hearing
Violent Threats, Including Bomb Threats, Against School Personnel or Property	• Parent Contact • Police Notification • 10 day suspension & recommendation for expulsion			• Long Term suspension/Expulsion hearing

Level Three Infractions	First Offense Suggested corrective action/consequence	Second Offense Suggested corrective action/consequence	Third Offense Suggested corrective action/consequence	Suggested Intervention
Severe/Chronic failure to comply with health and safety protocols & procedures.	• Parent Contact • Reteach expected behavior	• Parent Contact • Reteach expected behavior • Meeting to address concerns • Possible short term suspension	• Parent Contact • Reteach expected behavior • Meeting to address concerns • Short term suspension	• Reteach expected behavior • Coaching Conversation • Reflection • Mediation • Community Circle/conference • Community Service • Removal from class • Privileges Revoked • Short Term Suspension

End of Level III Infractions

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
- i) The date the debriefing was 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 200.22

Student Expectations for Common Areas

Recess Expectations (Full Recesses Cannot be withheld)	Lunch Expectations
During recess students will: ● Keep your hands to yourself. ● No rough play (play fights, wrestling, pushing, kicking, etc.). ● Leave personal belongings such as toys, electronics, etc. at home. Tapestry is not responsible for lost or stolen items. ● Treat others with kindness. ● Take turns with equipment/activities. ● Immediately stop play and lineup when recess is ending. Clean all areas of play (Leave No Trace). ● Enter the building silently.	During lunch students will: ● Remain seated ● Use appropriate voice levels. ● Use appropriate meal-time manners. ● Take care of garbage (Leave No Trace).
Super Subject Expectations	Hallway Expectations
During Super Subjects students will: ● Line up in the hallway before entering. ● Follow all classroom procedures. ● Treat each other with kindness. ● Follow the 5 Star System. ● Participate in all activities.	While in hallway students will: ● Stay on the designated side of the hallway. ● Straight, Silent, and Together line (SST). ● Follow all teacher and staff directions. ● Remain silent while lined up in the hall. ● Remain socially distanced.
Bathroom Expectations	Community Meeting Expectations (virtual)
On trips to the bathroom students will: ● Remain silent in the hall and bathroom. ● Make sure they were given permission. ● Respect the privacy of others. ● Use proper hygiene habits. ● Keep the bathroom clean and safe. ● Wait silently in the hall if the bathroom is full. ● Remain socially distant. ● Follow bathroom protocols.	During Community Meetings students will: ● Be kind. ● Have fun! ● Meetings will be virtual. ● Follow classroom procedures. ● Respect all performers and guests.

Student Dress Guidelines

At Tapestry Charter School, all persons are expected to wear clothing that is appropriate for various school functions and does not contain any vulgar or inappropriate language/images. Students should wear footwear that has a back or strap for safety reasons.

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

Dress Code Do's	Dress Code Don'ts
Pants: • Khakis, Denim, Leggings (if opaque) • Sweatpants/track pants • Pants that fully cover buttocks and begin at hips or waist	Pants: • Pajamas • See-through or transparent leggings • Pants that begin below the hips/waist or that expose skin above the length of fingers when arms are down at the side
Shorts, Skirts, Dresses: • Skirts/dresses/shorts that are longer than longest fingers when arms are down at the side	Shorts, Skirts, Dresses: • Skirts/dresses/shorts that are shorter than fingertips when arms are down at the side
Tops: • Hoodies (see "Headgear") • Shirts that extend beyond the belt level(front and back) • Shirt fronts/back need to be at armpit level on the chest, this includes v-necks and scoop necks	Tops: • Tube tops • Net tops (with nothing underneath) • Halter top tube tops • Spaghetti straps • Tops that stop above the belt level • Shirts that go lower than armpit level in the front/back
Headgear: • Headgear for an approved medical reason • Headgear for a religious reason	Headgear: • Hats • Hoods up • Headphones
Footwear: • Sneakers • Sandals with a back • Heels less than 3 inches • Flats	Footwear: • Backless shoes/sandals/slides • House shoes/slippers • Heels above 3 inches
Outerwear: • Scarves	Outerwear: • Coats, jackets not allowed on inside building • Hats, gloves not allowed on inside building • Sunglasses not allowed on inside building
Jewelry: • Earrings • Bracelets • Necklaces • Rings	Jewelry • Jewelry that may be deemed a weapon(includes but not limited to): • A single ring or piece of jewelry covering multiple fingers • Spiked necklaces or belts • Belts with large removable buckles • Chain-like neckwear • Ninja-type stars, etc.

Graphics on clothing: • Brand names • Tapestry gear	Graphics on Clothing: • Promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities • Are lewd, vulgar, obscene, and libelous or denigrate others, or cause a disruption to the school that impedes the educational program
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*Dress guidelines for fieldwork will be provided before the date of the fieldwork.

Response to Classroom Discipline

PowerSchool

PowerSchool is the comment pod system used to track level 1, 2 and 3 infractions and Positive Behavior based on PIRR-K traits. While it is not feasible to track all behavior infractions as they happen, it is expected that teachers will enter any comments into PowerSchool by the end of the school day. This will help ensure that site consequences are delivered in a timely manner.

Chronic Problems

If disruptive behavior continues, a teacher and/or administrator will contact parent/guardian after initial interventions have taken place. A short term suspension may be required if a student's attitude and conduct result in the need to temporarily remove the student from the classroom community. In the case of students with significant behavioral concerns, administration, classroom teachers, support staff, and counselors will meet to determine appropriate strategies to assist the student. This may include a behavior plan or contract developed with parents/guardians.

In-School Suspension

Students may be temporarily removed from the classroom where the student will receive instruction in an alternative location. Administration will assign in-school suspension.

Short Term Suspension

A student who is determined to have committed a Level 3 infraction, and in some instances for a Level 2 infraction, shall be subject to a short term suspension. Administration may determine an exception should be made based on individual circumstances of the incident and the student's disciplinary record. Depending on the severity of the infraction, a long-term suspension may also be imposed and referrals to law enforcement authorities may be made. A short-term suspension is an out of school suspension for ten school days or less. The parent/guardian will be notified in writing that the student has been suspended from school and reason(s) why.

All students are expected to attend a re-admittance conference with a parent/guardian, assistant principal, and/or principal and/or guidance counselors if deemed necessary, before returning to the classroom.

Disciplinary Infractions That May Result in Short Term Suspension (includes but not limited to):

- Continued refusal to wear face coverings/PPE materials.
- Attempt to assault any student or staff member.
- Acts of physical aggression.
- Vandalize school or personal property resulting in minor damage.
- Endanger the physical safety of another by use of force or threats of force.
- Engage in conduct that disrupts school or classroom activity or endangers or threatens to endanger the health, safety, welfare, or morals of others.

- Engage in insubordination.
- Fails to complete assignments, carry out directions, or comply with disciplinary sanctions.
- Cheating on exams or quizzes, or committing plagiarism.
- Use of forged notes or excuses.
- Stealing, attempt to steal, or possession of property known by the student to be stolen.
- Trespassing on school property.
- Abuse of school property or equipment.
- Use of obscene or abusive language or gestures.
- Continued violation of the health and safety procedures/protocols.

Long Term Suspension

A student who is determined to have committed any Level 3 infraction may be subject to a long-term suspension, unless the principal determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. A long-term suspension is an out-of-school suspension for more than ten school days.

When the principal determines that a suspension for more than ten days is warranted, he/she shall give reasonable notice to the student and student's parent/guardian of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him/her and the right to present witnesses and other evidence on his or her behalf.

The executive director or principal shall designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him/her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and, when warranted, recommendations as to the appropriate measure of discipline to the principal or executive director. The report of the hearing officer shall be advisory only, and the executive director or principal may accept all or any part thereof.

Upon receipt of the hearing report, the executive director or principal may impose a long-term suspension and shall issue a written decision. This decision will also inform the parent/guardian of the outcome and their right to appeal first to the Board of Trustees, and next to the New York State Commissioner of Education.

Disciplinary Infractions That May Result in Long Term Suspension (includes but not limited to):

- Possession, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, slingshot, or other dangerous object of no reasonable use to the student at school.
- Commits or attempts to commit arson on school property.
- Possession, sale, purchase, distribution, or use of any alcoholic beverage, controlled substance, imitation controlled substance, on school property or at any school-sponsored event.
- Assault of any other student or staff member.
- Intentionally causing physical injury to another person.
- Vandalize school or personal property resulting in major damage.
- Threats of violence or acts of intimidation (in school or electronically).
- Bullying.
- Improper conduct that significantly disrupts or threatens to disrupt the education of other students.
- Continued violation of the health and safety procedures/protocols.

Behavior Contracts

School staff may design written agreements with students subject to sanctions under this code to identify target behaviors, define expectations, and describe consequences, provided that the affected student and his/her parent/guardian are informed that the decision to enter into such a contract is voluntary.

Alternative Instruction

Alternative instruction shall be provided when a student is subject to a suspension. Alternate instruction should be initiated no later than the day after the suspension begins. As outlined in a suspension letter, contact the main office to schedule up to one hour of instruction for K-6, and two hours of instruction for grades 7-12. Time and location will be determined by the school.

Expulsion

Violation of a behavior contract, or any Level 3 infraction, may result in the need for a hearing. Upon receipt of the hearing report, the executive director or principal may impose a long-term suspension and shall issue a written decision. This decision will also inform the parent/guardian of the outcome and their right to appeal, first to the Board of Trustees, and next to the New York State Commissioner of Education.

Bullying and Harassment

Harassment/bullying means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying and is a violation of New York State Education Law. Examples are, but are not limited to, the following:

- Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or
- Reasonably cause or would reasonably be expected to cause a student to fear for his/her physical safety; or
- Reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
- Occurs off school property and creates 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.

Dignity for All Students Act (DASA) NYS's Anti-Bullying Law

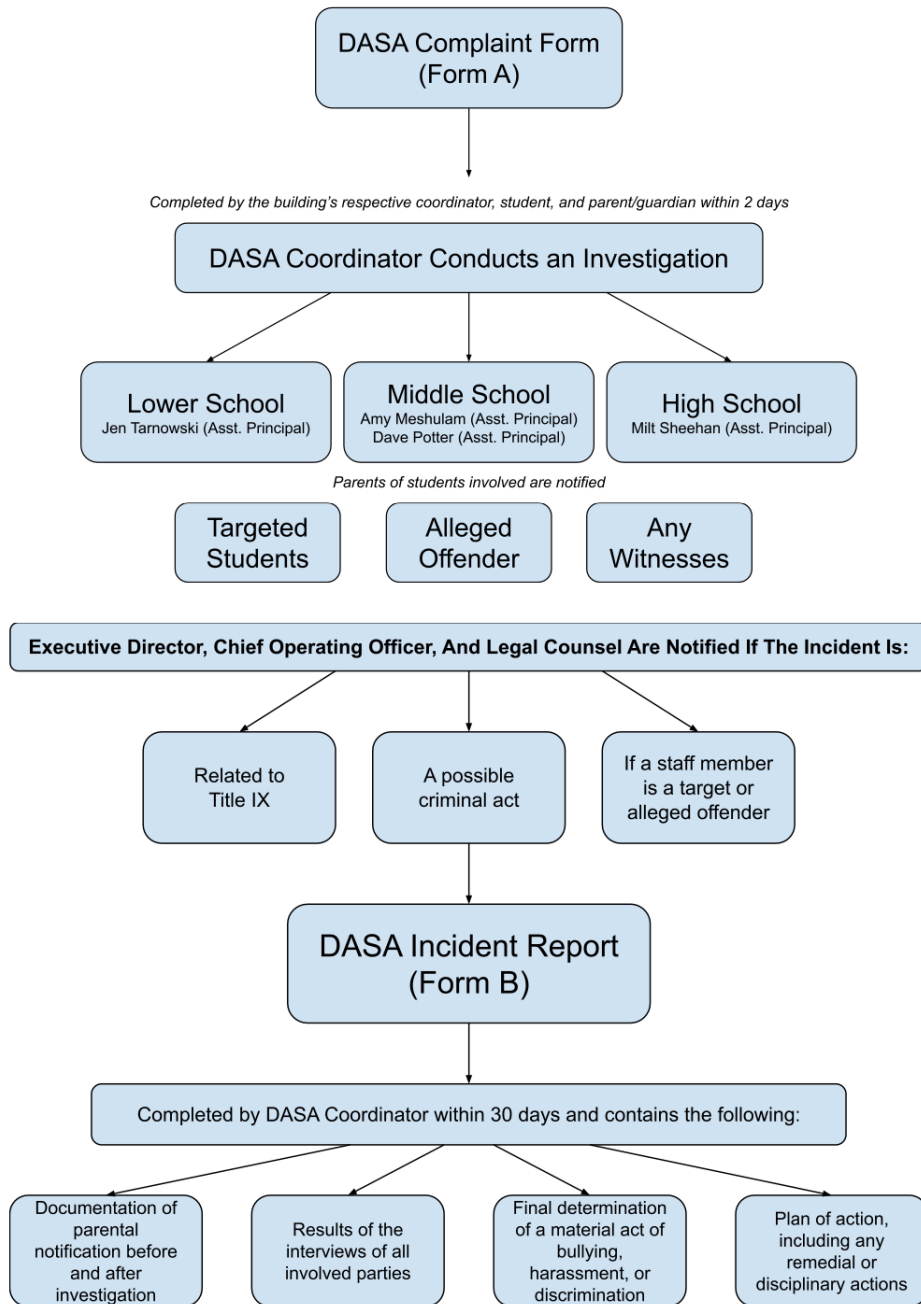
All children have the right to attend school in a safe, welcoming, and caring environment. DASA specifically ensures this for New York State public school students.

The Dignity for All Students Act was signed into law on September 13, 2010. The legislation involves Section 801-a regarding instruction in civility, citizenship, character education, tolerance, respect for others, and dignity. It combats bias-based bullying, harassment, and discrimination in public schools, and includes awareness and sensitivity in the relations of people including individuals, actual or perceived, of different races, weights, national origins, ethnicity, religions or religious practices, mental or physical abilities, sexes, sexual orientations, gender identities or expressions.

Highlights of this law include:

- All public elementary and secondary school students are protected.
- DASA prohibits the harassment and discrimination of students by other students and school personnel.
- Districts must appoint at least one staff member in each school to handle all bullying incidents on school property (including athletic fields, playgrounds, and parking lots), in school buildings, on a school bus/vehicle, as well as at school sponsored events or activities.

TCS DASA Flow Chart 2024-2025



Cyber Bullying

Cyberbullying is 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. Cyberbullying off-campus may also form the basis for discipline in school. It can be public or in private, and sometimes only known to the target and the person bullying. Cyberbullying includes but is not limited to:

- Abusive or hurtful texts, emails, posts, images, or videos
- Deliberately excluding others online.
- Nasty gossip or rumors.
- Imitating others online or using their login.
- Embarrassing pictures, videos, websites, or fake profiles.

Physical Bullying

Physical bullying is using one's body and physical bodily acts to exert power over peers. This includes hitting, kicking, tripping, pinching, pushing or other physical attacks.

Verbal Bullying

Verbal bullying includes name-calling, insults, teasing, intimidation, 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.

Discipline of Students with Disabilities

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

SECTION 7: STUDENT HEALTH AND Medical Records

The health and safety of our staff and students is of the highest priority at Tapestry Charter School. It is our goal to create an environment that is welcoming, comfortable, and safe for all community members. Tapestry has put procedures 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 from contracting the COVID-19 virus. Such procedures include, but are not limited to, wearing facemasks, social distancing, temperature scans, breakfast/lunch protocols, and more.

Health Services Policy including Medication Policy

Tapestry Charter School offers comprehensive Health Services for all students in the District.

If your child is ill, it is in his/her best interest and that of others to be at home where special health care can be provided. If, in the judgment of the School Nurse, your child is too ill to remain in school, you will be requested to pick up your child as soon as possible. If we cannot reach you, we will contact the person(s) noted on the emergency card each parent is requested to complete.

- Medication in School: Please remember that we must have a physician's order to give all medication in school, and it must be given in the Nurse's Office. This also includes any over-the-counter medication such as Tylenol or Advil. Medications will be given to students only when a Physician's Order for Giving Medication in School form has been filed with the School Nurse.
- School Physicals: Required at initial school entry and for students entering grades PreK or K, 1, 3, 5, 7, 9, and 11.
- Continue to follow Commissioner's Regulations 136.3 (c)(1)(iii), which requires schools to notify the parent/guardians of any student who does not present a health certificate within the 30 days from the start of the school year for new entrants and students entering into Grades Pre-K or K, 1, 3, 5, 7, 9 & 11 that if the required health certificate is not furnished within 30 days from the date of such notice, the director of school health services may conduct an examination by health appraisal of the student.
- School nurses and medical directors should continue to exclude students and staff who show symptoms of any communicable or infectious disease in accordance with Article 19, Section 906.
- Permit student athletes to participate in the fall 2023 sports season if they have previously had a health examination for school attendance in the 2023-2024 school year and provide a health history completed (Sample Recommended NYSED Interval Health History for Athletics) and signed by the parent/guardian within 30 days of the start of the season. Student athletes who have not previously had a health examination must still obtain a health examination prior to participation in sports season.

As of January 31, 2021, physical examinations for school are to be documented on the NYS Required Health Examination Form or an electronic health record equivalent form. The Instructions for the completion of New York State School Health Examination Form provides direction to healthcare providers on the details of the required components and the required presentation order of those components for an electronic health record form to be an equivalent form. Both of these documents are available on NYSED's School Health Services Webpage. Please contact the Office of Student Support Services if you have questions by email at studentsupportservices@nysed.gov or at 518-486-6090.

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, dance, or is restricted from certain physical activities, a doctor's excuse must be sent to the Health Office. If this is an ongoing restriction, the order needs to be renewed at the start of the school year. Please contact the Health Office if you have any questions.

Routine screenings

All students are screened for height, weight, vision and hearing each year K, 1, 3, 5, 7 and 11 scoliosis for 5, 7, 9. Tests for color perception are administered once during a child's school experience.

Important State Laws

Regulations of the Commissioner of Education require that a health examination be completed for each public school student in certain grades. As part of the required school health examination, students are weighed and their height is measured. These numbers are used to compute the student's body mass index or BMI. The BMI helps the doctor, nurse or parent know if the student's weight is in a healthy range. Recent changes to the New York State Education Law require that BMI and weight status group be included as part of the student's school health examination. Additionally, our school district must take part in a survey by the New York Department of health. Only summary information is sent. No names or other information about individual students are sent. Parents may choose to have their child's information excluded from this survey report. If you do not wish your child's information to be sent to the Department of Health or have questions, please contact your school nurse.

Illnesses or Injuries

Students who become ill during the school day should report to the nurse. If the problem cannot be resolved, a parent or guardian will be contacted if a pick-up is necessary. If a student leaves school without permission, the student will be given an "unexcused absence", and disciplinary action will be taken.

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

Immunizations

New York State law requires all students to be up to date with necessary immunizations before entrance to school. As of June 13th, 2019, the new State law no longer grants religious exemptions for vaccination. Any exemptions previously granted based on religious beliefs are no longer valid. Caregivers must show proof of immunizations. Any student without required immunizations will not be permitted to attend school starting 14 days from the start of the school year. Only medical exemptions may be granted, with a written statement from a physician that states immunization against one or more diseases may be inadvisable. The Tapestry Director and/or public health officials may exclude non-immunized students from school if there is a health threat to the student or others. Questions concerning these requirements may be addressed to the Principal or school nurse.

Food Services

The K-4 Tapestry food service team is committed to providing all of our students with healthy and nutritious meals to fuel their growing minds and bodies throughout their busy days. Much of what we prepare in our on-site kitchen is made from scratch using fresh and seasonal ingredients. We offer breakfast and lunch for those students who wish to partake. We encourage all of our students to try new and sometimes unfamiliar menu items in order to have a balanced diet.

All of our lunches include a lean protein, a whole grain, 2 or more varieties of fresh cut vegetables, 2 varieties of fresh and canned fruit and 2 varieties of milk. We also offer a peanut butter and jelly sandwich on whole grain bread as an alternate meal. Please notify our school nurse of any allergies or religious restrictions.

Tapestry is pleased to announce that Tapestry is once again participating in a Community Eligibility Program which means breakfast and lunch are free to all students attending Tapestry. All reimbursable meals are required to meet the NYSED standards. In order for our students to have a well-balanced meal, they should choose at least 3 out of the 5 components. One of these components must be a fruit or a vegetable.

If a student wishes to only purchase milk, without a meal, the charge is 65 cents. Please check your child's balance in our parent portal or call the main office. Our monthly menus are posted on-line at the Tapestry website. They are

also available in our main office, as well as in our classrooms. We encourage all of our students to enjoy lunch with their friends to fuel their minds and bodies with the energy needed to grow strong, learn and stay healthy.

SECTION 8: FAMILY COMMUNICATION AND INVOLVEMENT

Essential Partners

Parents and guardians are expected to

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

Teachers and administration are expected to

- Maintain a climate of mutual respect and dignity for all students regardless of (included but 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 discipline plan.
- Communicate regularly with students, parents and other teachers concerning student growth and achievement.

Communications

K-4 Digital Newsletter

Individual classrooms will send a weekly newsletter updating families on what is happening in the classroom as well as information about upcoming school events.

Class Dojo

Classroom teachers use the online application Class Dojo to maintain communication with classroom families.

School Messenger

Periodically an important update or announcement will be sent through School Messenger via email and phone call. Please be sure to read these messages as they will contain important information.

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.

Visitor and Guest Expectations

In order to maintain the safety of your child and our entire community, when you enter the building, please proceed directly to the transaction window and provide your driver's license or other government issued photo identification to the office administrative assistant. They will scan this into the Raptor Security system and issue you a name tag to wear while in the building. When you are ready to leave the building, please return your pass to our administrative assistants at the transaction window on your way out.

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) to ensure a safe and productive learning environment. Tapestry expects all visitors to model our school's core values of Perseverance, Integrity, Responsibility, Respect, and Kindness (PIRR-K) 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, provide a valid government issued ID, and receive a visitor's pass. Visitor's identification is screened through our Raptor Security system.
- 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's 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.

Parental Involvement

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.

Family involvement in supporting student success

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

Creating an effective learning environment at home.	● Set a schedule and structure to make sure your child completes school work. Limit TV "electronic" time. Keep books and other reading materials available and set aside a time to read each day.
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Learning about and supporting Tapestry Charter School's values and programs.	● Encourage your child to participate fully in fieldwork and team building events. ● Be familiar with and discuss with your child the Code of Conduct and the content of this handbook. ● Attend school-wide activities during the year.
Staying informed about your child's progress.	● Attend all of your child's Student Led Conferences and exhibition nights. ● Read teacher communications and promptly return permission slips and other communications asking for family response.
Volunteering	● In a school that encourages community engagement and a culture of warmth and acceptance, there are times when family members are needed to participate in panels reviewing student work, provide refreshments or supplies for events, or host or supervise events. Parents are encouraged to support Tapestry's parent organization the Tapestry Community Association.

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 within 48 hours 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 notifications or scheduling of such meetings should be directed to the Executive Director.

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 TCS. 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 reporting 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 an 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.

Bathroom Use

Students are expected to use the lavatory during classes when needed. The bathroom will have signage promoting proper hygiene.

Birthday Celebrations

At Tapestry, we enjoy recognizing our students' birthdays while ensuring that instructional time remains our top priority.

To maximize learning throughout the school day, family members and outside visitors will not be permitted to visit classrooms for birthday celebrations.

If you would like to send in a birthday treat for your child's class, we ask that it be simple and individually portioned, such as cupcakes, cookies, or another small snack. Please do not send larger meals or party foods such as pizza, subs, or similar items.

To help us accommodate students with food allergies and dietary restrictions, all treats should be store-bought, individually packaged when possible, and approved by the classroom teacher in advance.

We appreciate your understanding and partnership in helping us celebrate our students in a way that is safe, inclusive, and minimizes disruptions to learning.

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.

Student Support Team

A student's behavior can affect a teacher's ability to teach and make it difficult for students in the classroom to learn. In most instances, the classroom teacher can control a student's behavior and maintain or restore order in the classroom by using good classroom management techniques. On occasions where those techniques are not able to redirect a student's focus and behavior and/or the safety of other students is in question, the teacher has the option to call for our Student Support Team to have the student removed from the classroom.

Our Student Support Team's main purpose is to provide a safe place to deescalate a student before they return to the learning environment.

Student Support uses/provides:

- Temporary removal from a classroom to give a student time to regain his or her composure and self control.
- A room for a student to wait until they can meet with an administrator
- A safe place for students to privately share information.
- An opportunity for students in conflict to be brought together to begin restorative conversations.

School property

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

Searches and Questioning of Students

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

Severe Behaviors

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

Suspension or Expulsion

With consideration of the student's rights to due process, including parental notification and right to a fair hearing, administrative staff is authorized to impose penalties up to and including out of school suspension and expulsion. When consequences include student removal from instruction, alternative instruction will be provided as required by

law. For students facing a suspension fewer than 10 days, the student's legal guardian will be notified of the reason and evidence for the suspension and the student has the right to tell his or her side of the story prior to or shortly after commencement of the suspension. All students facing suspension in excess of ten school days are entitled to written parental notice of the suspension, a phone call home if possible, a hearing notice provided to the parent(s), a disciplinary hearing, and a notice of hearing results to parents.

Alternative Instruction

Alternative instruction shall be provided when a student is subject to a suspension. Alternate instruction should be initiated no later than the day after the suspension begins. As outlined in a suspension letter, contact the main office to schedule up to one hour of instruction for K-6, and two hours of instruction for grades 7-12. Alternate Instruction may be virtual. Time and location will be determined by the school.

Appendix

Conduct and Discipline Policy

Tapestry's Code of Conduct, Behavior Expectations, Interventions and Consequences are in compliance with Federal Law, State Law, State Regulations, and the Dignity For All Students Act (DASA). Tapestry is committed to teaching, modeling and enforcing high standards of conduct in order to ensure that Tapestry is a safe, healthy learning environment for all students and staff.

Appropriate and Acceptable Conduct

Members of the Tapestry community include students, parents, staff, and visitors. All community members are expected to conduct themselves appropriately and respectfully, in keeping with their level of maturity and with proper regard for the rights, health, safety and welfare of others and the school. This Conduct and Discipline Policy applies to community members while in our school building and anywhere on school property, on school-related transportation vehicles, and during school-sponsored and extra-curricular activities. This Policy may also apply where the administration determines out-of-school conduct had, or is likely to have, an impact on the rights of others while at school.

Examples of appropriate conduct include but are not limited to:

- Respectful dialogue, even during disagreements, including speaking in a reasonable tone and allowing everyone involved to express their thoughts without interruption, ridicule, and/or yelling.
- Driving safely when students are in the area and on school grounds.
- Modeling kindness, empathy and respect for differences.
- Keeping hands, feet and other body parts away from others.
- Acting with the safety of and respect for others in mind, such as walking in the hallways, taking turns in bathrooms, and following teachers' classroom rules.

Visitors and Guest Expectations

We encourage parents and guardians to be active participants in the education of their children. However, certain limits must be put in place regarding visitors (anyone who is not a regular staff member or students of the school) to ensure a safe, and productive learning environment. For these reasons, the following expectations apply:

- When visitors enter the building, they must proceed directly to the reception window where a staffer will ask for their driver's license or government-issued photo id. They will scan this into our system and issue the

visitor a name tag to wear while in the building.

- When visitors are ready to leave the building, they must see the administrative assistant at the reception window on their way out.
- Parents or visitors who wish to observe a classroom while school is in session are required to make such a request at least 24 hours in advance with the school Principal.
- All visitors on school property or attending a school function shall conduct themselves in a respectful and orderly manner.
- Visitors shall not disrupt the orderly conduct of classes, school programs or other school activities, conferences or meetings.

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- Visitors shall not violate traffic directions, parking regulations, or restrictions on other vehicles. ● Visitors shall not enter campus or attend an extracurricular event for any reason if they are under the influence of any illegal drug or alcohol. Additionally, visitors may not be in possession and/or distribute illegal drugs or alcohol on campus or at any extra-curricular event.

Any member of the Compass leadership team, including campus principals, may limit the access of any visitor, including parents and/or guardians, if the visitor's conduct disrupts the educational process or environment of the school. In these cases, a member of the Compass leadership team may require that an individual immediately leaves the campus. If necessary, a Compass leadership team member may contact the police to have the individual removed from campus.

A member of the Compass leadership team may also impose a suspension of an individual's ability to be on campus for a period of time. The length of any such suspension will depend on the severity of the misconduct. If an individual visits the campus despite having their access to the campus limited, then a member of the Compass leadership team may contact the police to have the individual removed from campus and/or to file a report for trespassing.

Any visitor, including parents or guardians, who engage in misconduct and/or violate Tapestry's policies may also be barred from school-related activities. Visitors are not entitled to, and will not be afforded, due process with respect to consequences for their misconduct.

Any student assisting an intruder in entering the building will be subject to disciplinary action.

Prohibited Student Conduct and Progressive Discipline

For its students, Tapestry imposes disciplinary consequences progressively and often couples consequences with interventions designed to prevent student misbehavior and decrease the chances that negative behaviors will recur. If inappropriate behavior and/or prohibited conduct does not cease and/or escalates, the level(s) of consequences will also increase. Discipline should and will always be age-appropriate. Parents/guardians are expected to partner with the school to address and work to prevent future negative behaviors.

At Tapestry, the Code of Conduct describes three levels of student behavior that must be addressed:

- Level 1 behaviors are typically handled by the classroom teachers and staff.
- Level 2 behaviors are typically handled by classroom teachers, but continued and/or multiple level 2 behaviors could result in a referral to a student support staff member or an administrator
- Level 3 behaviors will result in a referral to an administrator.

Prior to each school year, each Tapestry campus builds a matrix that defines what types of behaviors fall into each of these categories at each campus. In addition, these matrixes are shared with students and families at the start of the school year.

Gun-Free Schools Act

Tapestry is subject to the federal Gun-Free Schools Act. The Act requires a student who is determined to have brought a firearm to school or possessed a firearm at school to be suspended for no less than one year. Meaning, Tapestry is obligated to impose a certain consequence if this law is triggered. A “firearm” is defined in 18 U.S.C. 921(a), and includes any weapon that can or is designed to expel a projectile, bombs, grenades, rockets, and missiles. In rare cases, the Executive Director may shorten this suspension based on extenuating circumstances, provided that he/she informs the Board of Trustees in writing of his/her decision and his/her rationale prior to shortening the suspension.

Disciplinary Penalties and Procedures for Students

Disciplinary penalties are assigned depending on the severity of misconduct and a student’s prior disciplinary history. Depending on the severity of the infraction, disciplinary penalties may include suspension (short or long term), detention, exclusion from extra-curricular activities, and expulsion. Where appropriate, school officials may contact law enforcement agencies.

i. Referral

Students may receive a classroom referral for engaging in misbehavior. Once a student receives a referral, they are removed from the classroom and brought to a school office. While in the office, a student support team member supports the student to reflect on their behavior using the principles of restorative practice, including by helping the child to reflect on the situation, to identify ways to repair any harm caused, and to prepare the student to successfully re-enter the classroom. The student completes a reflection, discusses the incident with a member of the Student Support Team, and a caregiver or guardian receives an update regarding the incident 3 that led to the student’s temporary removal from class.

ii. Detention

Students may also receive detentions for engaging in misbehavior, including lunch detentions and after school detentions. If a student is assigned an after school detention, an administrator will notify the family in writing or by phone and the student’s family is responsible for providing any necessary transportation home after the

completion of the detention.

iii. Exclusion from Extra-Curricular Activities and Campus Events

Students may also be removed from extra-curricular activities and campus events for engaging in misbehavior or for failing to meet the school's criteria for ongoing participation in those activities or events. For example, if a student is removed from classroom instruction due to a discipline referral, that student may be ineligible to participate in an after-school sporting activity that day. In addition, students who receive multiple disciplinary referrals may be removed from an extra-curricular activity. Removing students from extra-curricular activities in this manner is at the discretion of the campus principal and/or Athletic Director. If a student is subject to a suspension, the student is not eligible to participate in any extra-curricular activity or campus event for the duration of the suspension period.

iv. Short-Term Suspension

A short-term suspension refers to the removal of a student from school for disciplinary reasons for a period of up to ten school days. A student who is determined to have committed a Level 2, Level 3 violation, and/or engaged in chronic Level 1 behaviors where other interventions and penalties have not been successful, may be subject to a short-term suspension.

A Tapestry Principal or Assistant Principal may impose a short-term suspension for up to ten school days, and shall determine the period of suspension on a case-by-case basis.

- In each case, the suspending administrator shall
 - verbally inform the student of the suspension and the reason or reasons for it.
 - give the student the opportunity to explain his/her/their version of events and hear an explanation of the school's evidence of the events.
 - notify the parent(s) or guardian(s) by phone and in writing of the suspension. For the purposes of providing this notice, the school may send it by US mail or electronic mail.
 - The written notice must provide a description of the incident or incidents that resulted in the suspension, and offer the parent/guardian the opportunity for an informal conference with an administrator.

v. Long-Term Suspension or Expulsion

A student who is determined to have engaged in Level 3 misconduct or has continued to engage in Level 1 or 2 misconduct where discipline has been progressive and interventions have been unsuccessful may be subject to long-term suspension or expulsion. A long-term suspension is a

removal from school for more than 10 days. An expulsion is the permanent removal of the student from enrollment.

When building principals believe a long-term suspension or expulsion may be warranted, the Principal will impose an initial short-term suspension for up to 10 days and refer the student for a disciplinary hearing.

Upon determining that a student's action warrants a possible long-term suspension or expulsion, the following steps are taken:

1. Upon receipt of a referral for a long-term suspension or expulsion, the Principal shall send the student's parent/guardian written notice setting forth the following:
 - a. a description of the incident(s) that resulted in the suspension;
 - b. explain a formal disciplinary hearing will be held;
 - c. identify the date, time and location of the hearing;
 - d. notify the parent/guardian of the student's right to representation by counsel or a non-attorney advocate of the parent's choosing at the hearing;
 - e. notify the parent/guardian of the student's right to present evidence and question witnesses at the hearing;
 - f. notify the parent/guardian of their right to subpoena witnesses.
2. A hearing officer will oversee the hearing. The hearing officer will listen to both parties (if present) and may ask clarifying questions, as needed. The hearing will be audio-recorded. The hearing officer will write and issue a written decision that includes the findings of fact related to the charges and the disciplinary decision reached. During the hearing, Tapestry has the burden of proving the alleged conduct occurred. The hearing officer may also provide recommendations for potential consequences.
3. After the hearing, the Principal will work to finalize next steps. If the student was found to have not committed the alleged misconduct, then the student will be returned to school. If the student was found to have engaged in the alleged misconduct, then the student will remain suspended from school until next steps are determined. In these cases, the Principal may decide to endorse the recommendation from the hearing officer or to choose another penalty. The Principal shall consider the student's prior disciplinary history when making the determination.
4. After the hearing, Tapestry principals can impose a suspension of up to 180 days from school. If the Principal believes that the results of the hearing warrant an expulsion from school, then the Principal can seek approval from the Executive Director to impose an expulsion. In either case, the Principal will notify the parent/guardian of the determination in writing within seven school days.

v. Appeals of a Suspension or Expulsion

If a parent/guardian disagrees with the decision to suspend or expel their student, they may appeal that decision to

the Executive Director. This appeal must be done in writing. The appeal must be received by the Executive Director within 15 days of receiving the Principal's written decision. The Executive Director will consider the material submitted by the parent/guardian and the hearing record to reach a decision, including the original suspension letter, any supporting documentation used in the suspension decision, the audio recording of the disciplinary hearing, and any physical evidence presented during the hearing.

After reaching a conclusion, the Executive Director will issue a written decision within seven (7) school days of the meeting at which the appeal is considered. The Executive Director's decision may be further appealed to Tapestry's Board of Trustees in accordance with the Charter Schools complaint policy.

(b) Privacy Expectations

A student and/or the student's belongings may be searched by a school administrator if the administrator has a reasonable suspicion to believe that the search will result in evidence that the student violated the law or a school rule. Items which are prohibited on school property or which may be used to disrupt or interfere with the educational process may be confiscated from the student. Student lockers and desks are the property of the school, and Tapestry has the right to search them if there is reason to do so. Students are discouraged from leaving valuables in lockers or desks. Students shall not place or keep in a locker or desk any article or material that is not for use at school and may cause or tend to cause the disruption of the mission of the school.

School authorities may make an individual search of a student's cubby or desk when there is reasonable suspicion to believe that the student is in possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process. Searches shall be conducted under the authorization of the school Administrator or his/her designee; items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by school authorities.

(c) Alternative Instruction

Students who are suspended from school are entitled to receive alternative instruction. Students in Grades K – 6 receive two hours per day, and students in Grades 7 – 8 receive three hours per day. Whenever a student is suspended, a school administrator will contact the student's parent/guardian to clarify how the student can access alternative instruction, including, for example, where and when instruction can take place. The student must be available during the scheduled time and the parent/guardian is responsible for transporting the student to and from the alternative instruction location or ensuring that the student can access any remote instruction being provided. At Tapestry, students will be eligible to receive alternative instruction for suspensions longer than one day; meaning that students who are suspended for multiple days will be eligible to begin receiving alternative instruction on the second day of a multiple day suspension. Tapestry will provide alternative instruction for students who are expelled for up to two weeks to allow for a transition to a new school.

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(d) Additional Procedures for Students with Disabilities

In addition to the disciplinary procedures applicable to all students, Tapestry follows all federal and state laws applicable to students with disabilities. Students not specifically identified as having disabilities but who are suspected of having a disability in accordance with 8 NYCRR 201.5, shall be disciplined in accordance with these provisions. Notwithstanding the foregoing, where a student is suspected of having a disability but the parent has refused to consent to an evaluation or for the student to receive services, this section shall not apply.

For penalties that do not constitute a disciplinary change in placement (10 days or less), students with disabilities shall be subject to the same disciplinary policy as students without disabilities. Students will receive the same legally required alternative instruction as other students.

i. Manifestation Determination and Cooperation with the School District of Residence

Whenever a suspension of a student with an IEP or a student suspected of having a disability pursuant to the IDEA, exceeds ten days in a school year (either through a series of short-term suspensions constituting a pattern of behavior or a referral for a long-term suspension that will exceed ten days), Tapestry shall notify the student's district of residence of the need for a manifestation determination review (MDR) by the Committee on Special Education. In the event a MDR determines that the student's conduct is attributable to that disability, the student shall immediately be permitted to return to the school in lieu of beginning or completing the period of suspension. If a student's behavior is not a manifestation of the disability, the student shall be disciplined in the same manner as the school's general education students.

ii. Students with Section 504 Plans

Students with 504 plans are subject to the same disciplinary processes as students with IEPs, except that in the case of a change in placement totaling more than 10 days, the student shall not be referred to the student's district of residence's Committee on Special Education. Instead, Tapestry will conduct its own meeting to determine whether the behavior is a manifestation of the student's disability.

iii. Alternative Instruction for Students with Disabilities

Students with disabilities receive alternative instruction in the same manner as their general education peers. In addition, students with disabilities receive services to allow them to continue to progress towards meeting their annual IEP goals.

(e) Records of Student Discipline

Tapestry maintains written records of all formal suspensions and expulsions including the name of the student, a description of the behavior engaged in, the disciplinary action taken, records of all correspondence with parents, documentation of alternative instruction by a certified teacher, and a record of the number of days a student has been suspended or removed for disciplinary reasons and

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records of hearings, hearing decisions, and appeals. These records are part of the student's educational record and are transferred to the receiving school.

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 of 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

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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.

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- 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.

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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 shows 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.

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

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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.

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
- i) The date the debriefing was 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

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- 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.

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 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.

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

Physical bullying

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

Verbal bullying

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

Covert or hidden bullying

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

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Cyber bullying

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

A commitment from the entire Tapestry Community is sought to ensure that the above-mentioned offenses are

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

Harassment – Identification and Reporting

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

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

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

Prohibition of Retaliatory Behavior (Whistle-Blower Protection)

Any person who has reasonable cause to suspect that a student has been subjected to harassment, bullying, and/or discrimination by an employee or student on school grounds or at a school function,

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

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

All Tapestry employees who witness or receive an oral or written report of harassment, bullying, and/or discrimination are required to take action. Tapestry employees must make an oral report promptly to the DASA Coordinator (DAC) not later than one school day after witnessing or receiving an oral or written report of harassment, bullying, and/or discrimination. No later than two school days after making the oral report, the Tapestry employee must file a written report with the DAC. At Tapestry, the Director of Human Resources serves as the school's lead DASA Coordinator (DCA). In addition, the Director of Human Resources works with each Principal to appoint a campus DASA coordinator to ensure effective reporting and follow through at each campus. Incident Report Forms are available in administrative offices and online.

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

Reporting Incidents to the Executive Director

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

Reporting of Material Incidents to the Commissioner of Education

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

Dignity Act Coordinator

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Tapestry will designate at least one employee as the Dignity Act Coordinator (DAC) for each of its campuses who will receive reports of harassment, bullying, and/or discrimination. Each DAC will be: • Approved by the Executive Director;

- 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.
- Responsible for investigating alleged violations of DASA and reporting such findings to the individual filing the complaint.

Tapestry will widely disseminate the name, designated school and contact information of the 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 ED within 30 days of the date the position was vacated. In the event a DAC is unable to perform his or her duties for an extended period of time, Tapestry will immediately designate another

eligible employee as an interim DAC, pending the return of the previous individual to the position.

Training and Awareness

Each year, all employees will be provided with training to promote a supportive school environment that is free from harassment, bullying, and/or discrimination, and to discourage and respond to incidents of harassment, bullying, and/or discrimination. This training may be provided in conjunction with existing professional development and will be conducted consistent with guidelines approved by the Executive Director, and will include training to:

- Raise awareness and sensitivity to potential acts of harassment, bullying, and discrimination; ● Address social patterns of harassment, bullying, and discrimination;
- Inform employees on the identification and mitigation of harassment, bullying and discrimination;
- Make employees aware of the effects of harassment, bullying, cyberbullying, and discrimination on students;
- Provide strategies for effectively addressing problems of exclusion, bias, and aggression; ● Include safe and supportive school climate concepts in curriculum and classroom management; and
- Ensure the effective implementation of school policy on conduct and discipline. 19

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

Application

- At least once during each school year, all employees, students, and parents and families will be provided with a written or electronic copy of these policies, or a plain-language summary of them. 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.
- 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 district-wide DASA flow chart.

Tapestry Families,

Please review this handbook with your child. After reviewing, complete the lower portion of this page indicating your agreement and understanding of the policies and procedures. By receiving this handbook, you acknowledge the policies and procedures outlined. This page needs to be returned to your child's teacher.

I have read and reviewed the Tapestry Family handbook with my child.

Student Grade: _____

Student Name: _____

Teacher Name: _____

Parent Name: _____

Parent Signature: _____

Date: _____