

Tapestry Charter High School

An Expeditionary Learning School of Excellence

Family Handbook 2011-2012

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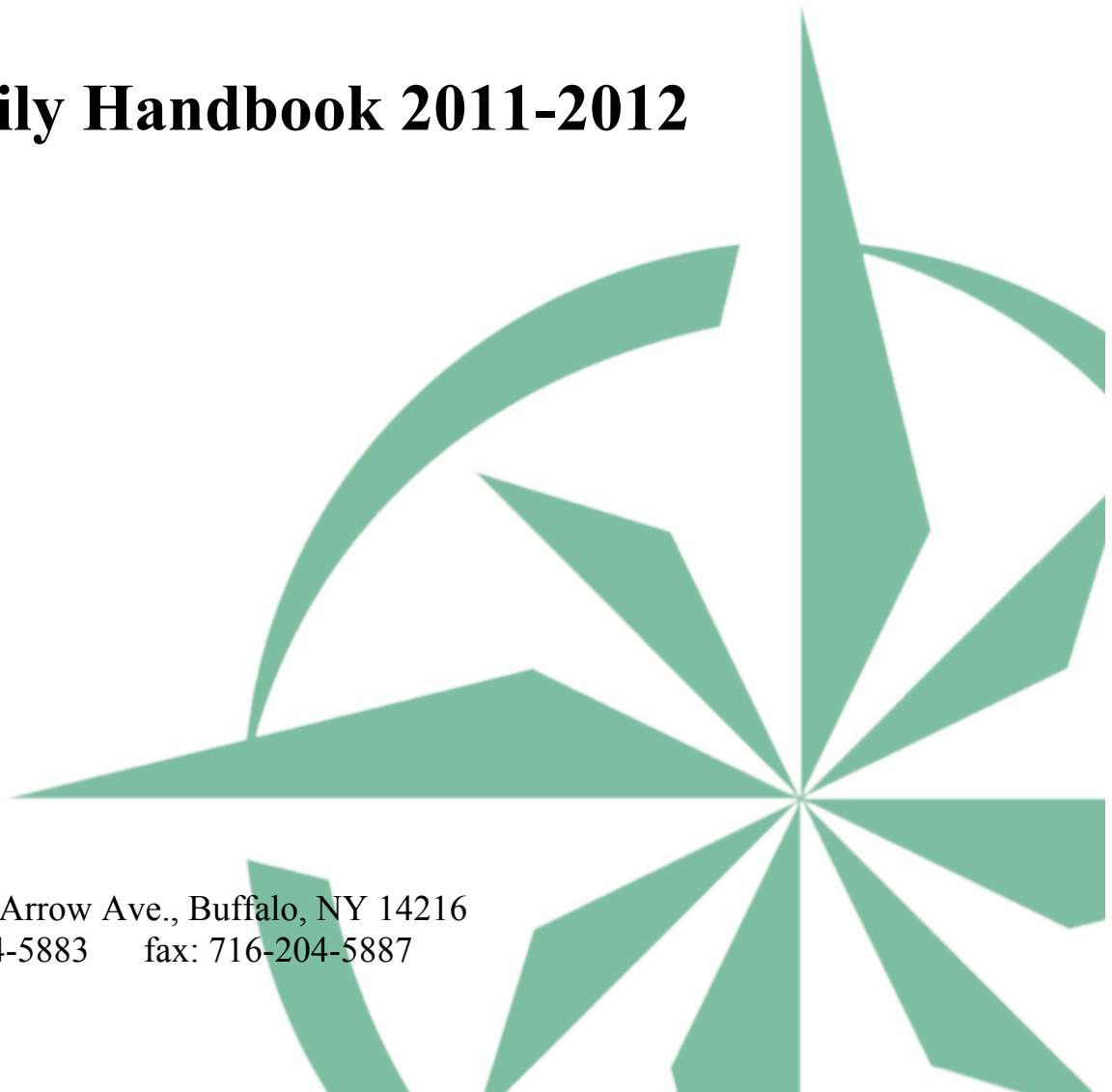


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Welcome

Dear Students and Families,

Welcome to Tapestry High School, Year Six! This year our third group of seniors will graduate! We're already hearing from our inaugural groups, the classes of 2010 and 2011, who are successfully negotiating their college experience. We are proud of our first groups of graduates, all of who earned college acceptance.

On September 9, 1968, I began high school. It was only months after Martin Luther King, Jr. and Robert Kennedy had been assassinated. In less than one year, Neil Armstrong would walk on the moon, and friends of mine would go to Woodstock. My brother was in the Navy, traveling to the Gulf of Tonkin in Vietnam. It was a time of upheaval and great social change. It was a time of challenge and opportunity.

I walked into Ft. Hamilton High School in Brooklyn, New York with 3,000 other students. Lucky for me, I somehow figured out that reading and learning opened a world of solace and possibility. If others before me in history had survived their confusion, fears, hostility, and pain, perhaps I could survive, too. I found a reason to hold onto hope – for myself and for humankind.

It was not until 1982, after earning a bachelor's degree and two master's degrees, that I discovered a wonderful career. I realized, somewhat accidentally, that my study of psychology fit very well with my study of education and with work in schools. I enjoyed feeling useful to students and their families, and we could hold onto hope together.

From 1982, I worked for fourteen years in the Cleveland Hill District in Cheektowaga as a school psychologist and Director of Pupil Services and Special Education, and then for ten years in the Buffalo Public Schools. In my career as an educator, and then as a parent activist, I learned what children needed to succeed in school. In those years, I also became increasingly frustrated with the missing pieces in the traditional public school system.

Throughout that time, I kept thinking about my favorite poem by Langston Hughes, which told me to "Hold Fast to Dreams." I kept talking to colleagues, friends, family, and my own children. I kept reading and learning about promising new schools elsewhere in the United States. I dreamed of what was possible for Buffalo. Others shared the dreams, and we embarked on a collective journey. With courage, perseverance, and lots of hard work, a group of people has turned dreams into a real school. Knowing that young people deserve only our best-inspired effort, the THS founders are determined that THS will consistently reflect that kind of effort.

In our first year, we put our ideas into action and 50 students successfully progressed through freshman year. In the next years, eager groups of ninth graders joined us, and almost all remain in the community today. Now entering our sixth year, we are joined in our beautiful new facility by 82 more ninth graders and our total enrollment grows to 325. We are strengthened by our students and families, and by the growing list of Buffalo's community organizations with whom we have developed relationships serving our students and our city.

Welcome to our extraordinary journey. I look forward to learning and growing with you as we continue to bring our community to life. I offer support to you as you reach for your dreams. I thank you for helping me to reach mine.

This handbook is a guide to the journey. I hope that you find the handbook to be a valuable tool, and that in the years to come you will help our school to improve the contents of the handbook by using your voices well.

With hope,

Lynn Seagren Bass
Principal

The Foundation of Tapestry Charter High School

Mission

Adopted by Tapestry Charter School Board of Trustees for Tapestry Kindergarten to Grade 12:

Tapestry Charter School provides a challenging and rigorous education in an environment that emphasizes and encourages diversity, compassion, collaboration, community, creativity, and leadership, so that students are academically and socially prepared to meet the demands of further education while maturing into productive and caring adults with a lifelong passion for learning.

Tapestry Charter High School History

From its opening in 2001, Tapestry Charter Elementary School has been highly successful in encouraging students' academic achievement and in creating a sense of positive educational community. Test scores have been impressive, and high ratings have been consistently reported on family satisfaction surveys. Tapestry Charter High School, whose five-year charter was approved in September of 2005, is founded on the educational model of Expeditionary Learning Schools (EL) currently employed by Tapestry's middle school. A New American Schools design, Expeditionary Learning (EL) emphasizes high achievement through active learning, character growth, and teamwork. (For information on EL, please visit www.elschools.org.) With funding from the Bill and Melinda Gates Foundation and ongoing collaboration with Canisius College, our professional partner, TCHS opened its doors to forty-eight freshmen in September 2006. Seventy-two new freshmen join TCHS for 2007-2008. (For further information on the Bill and Melinda Gates Foundation, please visit www.gatesfoundation.org.)

Expeditionary Learning at a Glance

EL Principles: What We Value and Believe

1. **The Primacy of Self-Discovery:** Learning happens best with emotion, challenge, and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.
2. **The Having of Wonderful Ideas:** Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.
3. **The Responsibility for Learning:** Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.
4. **Empathy and Caring:** Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

5. **Success and Failure:** All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.
6. **Collaboration and Competition:** Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.
7. **Diversity and Inclusion:** Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.
8. **The Natural World:** A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the Earth and of future generations.
9. **Solitude and Reflection:** Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.
10. **Service and Compassion:** We are a collective crew, not individual passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

EL Elements of Learning and Instruction at TCHS

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

Learning Expeditions

The curriculum at THS is organized into Learning Expeditions. Learning Expeditions are long-term, in-depth, interdisciplinary studies of a single topic that explore important guiding questions, incorporate New York State Standards, and involve theoretical and practical inquiry, community service, and adventure. A Learning Expedition integrates the conventional knowledge and required skills of the academic disciplines and culminates in a project, product or performance that addresses “real world” issues. Students will both individually and collectively present their findings and showcase their work to authentic audiences, for example on scheduled “exhibition” days.

Fieldwork

Students use the natural and social environments of our community as sites for purposeful and practical inquiry connected to academic work and expeditions. Students working “in the field” are active investigators using the research tools, techniques of inquiry, and standards of presentation used by professionals. In addition to having students conduct research outside of school, teachers will invite experts from the community into the classroom.

Crew

At Tapestry Charter High School, Crew is a daily class dedicated to the academic and character growth of each student in becoming a positive community member. Crews meet for at least thirty-minute periods daily. Each “crew” is comprised of one adult TCHS employee and approximately eight to twelve students. In crew, the adult serves as an academic advisor to students and immediate contact for parents when their child is struggling in any one of his or her classes. Crew time is spent in a variety of ways: Crew leaders support students’ daily academic work, by supplementing their expeditionary work, and by assisting students in organizing their portfolios and preparing for *Student Led Conferences* (see below). In addition, Crew time is devoted to service projects and teambuilding exercises, as well as to physical and personal wellness. Through processes of instruction, discussion, and reflection, Crew offers the support students not only need to be better students at TCHS, but to be principled, compassionate, and responsible members of their community.

Portfolios

Students use portfolios to organize and collect their work with meaningful reflection on their personal progress. Every student has a “*Working Folder*” in each class that will store his or her cumulative work for a trimester. Each trimester and in every class, including in Crew, students will, with teacher guidance, collect the pieces from their Working Folders that best demonstrate their growth in that discipline and their progress in meeting specific *Learning Targets* (see page 8). This work is compiled into a “*Trimester Portfolio*,” which traces each student’s progress in a particular discipline for the school year. At the conclusion of each trimester, students will use their Portfolios to inform their formal and comprehensive reflections in *Student Led Conferences*.

Passages

The contents of Trimester Portfolios contribute to both the *Tenth Grade Passage Portfolio* and the *Graduation Portfolio*. In order to graduate to eleventh grade at TCHS, all students must demonstrate a level of growth and reflection requisite to their continued success in increasingly rigorous and challenging grade levels. Likewise, to graduate from TCHS as seniors, students must demonstrate cumulative learning and real readiness for post-secondary opportunities. Both of these portfolios contain materials culled from Trimester Portfolios and are presented by the student to a professional panel who will assess each student’s status and readiness for advancement.

Student Led Conferences

At the conclusion of each trimester, when students are not engaged in portfolio passage assessment, *Student Led Conferences* are held among the student, member(s) of his or her family, and the student’s Crew leader. As every learner is an active participant in his or her own learning, each student will likewise assume an active role in reflecting on it. By referring to the pieces in their Trimester portfolios, students will speak to their academic and character growth. Students prepare their presentations in crew. This is done formally, thoroughly, and thoughtfully with guidance from the Crew leader well in advance of the conference.

Intensives

The purpose of intensives is to provide opportunities to study and teach topics in-depth; to provide non-traditional learning experiences that engage students in new ways; to allow teachers to develop specialized courses based on their passions and expertise; to connect students with their local community through fieldwork, adventure, and internships; and to build character through teamwork, fieldwork, and adventure experiences

All students participate in an enrichment experience during a three-day school wide intensive “break,” which is held mid-year. Intensives are held once a year and allow for multiple grade levels to learn together. Students choose from a wide variety of choices for their experience. Habits Of Work grades from 1st Trimester Report Cards and 2nd Trimester Progress Reports are considered for eligibility of

participation/enrollment.

TCHS Academic Program – Key Features

Focus on College Preparation

Throughout all four years of the program, staff members will help students to develop their understanding of and interest in post secondary educational options. Beginning in freshman year, staff will take students to visit Canisius College, our professional partner, as well as to other local colleges. Students will be introduced to professionals in a variety of fields related to course studies, and they will become familiar with the educational routes to professions of interest. From the inception of their high school careers, students will have practice with the testing formats that the college application process entails, so that they can begin to orient themselves to such hurdles as the SATs; and they will work with the college counselor and other staff to prepare for their post-secondary experience. Beginning in junior year, students will be assisted with the college application and financial aid process.

Rigorous Academics & Literacy Emphasis

TCHS has a rigorous curriculum and promotes a high level of student motivation and engagement through real-world learning focused on issues of concern to young people. Literacy skills of reading, written expression and oral communication are continuously taught by all teachers, with reinforcement and application of skills coordinated among content and English Language Arts teachers. All students will meet college entrance requirements by graduation and will be proficient in the core subject areas of English Language Arts, math, science, and social studies, as well as world language and the arts. Regents programming is offered to meet New York State Standards for an Advanced Regents diploma. In addition to mastering course requirements, TCHS deliberately helps students to acquire self-knowledge and to articulate their self-reflections and growth plans with poise. These skills are highly desired by college entrance committees.

Academic Support and Enrichment

To ensure the success of every student, THS has committed to the following:

- **Individualized Use of Academic Support & Enrichment Periods.** Academic Support periods will be a regularly scheduled part of each student's weekly program. This support provides access to both enrichment and remedial contact, depending upon a student's individual needs. The student's academic teachers are scheduled on a rotating basis for availability during these blocks of time, so that needed academic support with Regents level content can be provided by the content experts, who also know the students and their individual learning needs well. By their junior and senior years, students may use their Academic Support Periods for advancement and enrichment opportunities, for example by enrolling in a Canisius College course.
- **Special Education.** Students who are classified by the Committee on Special Education or Section 504 with a disability affecting their educational progress will be provided services as indicated on their Individual Education Plan (IEP) or Accommodation Plan. The laws and regulations governing the provision of educational services will be followed with precision. As required by law, school representatives and parents will assist in the development of the IEP's and Accommodation Plans, and all will work actively to design programs emphasizing student participation in the least restrictive environment. Certified special education providers will oversee IEP implementation, while general education teachers work as active team members in the service of each student's needs in classrooms characterized by heterogeneity and differentiated instruction. With appropriate program

modifications and services, students will be expected to achieve their goals and earn a diploma in accordance with NYS Education Department regulations.

- **Intensives.** See page 6 for details about Intensives.
- **Crew.** See page 6 for details about Crew.
- **Tutoring.** Pre-service teachers and volunteers from Canisius College are available to assist students in their studies. Individual mentorship relationships will be arranged for interested students of any ability and for those in greatest academic or social need.
- **Teaching Assistants.** In addition to special educators who will work one-on-one with students who need additional help, teacher assistants will support academic programs.
- **Community Supports & Agency Counseling.** Agency counseling and other out-of-school community supports will be strongly encouraged for students whose needs surpass academic skill deficits. Linkages will be facilitated for families by school staff, and required “release of information” forms will be obtained in order to enable communication between agency and school as appropriate in order to best serve the student.
- **Summer Preparation.** At TCHS students must show the high level of competence reflected in a grade of “3” or “4” in order to be granted credit. Students at the level of “1” or “2” are not yet prepared for the college option that is encouraged. The goal is challenging, yet the school has made a commitment to help students reach that goal. TCHS offers a Summer Academic Support Program (SASP) for students who require additional assistance to meet course Learning Targets at the “3” or “4” level.

Grading Policy

All EL courses will be designed around ten to fifteen *Learning Targets*. A Learning Target is derived from New York State course standards; it represents, in more general terms, the essential things all students must know or be able to do in a course. (e.g. “I can recognize and defend both sides of an argument.”) Assignments, projects, tests and quizzes are designed to specifically and concretely measure a student’s progress in meeting the established Learning Targets. (With regard to the aforementioned example, a student might write a position piece on the pros and cons of cloning.) Thus, each student will have a grade for individual targets that is derived from evaluating the assessments that coincide with that target. A student’s final trimester course grade is then determined by considering the grades on individual Learning Targets. (If for example, there are four Learning Targets in a given course, and the student’s grade for each is 3, 3, 4, and 4, his final grade may be 3.5.) All final grades are reported on a 1 - 4 scale that is consistent with typical grade reporting.

Although the 1 - 4 scale resembles the typical mode of grading in high schools and colleges, what is unconventional about this method is its usefulness. Students will always be apprised of the Learning Targets for every course and what they need to do in order to achieve success in each target, via a rubric, for example. Rather than knowing nothing more than, “I have a 90 average in English,” for example, students will be able to say, “I am proficient in developing my written ideas, but my sentence fluency is lacking.” “Such knowledge informs and enriches instruction. This is a system of assessment for learning, not merely of learning.

The THS 1-4 scale appears below:

- 1 = Does Not Meet the Standards**
- 2 = Partially Meets the Standards**
- 3 = Meets the Standards**
- 4 = Exceeds the Standards**

1 = Does Not Meet the Standards: A “1” is given when, in the absence of extenuating circumstances (e.g. an excused absence), a student demonstrates no notable progress towards meeting the standards or criteria of a given assessment or target. This may mean that a student has not met the majority of performance indicators or criteria for that assessment or learning target. *This is not a passing grade.*

2 = Partially Meets the Standards: A “2” is given when a student demonstrates partial but insufficient progress in meeting criteria for a learning target or of an assessment. This may mean a student has met the majority (51%) of the performance indicators or criteria. *This is not a passing grade.*

3 = Meets the Standards: The student’s work fundamentally meets the standard or target being assessed and the assessment requirements. It is competent work that demonstrates the essential skills and knowledge for that grade level or course. *All of the criteria for Meets the Standard are demonstrated in the work. This is a rigorous standard and a passing grade.*

4 = Exceeds the Standards: The student’s work substantially surpasses the course standards in quality. The work may not be perfect, but it includes complexity, sophistication, originality, depth, synthesis and/or application that clearly exceeds what would be expected to meet the standards in this assessment or target. *This is an exceptional standard and a passing grade.*

Honors Achievement

In order to recognize and encourage achievement of students who distinguish themselves beyond the standard level, honors achievement will be noted as follows:

- Official transcripts will be designated with an “H” for “High Honors” in any course in which a student earns academic and HOW grades of at least 3.75.
- At the end of each trimester, the *THS Honor Roll* will be posted, with two designations:
 - Students of Merit – earned course grades higher than 3 in at least two academic areas (excluding PE), with no academic or HOW grade lower than 3.
 - Students of Distinction – earned course grades at or higher than 3.5 in at least four academic areas (excluding PE), with no academic or HOW grade lower than 3.

Habits of Work (HOW) Grade

At TCHS, the development of a student’s character is as important as his or her academic achievement. In addition to receiving an academic grade for each course, students will regularly receive feedback that communicates their *Habits of Work* (H.O.W.). A student will receive a mark for their H.O.W. for each trimester in each course. This grade is separate from that of the academic grade. The 1 - 4 scale, however, is common to both grades. A student might, then, earn a 4 as his final academic grade, which indicates his mastery of academic targets, but a 2 as his HOW grade, which might reflect his repeated failure to come to class prepared, for example. A student’s attitude is as important as his ability, yet achievement in one is not always necessarily reflective of the other. Thus, students who fail to demonstrate a serious and responsible approach to their studies, or fail to meet Habits of Work targets, will be required to address their Habits of Work in a growth plan. In all cases, students’ HOW will be addressed in *Student Led Conferences*.

Graduation Requirements

The core academic program at TCHS is a standard college preparatory program. In accordance with the NYS requirements for a Regents' Diploma, students are required to complete no fewer than 22 credits for graduation. TCHS encourages all students, however, to engage in a challenging program of courses beyond the minimum requirement. Math and science courses are available on the TCHS campus for four years. TCHS's partnership with Canisius College and other community partners offers a variety of opportunities in math, science, the arts, technology, and other disciplines, as well as individually designed programs for academic enrichment and acceleration.

To gain course credit, a student's final course grade must be at a 3.0 or above. Conditional credit may be earned by receiving a 2.5 – 2.9. A student's "conditional credit" may become permanent by completing certain course requirements or criteria as dictated by an individual contract.

Final Grade Required for Course Credit

Descriptor	Grade on Report Card	Credit Earned for the Course
Exemplary	3.5 - 4.0	YES
Accomplished	3.0 - 3.4	YES
Approaching Accomplished	2.5 - 2.9	CONDITIONAL
Developing	2.0 - 2.4	NO
Beginning	1.9 and below	NO

Credits Required for NYS Graduation

Subject	Advanced Regents Diploma		Regents Diploma	
	Units of Credit	Regents Exams	Units of Credit	Regents Exams
English	4.0	1	4.0	1
Social Studies	4.0	2	4.0	2
Math	3.0	2 or 3**	3.0	1
Science	3.0	2	3.0	1
Spanish/LOTE*	1.0*	1	1.0	0
Physical Education	2.0	0	2.0	0
Arts	1.0	0	1.0	0
Health	0.5	0	0.5	0
Sequence Courses, Electives	3.5	0	3.5	0
Total	22	8 or 9	22	5

* Language Other Than English requirement includes passage of Regents exam with 3 years of course work typically necessary.

** For those entering TCHS starting in 2009, the Advanced diploma requires passage of 3 Math Regents exams.

If a student requires additional time to meet the learning standards in any course, the THS schedule allows flexibility, with increased schedule openings in Grades 11 and 12. Additional opportunities will be offered for students who want to expand the standard program. The Honors Extension Program will offer the chance to extend the curriculum at each grade level, with an Honors Diploma designation available at graduation. Participation in Canisius College courses will be available for upper-level students. An independent study course can be designed to be supervised by staff members.

Four Year Plan: Grades 9 to 12

Freshman/Sophomore Years

Though many of the structures of an EL school are different from those of traditional high schools, the course credits earned are equivalent. Through active pedagogy embedded in a school culture of collegiality, safety, and academic seriousness, TCHS students will meet the NYS diploma standards for learning in all areas as indicated in the tables below. The courses listed suggest a typical progression. Variations in course load are common as we aim to meet the individual needs of all our students. In the last trimester of 10th grade, each student will be expected to satisfactorily present his or her *Passage Portfolio* to a panel of faculty and student representatives and community experts in order to earn promotion to 11th grade.

GRADE 9 Courses	Credit
English Language Arts	1
Global history I	1
Algebra I	1-R
Living Environment	1-R
Studio Art	0.5
Spanish/LOTE	1
PE/Fitness	0.5
Crew	0.5
Total Credits	6.5

GRADE 10 Courses	Credit
English Language Arts	1
Global History II	1-R
Geometry	1-R
Earth Science	1-R
Studio Art	0.5
Spanish/LOTE	1
PE/Fitness	.5
Crew	0.5
Total Credits	6.5

Junior/Senior Years

Students in junior and senior years at TCHS will be taking the additional required courses toward graduation with a Regents' or Advanced Regents' Diploma. Depending upon their choice of concentration, elective courses of study will vary from student to student. The courses listed suggest a typical progression. Variations in course load are common as we aim to meet the individual needs of all our students. During junior and senior years, all students will be thoroughly guided through the necessary steps of preparation for the college application process.

A junior at TCHS will have participated in many Learning Expeditions during his or her first two years of high school. By the junior year, every student will understand the components of a high quality learning expedition and will be ready, with support from teachers, to craft an investigation based on his or her own interests. This investigation may also include an internship.

By their senior year, students use their experience in their junior year to work with teachers to craft individual senior Learning Expeditions. During the third trimester of the senior year, students organize their documentation and reflections into a section of their Graduation Portfolios. This portfolio must be successfully presented to the Graduation Panel in order to be granted a TCHS diploma.

GRADE 11 Courses	Credit
English Language Arts	1-R
US History	1-R
Algebra II/Trigonometry	1-R
Physics	1-R
Arts Elective	1
Spanish/LOTE	1-R
Health/PE	1
Crew	0.5
Total Credits	7.5

GRADE 12 Courses	Credit
English Language Arts	1
Government/Economics	1
Pre-Calculus/Math Elective	1
Chemistry	1-R
Arts Elective	1
Spanish/LOTE	1-R
Senior Seminar	0.5
PE	0.5
Crew	0.5
Total Credits	7.5

Graduation Total	24 +
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Weekly School Schedule

The use of time in EL schools is different than that of traditional high schools. TCHS's weekly and yearly schedules are intentionally designed to promote academic rigor, intensive work in the four core academic areas (English Language Arts, Social Studies, Science, and Math), opportunities for elective study, a nurturing school culture, and community engagement. The schedules also contribute to the accomplishment of a higher purpose: to prepare students for advanced educational opportunities beyond high school and for productive and meaningful occupations as adults.

Classes in the core academic areas are presented daily in periods of approximately 56 minutes, allowing for total instructional time of about 200 minutes weekly per subject. Blocks of 56 minutes allow for academic support to be provided within classes and encourage teachers to vary their use of instructional time, with an emphasis on active learning. Students are expected to leave each class with key organizational tasks accomplished, including homework assignments written into their planners and all materials in hand. Independent homework tasks will be understood with clarity, if not largely accomplished before the conclusion of the school day. Teachers are afforded time to plan as a regular part of the daily and weekly schedule, including at grade level faculty team meetings each Monday morning.

Students will have opportunity in their day and week to work with different groups of classmates. Many classes contain twenty-four or twenty-five students though some contain fewer, and Crew period has only twelve students on average. The schedule has been designed to accommodate academic support needs in groups of 12-15 students. The resulting schedule is complex, with individual student variations, and the master schedule shown may require explanation.

Sample Class Schedule: 9th Grade

	Monday		Tuesday	Wednesday	Thursday	Friday
10:30 - 10:50	Crew	8:20 - 9:18	Bio Lab	Math Lab	Living Environment	Academic Support
10:52 - 11:20	Arts Rotation	9:20 - 10:16	Living Environment	Physical Education	Physical Education	Living Environment
11:22 - 11:50	Living Environment	10:18 - 10:38	Sustained Silent Reading			
11:52 - 12:20	Academic Support	10:38 - 11:34	Academic Support	Global History 1	Global History 1	Global History 1
12:22 - 12:50	Lunch	11:36 - 12:04	Lunch			
12:52 - 1:20	Global History 1	12:04 - 12:32	Crew	Crew	Crew	Crew
1:22 - 1:50	Spanish					
1:52 - 2:20	Academic Support	12:34 - 1:30	Spanish	Spanish	Studio Art 1	Spanish
2:22 - 2:50	Algebra	1:32 - 2:28	Academic Support	Algebra	Algebra	Studio Art 1
2:52 - 3:20	English Language Arts	2:30 - 3:26	Algebra	English Language Arts	English Language Arts	English Language Arts

Sample Class Schedule: 10th Grade

	Monday		Tuesday	Wednesday	Thursday	Friday
10:30 - 10:50	Crew	8:20 - 9:18	Studio Art 2	Earth Science Lab	Geometry	Studio Art 2
10:52 - 11:20	Arts Rotation	9:20 - 10:16	Geometry	Physical Education	Physical Education	Geometry
11:22 - 11:50	Geometry	10:18 - 10:38	Sustained Silent Reading			
11:52 - 12:20	Academic Support	10:38 - 11:34	Academic Support	English Language Arts	English Language Arts	English Language Arts
12:22 - 12:50	English Language Arts	11:36 - 12:04	Crew	Crew	Crew	Crew
12:52 - 1:20	Lunch	12:04 - 12:32	Lunch			
1:22 - 1:50	Spanish					
1:52 - 2:20	Academic Support	12:34 - 1:30	Spanish	Spanish	Academic Support	Spanish
2:22 - 2:50	Earth Science	1:32 - 2:28	Academic Support	Earth Science	Earth Science	Academic Support
2:52 - 3:20	Global History 2	2:30 - 3:26	Earth Science	Global History 2	Global History 2	Global History 2

Sample Class Schedule: 11th Grade

	Monday		Tuesday	Wednesday	Thursday	Friday
10:30 - 10:50	Crew	8:20 - 9:18	US History	US History	Academic Support	US History
10:52 - 11:20	US History	9:20 - 10:16	Academic Support	Algebra 2/Trig	Algebra 2/Trig	Academic Support
11:22 - 11:50	Academic Support	10:18 - 10:38	Sustained Silent Reading			
11:52 - 12:20	Algebra 2/Trig	10:38 - 11:34	Algebra 2/Trig	Spanish	Spanish	Spanish
12:22 - 12:50	Spanish	11:36 - 12:04	Social Dance	Social Dance	Physical Education	Social Dance
12:52 - 1:20	Academic Support	12:04 - 12:32				
1:22 - 1:50	Lunch	12:34 - 1:02	Lunch			
1:52 - 2:20	Academic Support	1:02 - 1:30	Crew	Crew	Crew	Crew
2:22 - 2:50	Physics	1:32 - 2:28	Physical Education	Physics	Physics	Academic Support
2:52 - 3:20	English Language Arts	2:30 - 3:26	Physics	English Language Arts	English Language Arts	English Language Arts

Sample Class Schedule: 12th Grade

	Monday		Tuesday	Wednesday	Thursday	Friday
10:30 - 10:50	Crew	8:20 - 9:18	Pre-Calculus	Pre-Calculus	Health	Pre-Calculus
10:52 - 11:20	Pre-Calculus	9:20 - 10:16	Health	Academic Support	Academic Support	Health
11:22 - 11:50	Health	10:18 - 10:38	Sustained Silent Reading			
11:52 - 12:20	Academic Support	10:38 - 11:34	Academic Support	Chemistry	Chemistry	Chemistry
12:22 - 12:50	Chemistry	11:36 - 12:32	Physical Education	Physical Education	Economics / Government	Academic Support
12:52 - 1:20	Academic Support					
1:22 - 1:50	Economics / Government	12:34 - 1:02	Crew	Crew	Crew	Crew
1:52 - 2:20	Lunch	1:02 - 1:30	Lunch			
2:22 - 2:50	Senior Seminar	1:32 - 2:28	Economics / Government	Senior Seminar	Academic Support	Economics / Government
2:52 - 3:20	English Language Arts	2:30 - 3:26	Academic Support	English Language Arts	English Language Arts	English Language Arts

NOTES: Academic Support is used for remedial instruction or enrichment.

Homework

TCHS staff is committed to the creation of a careful and intentional school community that encourages student learning through meaningful educational experiences. Homework is assigned in moderate amounts and with care to reinforce learning, not to frustrate. Homework is assigned to serve a useful purpose, and it is not designed to be used as punishment, as “busy-work,” or as a substitute for teacher instruction. All assignments are made clear to students before they leave school, and time is provided within the school day for work to be started with teacher supervision. Students should not need adult assistance at home to complete work. Homework is given in order to provide *practice* of concepts that have been presented in class, to provide *support for retention* of newly acquired information, and to *prepare* students for the next class meeting.

Families should assume that the amount of time necessary for students to complete homework will average one hour daily. Included in this time, there will be an expectation of a minimum of twenty to thirty minutes of reading. Homework will be assigned regularly in preparation for math and Spanish classes, which appear in a student’s schedule three and four days each week. Families should help set aside this time and support students in planning ahead to manage their time if some days in the week are busier than others after school.

Families should expect that teachers will post homework or study expectations in the assigned area on the board during class every day, and that students will be supervised as they copy the assignment into their planners. Completed homework will be checked regularly. Students are expected to complete *all* assigned work without excuses. Failure to do so can result in contacting a student’s family to announce that the student will have an extension of school time in order to complete the work. Homework detention may be served with a teacher or in generally supervised after-school detention. A student’s HOW grade will reflect cooperation with homework expectations. If students are out of school for any reason, they are encouraged to contact classmates to obtain missed assignments.

9th Grade Academy:

Rationale: The 9th Grade Academy is a structure Tapestry Charter High School provides to give students the one-on-one support they need to achieve their greatest academic potential from the time they first enter high school. At Tapestry, staff has high expectations for students. It is expected that students are taking academic work seriously both at home and at school. Should work not be completed when it is due, the best consequence is for a student to complete this work with quality.

Structure: For 9th grade students, the school day ends at **4:15pm**. The Academy is the last period of the day running from **3:35 - 4:15pm**. Students may **earn an early release at 3:35** by completing high-quality work and following all classroom routines during the school day. Students who do not complete classwork or homework, or need to practice classroom routines will be assigned an academy for **that day**. A student may choose to attend the Academy for extra help, or a parent may request that they attend. Students will earn dismissal from school once work is completed for all teachers (students must leave the building as soon as they are dismissed). Students who are unable to complete the work by 4:15, or who have academy assigned by more than one teacher, will be assigned to the Academy the following day(s) until all work is completed. If a student has a Dean’s Detention, that will be served first, followed by the Academy on the next day.

Timeline:

3:26: Last period teacher dismisses students who have earned an early dismissal.

3:40: Teacher escorts students to appropriate classroom.

3:45 - 4:15: Students complete assigned work and are dismissed when work is completed to teacher’s

high expectations.

4:15: Final dismissal of Academy students. If work is not finished, students will be informed if they are assigned the following day.

Common Classroom Practices

Start of Class: Students are allowed two minutes of passing time between all classes. Students are expected to be in their classrooms by the bell, seated, and prepared to begin learning as the class period begins. Teachers will close their doors at the commencement of class. Teachers are expected to greet and dismiss students in a consistent and organized fashion each class period according to team or department expectations. Teachers are to be fully present and aware when students are entering and exiting the classroom. When dismissing students, it is essential that teachers hold students accountable for the tidiness of the room and the returning of materials to their proper location.

Classroom Seating: Seating of students in the classroom is at the discretion of the teacher. Seating may be rearranged at the teacher's will. Seating decisions are designed to enhance the learning of all students in the classroom.

Hall Passes to Leave Room: Students will use the designated class "pass" to travel in the hall and must have it in possession while out of a classroom.

On Board: The homework or study topic will be posted in the same location on the board every class period. Learning Targets for the class will also be posted on the board.

Binders and 3-Prong Folders: Each subject will have an organizational structure in which students store work during a trimester. Handouts for binders and folders will generally be three-hole punched. Work should be completed on loose-leaf sheets for insertion in folder, unless the teacher specifies that the assignment must be typed. The binder organizational system and dividers will be set up according to teacher specification. Folder organization and care will be counted toward the Habits of Work grade.

Presentation of Work: Students are expected to present their work according to teacher specifications.

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

Welcoming of Guests: TCHS is a school that encourages interaction with the wider community. The establishment of a friendly and informative professional community is a priority. Each class group will assign designated "ambassador" who will welcome visitors to the class. The ambassador will provide an introduction and information about the class to guests. In fact, all students and staff are encouraged to be ambassadors for our school. When authorized individuals enter our facility, they will often be supplied with visitor name tags. Adult visitors will be greeted and addressed with their appropriate title (e.g., Mr., Ms., Dr.) and last name. All students are encouraged to introduce themselves to all visitors, providing a statement such as: "Welcome to THS, Mr. _____. My name is _____. How can I help you?" Select Student Ambassadors are chosen and trained each year, and will assist with special events. Students may request to become Ambassadors, coordinated by the Dean of Students.

School Activities, Special Programs and Services

Sports Programs & Adventure/Fitness Experiences

Sports and adventure/fitness programs will be available at TCHS, including competitive game opportunities, as well as training in developmental skills. As a member of Section VI of New York State Athletic Association, coaching and league participation has been developing. In 2011 – 2012 TCHS offers soccer, volleyball, basketball, baseball, track. Club sports for the year will include ski club. Additional activities will be available as individual interest is established. The Tapestry program places emphasis on Physical and Emotional Fitness, and sports and recreation are recognized as an important component of a quality high school program. Eligibility criteria will be established for participation in sports and adventure experiences, with input from the Principal's Advisory Group.

Teambuilding Overnight Adventure Trip

At the beginning of each 9th and 10th grade year, students and crew leaders spend one night and two days at YMCA Camp Weona in an effort to get to know each other as individuals and to build a sense of community and cooperation. Students and faculty travel together and stay at the camp, participating in leadership and team-building activities.

Visual / Performing Arts & Music

Participation is available in these programs at TCHS. Studio Art, Music, Dance, and Theatre are currently available to students through 12th grade, and appreciation for the Arts is a stated emphasis of the Tapestry Charter. Freshman and Sophomore years, all students will be scheduled for "Studio Art," which will meet the NYS standard requirement toward graduation. Electives are offered to upper class students. In addition to the visual arts, theater, dance and music during the regular schedule, after school arts activities are available for all students. Community collaborations have been developed so that THS students may tap into the richness of Buffalo's local arts experiences in a real world setting.

Internships

Internships in community placements are arranged as they connect to learning expeditions, college and post-secondary prep, and are driven by student interest, with the goal of developing a sense of real-world application of learning and value for community service.

Clubs, Dances and Recreational Events

Clubs will continue to be developed as interest is expressed, driven by student and family initiatives. TCHS has established a yearbook and a student government, for example, driven by student request. With student organization and staff guidance, dances and other recreational events have been held for TCHS students. (Each student is permitted to bring one guest if a ticket is obtained prior to the event at school. Guests must be age appropriate and students in good-standing at their home school. Parent or school contact information may be requested. Students who are on suspension or who have outstanding disciplinary action in process are not permitted to attend dances or other events.)

Code of Character

The Tapestry Charter High School community is committed to intentionally designing, participating in and upholding our school-wide norms and our values – Visions, Passion, Wonder and Voice. Put simply, our school culture is intentionally shaped by our shared values. Every school has a culture and accepted norms for behaviors. Usually these school cultures and norms evolve unintentionally out of the dynamics and interchange of personalities and events within the school community. But school culture can be created intentionally. When all essential partners consistently choose to behave in a manner that upholds its desired culture and norms, its staff members can intentionally and systemically improve the culture in their school. This leads to a rise in student achievement and a more productive and enjoyable learning environment for all. Consistency, relational trust and accountability are proven to be essential in shaping intentional shifts in school culture.



As each year begins, all students and staff will carefully examine the TCHS code of character. These qualities will form the basis for relationships among the members of the TCHS community and with the community around us. Students and staff will be expected to demonstrate these values both in and outside of school. Many TCHS routines and structures are designed to encourage students to develop these valued traits, along with an ethic of self-discipline and understanding of Restorative Justice principles. Consequences for violation of the *Code of Student Self Discipline* will be applied with fairness and consistency. The Restorative Justice model guides the TCHS disciplinary structure.

Code of Student Self Discipline

Our code of Student Self-Discipline is grounded in the following beliefs:

1. All students deserve to be educated in a safe and welcoming community environment.
2. All students are responsible for the decisions they make and need to be held accountable for their actions.
3. All students can change and improve behavior. Students deserve an opportunity to wipe their slates clean through demonstration of long-term positive behavior.

Restorative Justice

Well-functioning organizations establish healthy rules of order. For a school to maintain peace and safety, it is important that the community agrees to behavioral expectations and consequences. In recent years in the area of criminal justice there has been increasing respect for and use of a model for maintaining community order and peace called Restorative Justice. In a Restorative Justice Model, as applied at TCHS, relationships among community members are very highly valued. The goal of our Restorative Justice school discipline policy is not simply compliance with rules, but the maintenance of a strong and peaceful community and the development of conscience. Though rules and consequences do exist in a formal sense, students are not expected to behave well only because the rules say so. Rather they are expected to internalize the understanding that they are living within an interdependent group of people and that their actions have an impact on other individuals and on the group as a whole. If there is wrongdoing, it is essential that the offender acknowledge the people who have been hurt, and then seek to

restore positive relationship with the offended individual or individuals. Empathy is developed. Restorative Justice contrasts with the more common Retributive Justice model in which retribution or punishment is applied to an offender as a response to rule breaking, and the punishment alone is the focus of the consequence.

At TCHS, students are consistently encouraged to take responsibility for their behavior and to improve their judgment. Consequences for misbehavior are applied with the goals of increasing self-awareness and increasing the awareness of community interdependence. Mediation, conferencing, apology, peace circles, and reparation for the victim are examples of the means by which Restorative Justice is achieved. Students commonly complete Behavior Reflection Sheets that require a written articulation of the community values that were offended by wrongdoing, along with a plan for corrective action and a statement of commitment to improvement. The more typical school consequences of detention, school suspension and even expulsion are possible at TCHS, but they are viewed only as a part of the broader plan of response.

Disciplinary Penalties

Decisions regarding consequences for negative behavior will be made responsibly by professional staff members, with support from administration. Restorative Justice principles will be considered at all times in matters of misbehavior. Families will be promptly notified of the occurrence of significant misbehavior, including any behavior resulting in the imposition of consequences that include suspension from class, or that fall outside the typical school hours. In the case of repeated minor offenses, families will be contacted when staff determines that contact would be useful in improving the behavior. School staff is encouraged to maintain effective communication with families, and to welcome contact from families at any time.

Given the goal of student self-discipline and the high value placed on a peaceful community, students at TCHS are consistently required to reflect upon their own misbehavior and to identify the connection between their misbehavior and the traits identified on the Code of Character. At times students complete formal Behavior Reflection Sheets in written form. Structures such as Crew and the Teambuilding Adventure Trip offer direct opportunities to discuss issues of character, values, and behavior. On a regular basis within the school program and the curriculum itself, students are engaged in discussion of appropriate consequences for misbehavior, with consideration of the concept of Restorative Justice whenever possible. Students will be directed to identify the impact of their behavior upon the larger school community and to make amends and apology when appropriate. When feasible, consequences are meaningfully related to the infraction, guiding students to an increasing understanding of the purpose behind the rules.

When staff imposes consequences, factors such as student's age, mental status, history, and the presence of a disability will be considered. Generally, discipline will be imposed in a progressive fashion, so that repeat offenses will be dealt with more harshly than initial incidents.

Consequences for misbehavior may include a range of actions such as: Oral warning to student, teacher conference with student, administrative conference with student, written reflection and/or apology, completion of Behavior Reflection Sheet, imposition of Lunch detention (Silent Lunch), call to parent/guardian for phone or in-school conference, withdrawal of school privileges, mediation, imposition of Reflection Time including brief removal from class for opportunity to consider impact of behavior, public apology, Homework Detention, After-School Detention for disciplinary concerns, Saturday or Evening School for reflection on behavior improvement, In-School Suspension, Out-of-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 stated in Section 3214 of NYSED regulations, all students facing suspension in excess of five school days are entitled to written parental notice, phone call home if possible, informal conference upon request, section 3214 hearing notice provided to parent, a Superintendent's hearing, and a notice of hearing results to parent.

Disruptive and Violent Pupils. In keeping with the Safe Schools Against Violence in Education (SAVE) Law, Disruptive Pupils and Violent Pupils must be dealt with thoroughly and effectively for the sake of all pupils. "Disruptive Pupil" is defined as one who: is substantially disruptive of the educational process or interferes with the teacher's authority over the classroom. "Violent Pupil" is defined as one who: commits an act of violence on a teacher, other school district employee, or fellow student; possesses, displays, or threatens to use a gun, knife, or other dangerous weapon; knowingly and intentionally destroys the personal property of a teacher or other school district employee; knowingly and intentionally destroys school district property.

In situations involving Disruptive or Violent Pupils, the principal is empowered to suspend pupils from school entirely, without requirement of specific board delegation of that authority. A minimum of one day suspension (in or out of school) is recommended for Disruptive Pupils, and a minimum of two days suspension is recommended for Violent Pupils, with consideration of additional penalties to include additional days of suspension, mental health treatment, or law enforcement involvement. Teachers are empowered to remove disruptive or violent pupils from the classroom, with immediate notification of administration. Employees who report violent incidents are protected from any civil liability and may not be disciplined or fired for reporting these incidents.

As stated in the SAVE Guidelines, *Removal Procedures* include the following:

- Teachers report and refer violent pupil to administration for minimum suspension period
- Administration has authority to suspend for up to five days without delegation from board
- Student will be informed of reason for removal by teacher
- Principal will be informed of reason for removal, and will set timeline for negotiations of removal with student and parent
- Notification of charges and explanation for suspension with timelines will be adhered to, as required by legislation

Searches and Interrogations. In order to achieve a safe and orderly school environment, school personnel are authorized to question students regarding alleged violations without invoking "Miranda" rights. Searches of students and their belongings, including lockers, are permitted if there is reasonable suspicion that the student is in possession of items that are relevant to an investigation and in violation of the school policies and the Code of Commitments. The search will be reported to the administration and a record of the results of the interrogation filed.

Alternative Instruction must be provided when a student's disciplinary penalty prohibits class attendance beyond one day, whether suspension is in-school or out-of-school. Alternative Instruction is provided by appropriately certified personnel, allowing the student to have access to free and appropriate public education. If a student is expelled, he or she is provided with all necessary information to facilitate registration at another district school within two days, and THS staff will notify the home district to expect the student's return.

Discipline of Students with Disabilities. When a suspended student is either classified by, or in consideration of classification by, the Committee on Special Education, the requirements of federal regulation as stated in the Individuals with Disabilities Education Act (IDEA) afford such a student additional due process protection beyond the general education population. As stated in Section 3214 of NYSED regulations, all students facing suspension in excess of five school days are entitled to written parental notice, phone call home if possible, informal conference upon request, section 3214 hearing notice provided to parent, a Superintendent’s hearing, and a notice of hearing results to parent. In addition to those expectations, if a CSE student is suspended for a cumulative total of ten days within an academic year, THS will notify the home district of the need for CSE review to consider the impact of the disability upon the behavior and the possibility of a need for a change in program services. After ten days of suspension, special education services as stated in the IEP will be provided to the student along with alternative instruction.

Consequence Levels.

Level 1, Level 2, and Level 3 Infractions:

The tables below are divided into three levels. Note that while the behaviors and interventions are listed on the same table, they are not connected in any specific manner that they should be read as ‘if a student does this, then the staff should do this.’ Staff will determine the function for the behavior and how to best respond. Our staff consistently uses these behavior interventions. We move to the next step in the sequence only when staff has demonstrated, through documented evidence, that the student is not responsive to these interventions. These guidelines are derived from and are consistent with the Tapestry Charter School norms, traits, and touchstone.

Level 1: Teachers and support intervention (in classroom).

Example of Student Behaviors	Common Staff Interventions
<ul style="list-style-type: none"> • Interrupting, calling out, talking out of turn, using a loud volume of voice • Leaving seat without permission • Leaving work or other spaces dirty or messy • Wearing coats, hats, hoodies without permission • Refusing to complete work • Arriving tardy to class and without a pass • Using inappropriate language • Consuming candy, gum, soda, snacks, etc. without permission • Arriving to class unprepared (without pen, pencil, paper, etc.) • Sleeping/putting head down, not engaging in the lesson • Unsupervised presence in the hall during breakfast period • Non-compliance/not following directions • Inappropriate use of supplies/equipment • Touching other students/rough housing • Verbally bullying/harassing others 	<ul style="list-style-type: none"> • Reminder of expectations • Private conversation • Offer time and space • Offer time with the counselor • Silent Lunch Detention • Record incident in the log • Contact parent • Apology of action • After school detention with teacher

Level 2: Teacher, Dean of Students and Assistant Principal intervention. Parents are contacted immediately for a level 2 behavior and a Level 2 Behavior Report Form needs to be completed.

Example of Student Behaviors	Common Staff Intervention
<ul style="list-style-type: none"> • Chronic Level 1 infractions • Skipping teacher’s detention • Wearing coats, hats, hoodies without permission and refusing to correct the dress code violation • Possession of or use of any prohibited electronic devices (eg. cell phones) • Leaving classroom or assigned room without permission • Being in the hallway or other unassigned school setting without a proper pass • Entering another classroom without permission • Possession of inappropriate or offensive material (pictures, e-mails, texts, etc.) • Inappropriately using school computers (accessing inappropriate or offensive material) • Using provocative language or profanity or directing profanity at another teacher, student or staff member • Using sexually explicit language or making inappropriate gestures • Skipping class 	<ul style="list-style-type: none"> • Parent contact • Reminder of expectations • Private conversation • Reparation and/or apology to offended individual or to community • Offer time and space • After-school Dean’s detention • Offer time with the counselor • Lunch detention • After School Detention • Saturday School • Request an admin escort • Record the incident in the log • Apology of action • Community Service with plan for reparation • In school or out of school suspension • Personal Contract including parent, student, staff conference

Level 3: Principal intervention. Contact with parent will be made by administration.

Example of Student Behaviors	Common Staff Intervention
<ul style="list-style-type: none"> • Chronic level 2 infractions • Using gang-related language or gestures • Physically abusing, bullying, or threatening another student, teacher, or staff member • Writing on, breaking, or destroying school/student property or other acts of vandalism • Sexual harassing behavior – touching another student, teacher, or staff member • Theft • Fighting • False accusations/allegations • False fire alarm • Consensual sexual contact on school grounds • Use of or possession of illegal substances (e.g., tobacco products, drugs, alcohol) • Possession of or concealment of chemical substances, simulated weapons, lighters, sharp objects, etc. 	<ul style="list-style-type: none"> • Request an admin escort from class • Record an incident report • Admin will contact family and may assign: • Community Service with plan for reparation • Reparation and/or apology to offended individual or to community • In-school suspension • Personal Contract including parent, student, staff conference • Out of school suspension • Expulsion hearing

For all high-level infractions such as possession of or use of illegal drugs, alcohol, weapons, explosives, non-consensual sexual contact, or the selling of illegal drugs, local law enforcement will be contacted and the investigation will be conducted at their discretion.

School Policies – Encouraging Positive School Culture & Self-Discipline

Academic Integrity

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

Plagiarism. Plagiarism is to use, intentionally or unintentionally, the ideas or writing of another as one’s own. This can include paraphrasing or manipulating text written by another without according the author credit. It is a form of stealing. When a teacher determines that a student has plagiarized, the teacher will first determine if the student’s actions were knowing or ignorant; did the plagiarism occur before or after a related research skill has been taught? In cases where the plagiarism is deemed inadvertent (e.g.: improperly cited sources), the student will be educated and required to resubmit the assignment independently. In cases where the plagiarism is deemed flagrant (e.g.: an essay copied from the Internet or a repeated offense), the case will be referred to the administration for disciplinary consequences. Penalty may also include a written apology to the teacher, other offended party or a public apology. Following the incident, the student will be required to orally defend and report upon all work that is turned in for a period of time to be determined by the teacher. Repeated, flagrant plagiarism would be grounds for suspension or expulsion.

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

Attendance Policy

Absence and Tardiness.

- Regular, punctual school and class attendance is essential to a student’s educational success. Unless a student is excused, attendance is required every day.
- Excused absences include: personal illness, appointment with a health professional that could not be scheduled after school, observance of a religious holiday, a family emergency, or a planned absence for a personal or educational purpose that has been approved in advance by the school.
- Upon returning to school after an absence, a student is required to provide a note signed by a parent or guardian that explains the reason for the absence. A doctor’s note is requested when the reason for absence included an appointment. Without a note, the absence is marked as “UNEXCUSED.”
- Students who arrive after school begins must sign in at the late desk at the front doorway or report to the office for a late arrival slip before going to first class.
- Students who are tardy to classes during the school day shall report directly to the class. Teachers will assign a penalty of time to be served by the student at an assigned time, unless the student presents a legitimate pass signed by a staff member. Students would be expected to stay with the teacher for whom they were late, unless another arrangement is worked out by the teacher.
- Each student’s permanent transcript indicates the number of absences and tardies per school year, and this record is sent with college, post-secondary program and employment applications.

Consequences for Attendance Difficulties.

Students will be assigned one Detention for each day late to school and for each unexcused absence. Typically a phone call is made home by front office staff each time a student is absent.

Front office staff will check attendance logs every week, and will notify Crew Leaders and the Dean of Students of full day absence totals approaching six and then ten days. Teachers must track class absences and check the rate of class absences against the full day absences for any child regularly. There are times when students are absent more frequently from a class than they are from full days of school. Penalties of denial of credit will occur based upon attendance to a specific class.

At six (6) unexcused absences and/or six (6) tardies:

- Crew Leader will call home to discuss problem and to schedule a meeting.
- A meeting will be held with a parent, Crew Leader, and Dean of Students to discuss the situation and plan for improvement.
- A contract will be drafted and signed by all involved parties to commit to improved attendance/punctuality.
- Saturday School will be assigned, during which the student will reflect on his or her behavior and complete any missed work.

At ten (10) unexcused absences, and/or ten (10) tardies:

- Crew Leader will call home to schedule another meeting.
- A parent conference will be held with the Crew Leader, Dean, and Assistant Principal to discuss the violation of the contract and the possibility of denial of credit in courses.
- A schedule for detention and/or Saturday School will be set, and the contract will be updated.

If a student reaches fifteen (15) single period absences for a class:

- Credit will be denied for that class.
- A meeting will be held with student, family, teacher(s), and administration to discuss methods of credit recovery (e.g., summer school).

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

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

Leaving School Grounds. Once students arrive at school and are noted as present by staff, they are not permitted to leave the premises without adult supervision or specific permission until 3:45 pm. Any student departure during the school day will result in a phone call home, the completion of a Behavior Reflection Sheet, and the possible imposition of further consequences.

Behavior Expectations

Respect for Adult Authority. Though all individuals young and old in the TCHS community are deserving of respect, it is understood that adults are in a position of authority. Adults would include staff members, as well as other adult guests or individuals involved in the community functioning. Staff members in particular are required by law to provide an appropriate atmosphere for learning and have the right and responsibility to respond to student behavior in the service of that requirement. Restorative Justice principles would guide students to understand the necessity of an orderly environment and the importance of behaving with respect toward others, including adults. Examples of behavior that

challenges authority would be arguing with a teacher in response to a request, refusal to leave a classroom if asked to go to the office, walking away from an adult when being addressed. Challenging authority constitutes insubordination and at the least would require apology and completion of a Behavior Reflection Sheet. Continued challenging of authority can be grounds for serious consequences up to and including suspension and expulsion.

Transitions Within the Building.

Arrival/Breakfast:

No students will be admitted to the building prior to 7:35. All students arriving between 7:35 and 8:00am must report immediately to the dining room. Students must remain in the dining room until 8:00am. Students are not permitted to enter classrooms until 8:00am unless they have a pass issued from a teacher the day before. Breakfast begins at 7:35 am; breakfast service ends at 8:00am. No beverages/foods (except water in a clear container or lunch in sealed container) may leave the dining room after breakfast. Failure of students to meet these expectations is a Level 1 infraction and will be dealt with accordingly.

Dismissal:

Gr. 9-12 dismissal bell rings at 3:35pm; Grade 9 Academy will run through 4:15pm. Personal Electronic Device (PED) Cabinets for each grade will be supervised at exit door for return of student property between 3:35 and 3:50pm; grade 9 cabinet will also be available at end of Freshmen Academy. Once students have exited the building, they will not be permitted back inside. Failure of students to meet these expectations is a Level 1 infraction and will be dealt with accordingly. After-school extra-curricular activities are expected to run from 3:50 until no later than 4:45, unless special arrangements have been made.

Hallway Expectations:

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

Hall Passes:

During the nine daily periods, all students going to the lavatory (LAV) must be in possession of a classroom clipboard pass. Students must have a personalized and signed pass from the Pass Book to go to other locations, including the nurse, front office, library, or other errand locations. If a student is found in the hallway without a pass staff will escort the student back to the classroom and informing the teacher that the child was in the hall without a pass. The teacher whose classroom the child was supposed to be in will then issue the appropriate discipline procedure (see Level 2 on infractions chart) Students may NOT use the clipboard pass for another reason except to go to the LAV– this is considered a Level 1 infraction and the Dean of Students will be notified. LAV use is assigned by classroom location. If students are not using the assigned LAV, it will be considered a Level 1 infraction and the Dean of Students should be notified.

Voice, Language, and Hall Behavior. Students are required to use “professional voice” at all times during the school day, whether out on fieldwork or in the school building. Though there is a time and place for appropriate expression of enthusiasm, school is rarely an acceptable location for loud voices. Teachers will give one reminder to use “professional voice.” If student does not comply, behavior would be considered insubordinate and would be subject to the discipline policy.

Profane language can be offensive and is disruptive to the atmosphere of academic rigor established at TCHS. Even if used in the context of informal conversation or joking, it is unacceptable in the school

setting. Those who use profanity will be reminded to stop. Failure to stop as requested is insubordinate. A student can be called to a disciplinary hearing for use of profanity.

Bathroom Use. High School students are not expected to use the lavatory during classes. If students must use the LAV during class, they are only permitted to leave the room one time per class and they must use the classroom clipboard pass. Only one student may leave a class at a time. Failure to meet these expectations is a Level 1 infraction and will be dealt with accordingly. If a student is believed to be misusing the pass privilege, with use of the pass more than two days in a week, this is a Level 1 infraction and the privilege may be withdrawn after a call to the parent. If a student needs to go to the nurse due to illness or injury, they will ask the teacher for a nurse's office pass. This is to be used for health issues only, not to get a tissue or cough drop (which we are not permitted by NYS Law to distribute). If a student has business to address in the front office, this must be done before or after school.

Harassment. The staff is committed to assuring 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 THS community. Offensive behavior – even online – can result in disciplinary action within the school, or may be grounds for legal action.

Sexual Harassment. 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.

Reporting Harassment. Students who feel that they are being harassed should report the situation to a trusted staff member immediately. 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.

Participation in Physical Education.

Two full physical education credits are required for graduation with a NYS diploma. Each yearly course is worth 0.5 credits. Students must dress appropriately for physical education. If a student is not prepared they will be given a written assignment that needs to be completed by the end of the day. This assignment will count towards a student's HOW grade only. Acceptable clothing includes sneakers, shorts/pants, t-shirt/sweat shirt, and no jewelry.

In the case of unexcused absences for Physical Education, if a class is not made up student will be assigned an administrative detention and still need to make up class. There will be a make-up calendar posted by the P.E. office for available dates. If difficulty continues, credit will be denied, jeopardizing opportunity for completion of a diploma.

Fieldwork Behavior. Fieldwork days are the same as any other school day. Students are expected to be prepared and to behave as they would on any other school day. At any field site, students must act in a safe and responsible manner and represent our school appropriately.

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

Fighting. Students are asked to keep their hands to themselves at all times. Even when interacting in a friendly or playful manner, physical contact can get “out of hand” quickly and lead to unexpected difficulty. When disputes arise, students are asked to use non-violent means to resolve problems, with no use of physical means for demonstrating or retaliating in a dispute. If a fight occurs that results in physical contact, as determined by a staff member, penalties for Disruptive and Violent Pupils will apply. Suspension is likely for both parties. A Behavior Reflection sheet is required to be completed by each student. A reconciliation meeting will be conducted before students may return to classes, and will include students and family members in a meeting of apology and future planning. The police may be called to file a police report and to take appropriate steps for prosecuting the incident with parent consultation if the fight warrants such steps as determined by staff.

Gambling. Gambling within the school setting is deemed to be a disruption to the educational atmosphere and to pose a risk for long-term harm to individual students. If a student is discovered to be placing bets on games or other activities within the school setting, the game materials will be confiscated, and the student will be warned. Family will be notified.

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

Dress Code

Appropriate school clothing. At TCHS, we expect students and staff members to dress and to be groomed in an appropriate manner that shows respect for oneself, for others, and for the process of learning. Students are being guided towards use of good judgment, and toward awareness of typical workplace expectations. We urge good judgment in choice of footwear, with thought given to safety issues, given the extensive use of stairs in our facility.

Participation in physical education and science class require special attention to safety. Additional rules for those classes will be presented by the teachers. Shorts, a t-shirt, and sneakers are required for physical education. For science class, students are required to wear appropriate shoes and appropriate safety gear as directed by teachers.

Tapestry Charter High School has adopted a dress code that includes a specific expectation for school clothing. The aim is to create a professional atmosphere that sets the tone for academic focus in school, and that minimizes outside influences and competition that can arise from excess vanity and conformity. This policy is not as rigid as a uniform, though it is far more specific than the previous code. The school policy applies to students *at any time* while on the school premises. Crew leaders are essential partners in supporting the school wide dress code. Any staff member may enforce the policy with a student. With good student cooperation, days will be announced for “dress down” and senior privilege.

Expectations for daily school wear:

- **Polo shirt or collared button shirt, with or without school logo**, in any solid color. **T-shirts are not permitted.**
- Solid color sweaters or vests (pullover or cardigan) may be worn over the collared shirts.
- **Hoodies are not permitted**, unless with official THS logo on approved days of *pre-announced* special events (e.g., sport events, fieldwork, performances).
- **Khaki or black pants or skirts.** All pants and skirts must be worn at the waist with no visible undergarments. For daily wear, cargo pants and shorts are acceptable, though tailored pants will be required for special events. Girls may wear skirts with flexible styling, as long as the length is no shorter than 2.5 inches above the knee (with or without leggings). Shorts must also be no shorter than 2.5 inches above the knee.
- **Students may have individual choice of shoes, socks, leggings, or stockings.** Sneakers are acceptable for daily wear. NOTE: Flip-flops and high heeled shoes (above 2.5 inches) are not acceptable for safety reasons.
- **No hair restrictions apply.**
- **Jewelry is permitted as follows** (but must be removed for Physical Education and sports participation, and occasionally for science labs):
 - No more than one pair of dangle earrings, no larger than a quarter (posts are permitted)
 - No more than one bracelet (must be quiet for classroom, with no clanking on work surfaces)
 - Rings are permitted
- No items may be worn that are potentially dangerous, either as jewelry or on clothing (e.g. spikes, chains).
- No items may be worn that are provocative, containing symbolic or actual messages that are offensive (e.g., gang related items, sexual references).
- No hat or head coverings in the building including hoods, unless for religious or medical reasons. (Students wearing head coverings for religious or medical purposes must have a note on file in the office.)
- No outerwear worn in the building during the school day, including coats, jackets, gloves, hats, or sunglasses.

Dress Code Corrective Action and Penalties:

- If a student is not in compliance with Dress Code, they will be asked to make adjustments upon arrival at school in the morning.
- If the correction involves a change of clothing, a student may call home to have extra clothing delivered, or may use the extra polo shirts and pants that are available at school. (These shirts and pants must be returned at the end of the day.)
- If a Dress Code violation is noticed during the school day by any staff member, the staff member will ask the student to make corrections or go to the Dean for correction.
- A Dress Code violation is considered a Level 1 infraction. If a student resists the request to make correction, it is considered a Level 2 infraction and referral will be made to administration.

Illegal Behavior

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

Illegal Substances. Illegal substances (e.g., drugs, alcohol, tobacco) are strictly prohibited at all times in any location on the school campus. Violators will face disciplinary action. Law enforcement officers will be contacted. Families will be notified. If substance use by a student is suspected, in or outside of

school, a student's family will be contacted and concern with student's welfare will be shared. A recommendation may be made for professional assessment or substance use treatment. The Principal may require clearance from a School-approved drug and/or alcohol assistance or rehabilitation program before the student is permitted to return to school. Serious consideration will be given to the professional treatment recommendation. Chemical testing for illegal substance use may be required.

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

Weapons in School. Weapons are defined as any instrument or device that has the intended use of harming oneself or others, including making a threatening gesture to others. Any student found to be bringing such an object to school will face immediate administrative action with consequences including suspension or an expulsion hearing.

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

Cell Phones and Personal Electronics

Upon entering the building, each student must turn off his/her cell phone and turn it in for storage for the entire day in the personally labeled plastic box within the grade level Personal Electronic Device (PED) Cabinet. Students are not permitted to keep a cell phone with them during the school day.

- If a student needs to place an important phone call during the school day, he or she can request faculty permission, and such calls can be made from the reception office area. If a family member needs to reach a student, he or she can call the main school phone, and the student may be called to the office to speak.
- If phones or any other electronics are seen in a student's possession during the school day (e.g., in hand, pocket, belt), whether or not the phone is turned on, the phone or electronics device will be confiscated and given to the Dean of Students. Repeated violations will lead to escalating disciplinary action, as follows:
- Administration reserves the right to wand any student suspected of having a phone in their possession.
 - 1st offense: Item will be held for 24 hours and a call will be made home to arrange for retrieval of the item and remind family of the policy and consequences.
 - 2nd offense: Call will be made to parent/guardian by staff within 24 hours of phone confiscation and then will be kept until the end of the school year at the discretion of the administration.
- If a student needs to place an important phone call during the school day, he or she can request faculty permission, and such calls can be made from the reception office area. If a family member needs to reach a student, he or she can call the main school phone, and the student may be called to the office to speak.

Personal Property. TCHS 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.

Student Use of Special Areas.

Dining Room for Lunch:

When students enter the dining room they may put belongings at a table and proceed to the lunch line. The students are served in order, without cutting in line ahead of students who were present first. If a student cuts in line, the adult supervisor will send that student to the back of the line. If it is noticed that a student repeats this offense, they will be asked to sit and wait until all students are served before they may get lunch.

All students are expected to maintain a quiet to moderate voice volume in the dining room. If the volume becomes excessively loud, the quiet signal will be given and a reminder will be made once during a lunch period to return to appropriate volume. If the volume again becomes excessive, the quiet signal will be given again and students will be ordered to maintain silence for the remainder of the period.

If a student needs to go to the LAV, the student must take the Cafeteria LAV clipboard pass from the designated area near the supervisor. Students must have a pass to leave the dining room area during the lunch period.

Students are expected to exit and move through the hallways using school-wide hallway norms. Failure to meet the Dining Room expectation is a Level 1 infraction and will be dealt with accordingly.

Weight Room:

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

Dance Studio:

The Dance Studio is outfitted with a special sprung wood floor that is designed as a professional quality dance floor and must be treated carefully to preserve the quality. All students must be accompanied by an adult/teacher when using the dance studio. Street shoes are not permitted on the special floor. Bare feet, socks, and indoor dance shoes (example, tap, jazz, ballet) are permitted. Do not drag chairs or furniture across the floor; all furniture must have felt padding underneath to avoid permanent scratching and damage.

Library and Computer Lab:

Library Space

Students who do not have one of these passes will not be permitted into the library. Students will sign in when they get to the library and when they leave, if they leave before the end of the period. Students should not be in the library without adult supervision. If a teacher has the library space reserved, no other students can be in the library to work.

Library Books

All books borrowed by students must be checked out in the official OPALS system. Books will be checked out to students for TWO WEEKS. After this time books must be renewed or a late notice will be generated: 1st Notice: sent to Crew; 2nd Notice: sent to Crew and a copy forwarded to the Dean of students; 3rd Notice: the book is considered “lost,” a library detention is assigned and a bill for the replacement cost is sent home.

Computer Lab

Students must have a pass from a teacher to work in the computer lab. Students MUST show they have work to do on a computer before being written a pass. The computer lab prints to the library printer ONLY. Students should not be wandering the halls looking for printouts. Any student caught in the lab not doing work will be sent back to class immediately. Headphones are available for student use AT THEIR TEACHER’S DISCRETION: Headphones are checked out to students on an individual basis.; Students MUST leave collateral with Librarian (or staff); If headphones are broken or stolen, students will be charged \$5.00 to replace them. Absolutely NO food or drink is allowed.

Maintenance of Building and Grounds. The maintenance of building and grounds is the responsibility of each member of the school community. We are responsible for taking pride in our school’s appearance.

Lockers. Each student at our school will be issued a locker. The locker is issued for the use and convenience of students, but they remain the property of the school department. It is the responsibility of the student to keep his or her locker clean. Having a locker is a privilege, not a right. The numbers and combinations will be in the possession of the administration. School administrators and other school department personnel, including teachers, have authority to search student lockers and any items in the locker, such as book bags and coats. Students will be held accountable for the contents of their lockers. Any contraband or evidence of a crime found as a result of a locker search will be turned over to the appropriate authorities. Locker abuse will result in a suspension of locker use or permanent removal of locker privilege. Locker abuse includes but is not limited to the following: hiding an item not allowed in school, displaying inappropriate material in a locker, damaging the locker, giving away the padlock combination, and using the locker at an unscheduled time. School staff will use their judgment to determine whether someone has abused his or her locker privileges.

Computer and Technology Use. All school purchased technology belongs to the Tapestry Charter High School Community and must be used according to teacher and staff direction. All students who wish to use the computer network must sign an agreement that indicates that the student will abide by the computer use policy. Failure to comply with the “Acceptable Use and Internet Safety Policy” may result in denial of computer access. Students agree to not only follow the rules of the policy, but also to report any misuse of the network by any other individual. Use of the Internet must be in support of education and research and consistent with the educational objectives of TCHS. *Students need to remember that the computer network and the Internet are a privilege, not a right.*

Laptop carts are to be signed out by teachers ONLY. Students should NOT have laptops outside of their classroom. If a student is witnessed wandering the halls with a laptop, the teacher who gave it to them risks losing laptop reservation privileges. All laptops should be plugged in to chargers and the cart plugged in to the wall upon return.

Students are not allowed to use external email, go to inappropriate sites, play computer games, send or receive Instant Messages, Facebook, or use unapproved Social Media Sites on school computers at any time before, during, or after school. Use of the computer to harass any individual or cause harm of any kind will lead to serious consequences up to and including expulsion. Students who do not adhere to this

policy will lose their computer privileges. TCHS reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of Tapestry Charter High School, and no user shall have any expectation of privacy regarding such materials.

Any user who violates this policy shall, at a minimum, have his or her access to the computer network and Internet terminated. A user violates this policy by his or her own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this policy if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated.

Bikes, Roller Blades, Skateboards. TCHS students are permitted to use bikes, roller blades, or skateboards to travel to and from school with parent permission. They may not be used on the grounds of the school for the intent of doing tricks or stunts. These possessions must be secured by the student with care, as the school will not assume responsibility for lost or stolen property.

Gum. Gum is not allowed at the Tapestry Charter High School on a normal basis in any location in the building. Most of the building is carpeted and gum can cause irreparable damage to the carpet. Failure to meet this expectation is a Level 1 infraction and will be dealt with accordingly. Any packages of gum will be confiscated. Gum being chewed will be thrown out.

Candy/Food/Snacks. To preserve the carpet and maintain clean and sanitary conditions throughout the building, eating of any kind is reserved for the dining room. Crews may reserve dining room areas including the stage for “private” celebrations. Clubs may run bake sales from the dining room only. Students buying from the school store must eat the bought items in the dining room. Students may carry clear water bottles in the building, but may not have beverages other than water outside the dining room. Violation of the eating or drinking policy will be considered a Level 1 infraction generally, but a Level 2 infraction in the science rooms. Food and beverages in open containers or being consumed outside the dining room will be confiscated by staff and discarded.

Parking & Vehicle Use. All traffic laws must be obeyed. Parking on the grounds of TCHS is very limited, and permission must be obtained prior to vehicle use by a student. Any student driving to school should be aware that state law allows for search of any vehicle on school grounds by an administrator. Any violation of student vehicle use or refusal to allow a vehicle search will result in a loss of driving privileges and/or suspension. Student drivers are asked to refrain from leaving the parking lot while busses are in motion. Those driving themselves or others off campus at unapproved times will lose their driving privilege. Violations of the vehicle use policy will result in loss of driving privileges for one week. Subsequent infractions will result in loss of privileges for one month.

Bus Transportation. Bus transportation is provided for eligible high school students in accordance with Buffalo Public School and NFTA guidelines regarding specific geographic areas. Special education students or students with medical issues who do not meet the distance requirement may be allowed to ride the bus under some circumstances. Riding the bus is a privilege and not a right. Students who do not follow the Student Bus Conduct Code may be disciplined and/or lose their transportation privileges. If this happens, parents/guardians will be responsible for transporting the student to and from school.

School Governance

Governance Philosophy

The TCHS governance structure will model democratic process. It is designed to ensure that students, faculty and parents can readily, substantively and efficiently participate in school decision-making process.

Principal's Advisory Group

The Principal's Advisory Group (PAG) serves as a consultative body to assist the principal and administration in making decisions that reflect the interests of parents, faculty, and students. Subcommittees of the PAG have been established to address topics that are considered important by TCHS parents/guardians. Community voice is encouraged in such areas as the setting and maintaining of school policies, the hiring of staff, the raising of funds, and the setting of priorities for use of funds. The PAG includes at least two representatives from each of the following groups: Parents, Students, and Faculty, along with a seat for the Expeditionary Learning organization. The PAG will meet monthly and once in the summer. Subcommittees will meet as needed and will report back to the general PAG during monthly meetings. Any parent or faculty member may submit a proposal or a topic for clarification or action by the PAG. Any student can submit a proposal that will go through his/her crew. The crew will provide feedback and guidance to the student about the feasibility of the proposal, but will pass along the proposal for the PAG to consider. The PAG will prioritize proposals and seek feedback from the school community in making decisions.

Student Government

Through participation in Crew structure, students will discuss the nature of community and the importance of wise governance. The crew groups will select representatives to the Student Government, which in turn will select two representatives to the Principal's Advisory Group.

Family Involvement in Tapestry Charter High School

Supporting Student Success

Family involvement in TCHS 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 schoolwork. Limit TV and "electronic" time. Keep books and other reading materials available and set aside a time to read each day.

...learning about and supporting THS's values and programs

- Encourage your child to participate fully in fieldwork and extended trips.
- Be familiar with and discuss with your child the *Character Values & Community Commitments* 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-parent-teacher conferences and exhibition nights.
- Read teacher communications and promptly return permission slips and other communications asking for family response.

Volunteer Opportunities

Family and Community Volunteers enrich the life of TCHS and provide invaluable support for student success. At TCHS we value adults as responsible models for students, and so we value the modeling of community service. We recognize that students need to increase their familiarity with their community and with the range of roles that adults play professionally and as citizens. Any time that is spent by adults in supporting TCHS is deeply appreciated. Examples include

Classroom Help	With a block scheduled program, classroom instruction is divided into smaller sections of time and delivered in varied formats. Additional adults can sometimes assist with targeted discussion or feedback on work in progress, or they can serve as an audience when students present completed work. If you would consider helping out in the classroom, please contact your child's crew leader, so that faculty can offer possibilities for times and roles that are needed.
Fieldwork	Since much learning occurs out of the building in fieldwork settings, adult volunteers are often needed on fieldwork days. Additional adult supervision is often helpful, allowing for smaller groupings of students and more individual attention.
Passage Panels	Before the end of the 10 th grade and 12 th grade years, panels are convened to review "passage portfolios" and to listen to students defend their work. The panels include community members and "experts," as well as family members. (Adult participants must work two full days, to review portfolios and to hear presentations.)
Hospitality	In a school that encourages community engagement and a culture of warmth and acceptance, there are times when family members are needed to provide refreshments or supplies for events or to host or supervise events.

Family Information

Early Release Days

On Early Release Days, scheduled approximately four times yearly, the student academic day will begin at 8:20am and end at 11:41am. Lunch will not be served.

Emergency Information Forms

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

F.O.I.L. Policy

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

Grievance and Complaint Procedure

Any individual who has a complaint or grievance of any kind regarding TCHS is encouraged to speak directly to the TCHS 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.

Immunizations

New York State law requires all students to be up to date with necessary immunizations before entrance to school. Non-immunized students are not permitted to attend school unless the parent/guardian provides a written statement from a physician that immunization against one or more diseases may be inadvisable or the parent/guardian provides a written statement that immunization is contrary to their religious, moral or philosophical beliefs. 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.

Open Meetings Law Policy

Per the Charter Schools Act, the Tapestry Charter Board of Trustees will follow the Open Meetings Law that allows members of the public to attend any Tapestry board meetings at which business of the school is conducted. Public notice is made in a variety of public venues. Questions regarding notification or scheduling of such meetings should be directed to Eric Klapper, Chief Operating Officer, at 204-5883.

Phone Messages for Students

In order to keep classroom disruptions to a minimum, when a parent/guardian calls with a message for a student, the message will be given to the student during lunch or at the end of the school day, whichever is sooner. If the message is of an urgent nature, the student will be called to the office. Parents are not allowed to contact teachers during the school day. If a student needs to call home, they will be directed to a school phone.

S.A.V.E. Plan

In response to the Safe Schools Against Violence in Education Act (SAVE), TCHS has established a SAVE Plan that identifies the school's Code of Conduct and Discipline Policy and a Building-Level Emergency Response Plan, in coordination with the District-wide School Safety Plan for Tapestry Charter School. A community meeting will 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 TCHS works to prevent violence and to create a safe and secure setting for learning to take place.

NOTE: 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 notification of parents and report to law enforcement. A written report of allegations must be prepared, and filed by school administration. No employee of the district will be allowed to resign rather than disclose allegation of child abuse. Any individual who in good faith complies with the child abuse reporting requirements will be entitled to immunity from any civil or criminal liability that might otherwise result from such actions.

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 radio and television 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 beginning at approximately 6:15 a.m. Early school closings may require announcements during the school day.

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 High School Principal, if you would like more information about the specific rights of students and families under these provisions.

**"There is more in us than
we know. If we can be
made to see it, perhaps,
for the rest of our lives
we will be unwilling to
settle for less."**

Kurt Hahn
Founder of Outward Bound