

ALOMA D. JOHNSON CHARTER SCHOOL CODE OF CONDUCT FOR STUDENTS AND PARENTS

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Director's Message:

I am honored to be a part of the Aloma D. Johnson family and work with the amazing staff here. We will continue to “do whatever it takes” for student success.

By partnering with our parents/guardians, the work ahead of us will be accomplished in a successful manner and we will have our students off on the right track to college. It is our job to work together to ensure the elementary years are successful for both academics and behavior. In order to turn out completely well-rounded students, both areas need to be at a high level of success.

Students will work hard but will have fun while doing so. Our classrooms will be engaging, hands-on and full of an excitement for learning. Aloma D. Johnson Charter School is a place where staff love coming to work, students love learning and parents can be involved as much as possible.

Our belief is that ALL of our students will go to college after graduating high school. Working together, we can begin that process here. Thank you for supporting the staff and students! Together, we will be successful!!

Best Regards,

Dr. Richards

*“Our students are worth **whatever it takes**”*

MISSION

The Aloma D. Johnson Charter School (ADJCS) fosters students' intellect, physical, social, and emotional growth, helping students acquire the knowledge, skills and abilities they need to reach their full learning potential. The school is focused on high academic achievement and prepares all students to meet New York State Learning Standards in an environment of high expectations. The ADJCS is committed to sustaining a safe and caring learning community that respects diversity, encourages strong home, school and community partnerships. With its small school learning environment, intensive focus on building student reading and math achievement, ongoing commitment to staff development, inter disciplinary themes of business and leadership and the use of innovative tools such as Creative Problem Solving and Project Based Learning, the Aloma D. Johnson Charter School prepares students to direct and participate on the renaissance of their neighborhood, community and city.

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT PROGRAM

Purpose: To provide a positive framework for supporting and reinforcing appropriate behavior within the school environment. ADJCS believes in reinforcing and rewarding excellence in everyday actions.

Mode: Eagle Tickets

Frequency of Delivery: Throughout each school day students will have an opportunity to earn Eagle Tickets for positive behavior choices they make each day. When a student earns a Eagle Ticket it cannot be taken away. Teachers will provide classroom points for class wide reinforcement as well as individual Eagle Tickets for positive choices students are making during their day.

Reinforcement: Student will have the opportunity to cash in their Eagle Tickets for WEEKLY, MONTHLY and QUARTERLY prizes and recognition.

- Weekly School Store Cash-in
- Monthly Director's lunch
- Quarterly: Movie and Popcorn/Fund Friday's/ Special Donated Lunches

DRESS CODE

At ADJ, school uniforms are a part of our charter. We firmly believe that students attire can have an encouraging impact on attitude, class work, behavior, and overall school morale. Therefore, all staff will be enforcing the dress code EVERYDAY. The dress code is as follows:

- TOPS: Burgundy Polo. Yellow adj shirts will be allowed for warmer weather months (i.e. August-September; May-July).
- BOTTOMS: Khaki or Navy blue pants, shorts, skirts/skorts, jumpers. All bottoms must be below the knee.
- SHOES: No flip-flops, open toed shoes, adult heels or wedges. (Sneakers must be worn during gym classes in order for students to participate.
- SWEATERS: No hoods or hoodies are allowed.

ENFORCEMENT: Students who do not follow the dress code will have the following consequences that include, but are not limited to:

1. Note home, verbal warning and phone call home
2. Parent Meeting with the Dean of Students
3. In-School Suspension

****If a parent is facing unusual or unexpected circumstances, please contact the Parent and Community Engagement Administrator or Dean of Students 716-856-4390 for assistance.**

ELECTRONICS POLICY

Cell phones, pagers, two-way radios (FCC Licensed or unlicensed), and all other electronic devices with wireless communication capabilities (i.e. handheld computers, IPADS, IPODS, Bluetooth etc..) are NOT PERMITTED in school or at school functions. THESE DEVICES WILL BE TREATED AS CONTRABAND.

1. Students are discouraged from carrying cell phones or any other electrical devices to and from school.
2. Upon entering the School **all cell phones and electronic devices** must be stored in the teacher's desk. The cell phone must be stored "OFF" or in non-operational mode. ADJCS assumes no responsibility for lost or stolen devices.
3. Students **may not carry about or operate cell phones or electronic devices** in school buildings.

4. Any students **carrying** or **operating** a cell phone or electronic device in school will be subject to having that item confiscated by school staff.
5. Such devices will be treated as contraband and confiscated until the end of the day. A Parent/Guardian must meet with building administrator to recover the item.
7. Pagers, two-way radios (FCC Licensed or unlicensed), and all other electronic devices with wireless communication capabilities (i.e. handheld computers, PDA, Bluetooth etc..) are **NOT PERMITTED** in school or at school functions. THESE DEVICES WILL BE TREATED AS CONTRABAND.
8. Should a student be found to violate this procedure on another occasion, this item shall be confiscated for a period of no less than 10 calendar days. The device shall be delivered to Building Administrator and held for the specific period. The Parent/Guardian must make arrangements to pick up the item. **In addition to the confiscation of the cell phone or other devices students consequences will be applied as deemed appropriate by the Building Principal/Dean of Students.**

CONTRABAND POLICY

Students found to have in their positions the following destructive items will be suspended from Aloma D. Johnson Charter School.

Controlled Substance

“Controlled substance” means a drug or other substance identified in certain provisions of the Federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

No tools of any kind (screw drivers, hammers, knives etc.)

Elicit Materials (pornography, magazines not approved by the school)

Matters of substance (drugs not approved by Director or Nurse

Flammable Liquids

Cigarettes or E-Cigs

Magic Markers (Markers can be brought in for classroom use only).

Weapon

“Weapon” means a firearm as defined in 18 USXC 921 for the purposes of the Gun Free School Act or New York State Penal Law. It also means any other gun, knife, noxious spray, explosive or incendiary bomb or other device, instrument, material or substance that can cause injury or death.

BELL TIMES/SCHEDULE

BREAKFAST: 7:00-7:45

First Period Begins: 8:00

Last Period Ends: 3:00

ATTENDANCE POLICY

At ADJCS we believe that attendance is critical to being successful within the classroom. There is a direct link between attendance and academic success. As such, any absence must be accompanied by a note when the student returns to school. **Students are expected to be in attendance at minimum 85% of each marking period.** If you are in need of assistance, please see the Parent Engagement Administrator or Dean of Students.

Tardy: A student is deemed tardy if they arrive after the designated start time. **Any student who is tardy more than one time in a week without a medical note is subject to a mandatory detention (Lunch/Enrichment/After-school).**

Absences: Excused absences require parent/guardian notification prior to or immediately after the absence. All unexcused absences are subject to disciplinary action.

Excessive Absences: Excessive Absence is when a student is absent 80% or more of the current semester or cumulative year.

ADJCS recognizes the following as legally excused absences:

- Medical/Dental appointment
- Illness **(If 2 or more consecutive days absent, a medical note is required)**
- Death of a family member
- Religious holiday
- Court or governmental services appointments **(must have documentation from court or agency)**
- Weather or other environmental conditions preventing school attendance

A student will NOT be counted absent for the following reasons:

- Pre-approved school activity (field trips, school competitions, travel to sporting events, school testing, etc.)
- Any student assigned to Student Support Room
- Any student who is placed on Hospital-homebound (Assigned work must be turned in before additional work is assigned)

Truancy: Truancy constitutes any absence without supporting documentation from a parent/guardian. All truancies are subject to disciplinary action.

Excessive Absence: If any student has 4 unexcused absences within a 4-week period, the school will take the following steps in an attempt to increase attendance in progressive order:

- Phone Call to parent/guardian
- Letter Home to parent/guardian
- Home Visit to parent/guardian
- Referral to outside agency

STUDENT AND PARENT RIGHTS AND RESPONSIBILITIES

ALL STUDENTS AND PARENTS HAVE A RIGHT TO:

1. A safe, healthy, orderly and civil school environment.
2. To take part in all school activities on an equal basis regardless of race, color, weight, national origin, ethnic group, religion, religious practice, sex, gender, sexual orientation, disability or political affiliation, age or marital status.
3. Present their viewpoint of a particular incident or event to appropriate school personnel.
4. Access school rules and, when necessary, receive an explanation of those rules from appropriate school personnel.
5. To be protected from intimidation, harassment, or discrimination based on actual or perceived connection to race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability by employees or students on school property or at a school-sponsored event, function or activity.

ALL STUDENTS AND PARENTS HAVE A RESPONSIBILITY TO:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all school policies, rules and regulations dealing with student conduct.
3. Students attend school every day unless they are legally excused, and be in class, on time and prepared to learn.
4. Students work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. Respond in a respectful, positive manner to all directions given by teachers, administrators, other school personnel, and other school authorized adults.
6. Seek help in solving problems that might lead to a disciplinary situation.
7. Dress appropriately for school and school functions in accordance with the Dress Code.
8. Accept responsibility for their action with their academic performance, adult and peer interactions and school rules and expectations.
9. Conduct themselves as representatives of the school when participating in or attending school sponsored extracurricular events, and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
10. Report to the proper authorities as soon as possible any information they have on the possession or possible possession of a weapon, alcohol or illegal substance by a person on school property, or a threat made by any person to do harm to another or to property.
11. Behave in a socially acceptable manner, which includes using appropriate language, treating others fairly, not using racial, harassing or discriminating words or actions, not putting another persons' property in reasonable fear of harm, respecting personal and public property and not using verbal or physical aggression.
12. Refrain from smoking within sight of the boundary of the school property. Department of Education facilities are strictly non-smoking.

VISITING POLICY

At ADJCS we believe in parents being an active part of our educational team. We do believe in an "open door" policy, but we request that all individuals coming into the school observe the following rules:

1. All visitors must sign into the visitor's book located at the front desk and the classroom will be called to announce the arrival of the visitor. If there are special circumstances such as testing, a visitor may be asked to come back at an alternative time or day.
2. Visitors must not interrupt or distract a teacher while classroom instruction or learning activities are underway.

3. Visitors must accept the authority of the teacher and abide by the teachers rules of observing (i.e. area where they are placed in the room) and may be asked to leave if the presence or behavior is distracting to the students or teacher.
4. Visitors must not discipline a child that is not their own or speak to a child who is not theirs about behavior.
5. Visitors are prohibited from taking pictures or video-taping within the classroom or taking pictures due to Confidentiality Laws.
6. Visitors may not bring in any home baked good into the school to give to others. Any such item must be pre-purchased store bought items.
7. Visitors must report any unusual incidents to school personnel.

DIGNITY FOR ALL STUDENTS ACT (DASA)

The intent of the amended Dignity for All Students Act (Dignity Act) is to provide all public school students with an environment free from harassment, bullying (including cyber bullying) and discrimination, as well as to foster civility in public schools. The Dignity Act focuses on the prevention of discriminatory behaviors, including harassment/bullying, through the promotion of educational measures meant to positively impact school culture and climate.

- **“School Property”** means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus (Education Law §11[1]).
- **“School Bus”** means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).
- **“School Function”** means a school-sponsored extra-curricular event or activity (Education §11[2]).
- **“Disability”** means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an

impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law §292[21]).

- **“Discrimination”** means discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to, discrimination based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

- **“Emotional harm”** that takes place in the context of “harassment or bullying” means harm to a student’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education.

- **“Employee”** means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title 9-B of article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §§11[4] and 1125[3]).

- **“Gender”** means a person’s actual or perceived sex and includes a person’s gender identity or expression (Education Law §11[6]).

- **“Sexual Orientation”** means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11[5]).

- **“Harassment/bullying”** means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying as defined in Education Law §11(8), that (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. For purposes of this definition, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. (Education Law §11[7])

• **“Cyberbullying”** means harassment/bullying, as defined above, through any form of electronic communication. Cyberbullying may include, among other things, the use, both on and off school property, of electronic technology, including, but not limited to, e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and social media websites, to deliberately harass or threaten others

Acts of harassment and bullying that are prohibited include those acts based on a person’s actual or perceived membership in the following groups including, but not limited to:

- o race
- o color
- o weight
- o national origin
- o ethnic group
- o religion
- o religious practice
- o disability
- o sex
- o sexual orientation
- o gender (which includes a person’s actual or perceived sex, as well as gender identity and expression).

At ADJ bullying, harassment or discrimination of any kind will not be tolerated. Any such actions should immediately be reported to the Dignity Act Coordinator (DAC)

DIGNITY ACT COORDINATOR (DAC)

The Dignity Act coordinator will be the staff person responsible for receiving all complaints of bullying, harassment and/or discrimination. At ADJ, the DAC will be the Dean of Students.

Ms. McDow, Dean of Students
Aloma D. Johnson Charter School
15 Jewett Parkway
Buffalo, New York 14214
(716)856-4390

REPORTING DISCRIMINATION, HARASSMENT AND BULLYING

At ADJ all school employees who witness harassment, bullying, and/or discrimination or receive an oral or written report of such acts shall promptly orally notify the Dean of Students, Director or their designee not later than one school day after such employee witnesses or receives a report of such acts, and shall also file a written report with the Dean of Students, Director or their designee no later than two school days after making an oral report.

- The Dean of Students, Director or designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports.
- When an investigation verifies a material incident of harassment, bullying, and/or discrimination, the Dean of Students, Director or designee shall take prompt action, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.
- The Dean of Students, Director or their designee shall notify promptly the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct.
- The Dean of Students shall provide a regular report, at least once during each school year, on data and trends related to harassment, bullying, and/or discrimination to the Board of Directors.
- Pursuant to Education Law section 13, retaliation by any school employee or student shall be prohibited against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination.

DISCIPLINARY AND REMEDIAL CONSEQUENCES

At ADJ we strive to create a positive learning community and there utilize measured, balanced, progressive, and age-appropriate responses to discrimination, harassment, and bullying of students by students and/or employees. Some examples of our remedial consequences include, but are not limited to:

- peer support groups;
- assignment of an adult mentor at school that the student checks in with at the beginning and end of each school day;

- corrective instruction that reemphasizes behavioral expectations or other relevant learning or service experience;
- engagement of student in a reflective activity, such as writing an essay about the misbehavior and its impact on others and how the student might handle the situation differently in the future and/or make amends to those who have been harmed;
- supportive intervention and/or mediation where constructive conflict resolution is modeled;
- behavioral assessment or evaluation;
- behavioral management plans or behavior contracts, with benchmarks that are closely monitored;
- student counseling and parent conferences that focus on involving persons in parental relation in discipline issues.

In situations where a student’s conduct is unchanged despite the use of remedial consequences, or the bullying/harassing/discriminator behavior rise above the level of use of remedial consequences (I.e. Immediate threats to safety), our progressive discipline policy will be utilized for an appropriate consequence (see Behavior Policy).

BEHAVIOR POLICY

At ADJCS we use **RESTORATIVE PRACTICES** which teach and stress the importance of students being able to “make right” the wrong their behavior created. We use **PROGRESSIVE DISCIPLINE**, which means the severity of the consequence will match the severity and frequency of the behavior.

- **EXPECTED CONDUCT**
 1. SEE STUDENT AND PARENT RESPONSIBILITIES
- **PROHIBITED CONDUCT:** Conduct that is prohibited is anything that would be deemed:
 1. Engage in conduct that is disorderly or disruptive. Examples include:
 - Running in hallways, inappropriate “Horse Play” hall behavior.
 - Making unreasonable noise. ! Using language or gestures that are profane, lewd, vulgar or abusive.
 - Obstructing traffic.
 - Engaging in acts of disruption to the normal operation of the school community.
 - Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
 - Trespassing.
 2. Engage in inappropriate/misuse of technology. Examples include:

- Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, software, or Internet/intranet account; accessing inappropriate websites; evading the District's content filter; using an outside wireless network for a non-instructional purpose; or any other violation of the District Acceptable Use Policy.
 - Harassing or CyberBullying activities through use of electronic devices, cell phones, photographs or videos.
 - Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration).
 - Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system.
3. Engage in conduct that is insubordinate. Examples include:
- Failing to comply or demonstrating disrespect with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
 - Lateness for, missing or leaving school without permission.
 - Skipping detention.
4. Engage in conduct that is violent. Examples include:
- Committing or attempting to commit an act of violence, such as hitting, kicking, punching, and scratching upon a teacher, administrator, other school employee, student, or any other person lawfully on school property or attempting to do so.
 - Possessing a weapon.
 - Displaying what appears to be a weapon. T
 - Threatening to use any weapon.
 - Intentionally damaging or destroying the personal property of a student, teacher, administrator or other district employee.
 - Intentionally damaging or destroying school district property.
 - Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
5. Engage in any conduct that endangers the safety, morals, health, or welfare of others. Examples include:
- Lying to school personnel.

- Stealing the property of others.
- Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, internet, YouTube, etc.).
- Discrimination, based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, or disability as a basis for treating another in a negative manner on school property or at a school function.
- Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.
- Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
- "Internet bullying" (also referred to as "cyberbullying") including the use of computers, cellular telephones (smart phones), or other electronic devices to use instant messaging, e-mail, Web sites, social networking sites (such as Facebook), chat rooms, and/or text messages to harass or bully others.
- Intimidating.
- Hazing.
- Selling, using or possessing inappropriate material.
- Using vulgar or abusive language.
- Smoking a cigarette, cigar, pipe, or using chewing or smokeless tobacco.
- Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products or illegal and/or controlled substances, counterfeit and designer drugs, or

- paraphernalia for use of such drugs or be under the influence of any such substances on school property or at a school function.
- "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as "designer drugs."
 - Gambling.
 - Inappropriate touching and/or indecent exposure.
 - Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, activating a defibrillator cabinet, or discharging a fire extinguisher.
6. Engage in misconduct while on a school bus.
7. Engage in any form of academic misconduct. Examples of academic misconduct include:
- Plagiarism.
 - Cheating.
 - Copying.
 - Altering records.
 - Forgery.
 - Assisting another student in any of the above actions.

CONSEQUENCES

It is our goal that every student at ADJCS be successful in every area of their lives. However, students engaging in behaviors that violate the rules of ADJCS will be subject to disciplinary action. Disciplinary actions include, but are not limited to, the following:

INFORMAL TALK	A school administrator will talk to the student and try to reach an agreement regarding how the student should behave and identify a manner to "make right" the wrong their behavior created.
CONFERENCE	A formal conference is held between the student and one or more school administrators. During the conference the student must agree to change his/her behavior. A behavior contract may or may not be required in order to

	transition the student back to their normal schedule.
PARENT CONFERENCE	A legal guardian is notified by telephone, personal contact or letter. A conference may be conducted between the student, his/her legal guardian, appropriate school official and other individuals involved. A behavior contract may or may not be required in order to transition the student back to their normal schedule.
DETENTION (LUNCH/ENRICHMENT/AFTERSCHOOL)	A student will be assigned to a separate environment for an identified time period during his/her lunch or afterschool for the length of a class period. If a lunch detention, the student will be allowed to transition back to their normal schedule at the end of their lunch period.
STUDENT SUPPORT ROOM	A student will be assigned to a separate supervised environment away from usual activities within the school, not to exceed 5 consecutive days. The student is excluded from the classroom and related activities during the reassignment. This includes no attendance at afterschool activities. Placement in the SSR room may include a referral to in-house resources. Placement in this room will be recorded in the student's behavioral file
SHORT-TERM SUSPENSION (1-5 days)	For suspensions of five school days or less, the student's parent(s) or guardian will be provided with a written notice (section 3214 notice), and a follow-up telephone call if possible, within 24 hours of the incident leading to the suspension which describes the basis for the suspension and explains that the parent or guardian has a right to request an informal conference with the principal prior to the proposed suspension to discuss the incident and question any complaining witness(es) against the student. The student is excluded from school and related activities during the suspension. This includes no attendance at after school activities. All suspension will be recorded in the student's behavioral file.

	<p>During short-term suspension, students should report to the school from 2-4pm for alternative education program in their school uniform.</p>
<p>LONG-TERM SUSPENSION (5+ days)</p>	<p>For suspensions in excess of five consecutive school days, the student's parent(s) or guardian will be provided with a written notice which indicates that the school proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the hearing officer designated by the superintendent at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charged and to present witnesses on his/her own behalf. Where possible, notification must also be provided by telephone.</p> <p>During long-term suspension, students should report to the school from 2-4pm for alternative education program in their school uniform.</p> <p>All suspensions recorded in the student's behavioral file.</p>
<p>EXPULSION</p>	<p>Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function. The student's parent(s) or guardian will be provided with a written notice which indicates that the school proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the or hearing officer designated by the superintendent at which the student will have a right to question any witnesses accusing him/her of committing the</p>

	<p>misconduct charged and to present witnesses on his/her own behalf. Where possible, notification must also be provided by telephone.</p> <p>During long-term suspension, students should report to the school from 2-4pm for alternative education program in their school uniform.</p> <p>Final determinations and actions taken will be recorded in the student's file.</p>
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DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board of ADJ recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

A. Authorized Suspensions or Removals of Students with Disabilities

For purposes of this section of the Code of Conduct, the following definitions apply:

- A “suspension” means a suspension pursuant to Education Law S3214.
- A “removal” means a removal for disciplinary reasons from the student’s current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.
- An “IAES” means a temporary educational placement for a period of up to 45 days, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student’s current individualized

education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

School personnel may order the suspension or removal of a student with a disability from his or her current educational placement under the following conditions:

- A parent may request a Manifestation Determination. "Manifestation Determination" is a process to determine if a student's behavior problem **was or was not** a manifestation of the student's disability. A Manifestation Determination is completed as part of an IEP team meeting. In such an instance, the IEP team must convene no later than 10 school days if any of the following apply:
 - A parent requests such a meeting following a disciplinary incident.
 - A student is suspended for **5 or more consecutive days**.
 - A student is suspended **for more than 10 cumulative days in a school (and for every suspension thereafter)**.
 - A change in placement for more than 10 consecutive days is being sought for disciplinary reasons.
 - Exclusion or expulsion is being considered.
- The Director may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed the amount of time a nondisabled student would be subject to suspension for the same behavior.
- The Director may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Director determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
- The Director may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
- The Director may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

STUDENT SUPPORT SERVICES

Any student who demonstrates difficulty maintaining positive behavior with the school-wide behavior support program may be referred for additional support to one or more of the following program supports:

8. Check-In/Check-Out (CICO) – A student is linked with a staff member to check in on progress at identified challenging times of the day.
9. Conflict Resolution – Individual work with involved students to resolve any issue/dispute that exists.
10. Student Mentors – Big Brother and Big Sisters of ADJCS. Upper classmen who demonstrate positive behaviors mentoring younger students who are experiencing challenges.
11. Mentoring – A student will be assigned a staff mentor to assist in building positive relationships and supports within the building.
12. SAIG Groups – Social-Emotional Academic Intervention Groups are designed to teach positive behavior/skills for a targeted group of students.
13. Brief/Complex Behavior Intervention Plan (BIP) – A set of recommendations put in place with input from teachers, parents and related service staff that identifies:
 - The challenging behaviors
 - Method of teaching positive behaviors
 - Replacement strategies
 - Methods of rewarding positive behavior and applying consequences to negative behaviors
14. Wrap Around – Referral to a community partner that works with our school community.

CONCERNS/COMPLAINT PROCEDURE

At ADJCS we take seriously any issues that are brought to our attention. Any parent expressing concerns to the school can expect that the matter is taken seriously and that they will be treated with courtesy and respect while trying to resolve the matter. We ask that all parents/guardians do the following if there is a concern or complaint:

1. A student or parent who has a complaint concerning a classroom/teacher issue should first bring the matter to the appropriate teacher.

2. If the outcome is not satisfactory, a conference with the Parent and Community Engagement Administrator can be requested by calling the Main Office 856-4390.
3. If the outcome of the conference with the Parent and Community Engagement Administrator is not satisfactory, the student or parent may request a meeting with the Director.
4. If the outcome of the conference with the Director is not satisfactory, the student or parent may appeal to the School Board at:

ADJ Board of Trustees
15 Jewett Parkway
Buffalo, New York 14214
(716)645-4432
Linder@buffalo.edu


5. If the outcome with the Board of Trustees is not satisfactory, the parent/guardian may file a Formal Complaint using the below process:

Formal Complaint Process

Section 2855 (4) of the [NYS Charter Schools Act](#) provides a formal complaint process for use by individuals (including parents) or groups who believe that a charter school has violated a term of its charter, a provision of the NYS Charter Schools Act, or any other provision of law relating to the management or operation of the charter school. **That process requires that the complaint be brought first to the School’s board of trustees** (or its designee as described in the School’s complaint/grievance policy). The charter school is required to provide you with a copy of its complaint/grievance policy upon request.

If, after making your complaint to the School’s board of trustees, you believe that the board of trustees has not adequately addressed your complaint, or if, after a reasonable period of time, the board of trustees or its designee does not respond to your complaint in writing - or does not respond within the time that the School provides in its formal complaint/grievance policy - you then have the right to bring your complaint to the entity that authorized the charter school (the “Charter Entity” or “Authorizer”), which will be one of the following entities: the NYS Board of Regents, the Trustees of the State University of New York (SUNY), the Chancellor of the NYC Department of Education, or the Buffalo Board of Education. (Please refer to the Charter Schools Directory located on this web site at: <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html> to identify the Charter Entity/Authorizer for each school.) Charter Entities/Authorizers have their own guidelines for filing complaints and you should check their web sites (below) or contact them directly for information about their complaint processes:

Trustees of the State University of New York
(SUNY): <http://www.newyorkcharters.org/contact/> 

NYCDOE: <http://schools.nyc.gov/Offices/FACE/KeyDocuments/Parent+Complaint+Procedures.htm> 

Buffalo Board of Education:

For information about filing a complaint with the Buffalo Board of Education concerning the charter schools that it authorizes please contact the Buffalo Board of Education directly at 716-816-3500.

If, after first following the complaint process with the School and the School’s Charter Entity/Authorizer, you believe that the Charter Entity/Authorizer has not adequately addressed your complaint, you may then bring your complaint to the NYS Board of Regents following the process described below. **Please note that, in the case of schools that are not authorized by**

the NYS Board of Regents, the law requires that you bring your complaint to the School's board of trustees and then to the Charter Entity/Authorizer before bringing it to the Board of Regents.

In the case of schools that are authorized by the Board of Regents, you must first bring your complaint to the School's board of trustees and then to the Regents as the Charter Entity following the process described below.

Bringing a Complaint to the Board of Regents

The Board of Regents has delegated the authority to the Commissioner of Education to handle complaints brought to the Regents concerning charter schools. All complaints brought to the Board of Regents/Commissioner concerning charter schools **must be submitted in writing** to the State Education Department's Charter School Office, either via mail at: Charter School Office, NYS Education Department, 89 Washington Avenue, Albany, NY 12234, or via email to: charterschools@nysed.gov The subject line of the email should read: Complaint: [Name of School].

The contents of the letter/email should include:

- A detailed statement of the complaint including the provision of the School's charter or law that you allege has been violated.
- What, if any, response you received from the School's board of trustees (and the School's Charter Entity in the case of schools not authorized by the Board of Regents).
- Copies of all relevant correspondence between you and the School and you and the Charter Entity if applicable. (You should maintain copies of all correspondence and materials for your own files.)
- **What specific action or relief you are seeking.**
- Contact information for you – name, address, email address, telephone number.

IMPORTANT

PLEASE READ

SIGN, DETACH AND RETURN TO SCHOOL



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Student's Name (s): _____

I have read the *Aloma D. Johnson Charter School Building Code of Conduct for Students and Parents 2015-2016*. I understand that if I have questions or concerns, I should contact the building principal.

Signature(s) of parent(s) or guardians(s):

_____ Date _____

_____ Date _____

Please detach and return this signed statement to your student's school by September 8, 2015.