

AMANI PUBLIC CHARTER SCHOOL

2026–2027 CODE OF CONDUCT

Building a Safe, Respectful, Accountable, and Academically Focused Community

I. PURPOSE OF THE CODE OF CONDUCT

The Amani Public Charter School Code of Conduct establishes the expectations, rights, responsibilities, and procedures that support a safe, respectful, inclusive, and academically focused school community.

Amani believes that **discipline is part of instruction**. Just as scholars must be explicitly taught how to read, write, reason, and solve problems, they must also be taught how to communicate, regulate themselves, resolve conflict, take responsibility, repair harm, and make responsible decisions.

Our approach to discipline is grounded in two complementary frameworks:

Responsive Classroom prevents and teaches. Restorative Practices respond and repair.

Amani establishes clear expectations, explicitly teaches routines and behaviors, reinforces positive choices, responds consistently when expectations are not met, and provides scholars with opportunities to reflect, repair harm, and return successfully to the learning environment.

The goal of discipline is not simply to punish behavior. The goal is to:

- Protect the safety and dignity of all members of the school community;
- Protect instructional time and the learning environment;
- Teach responsible decision-making and self-discipline;
- Address the underlying causes of behavior when appropriate;
- Repair harm and restore relationships;
- Provide appropriate support and intervention;
- Maintain high expectations for every scholar; and
- Help scholars return to learning prepared to be successful.

All disciplinary responses will be developmentally appropriate, equitable, consistent, proportionate, and implemented in accordance with applicable New York State and federal law.

II. AMANI'S A.C.H.I.E.V.E. CORE VALUES

The Amani Code of Conduct is grounded in our core values: **A.C.H.I.E.V.E.**

These values guide scholar behavior and help develop responsible, thoughtful, and well-rounded individuals. Scholars are expected to learn these values, practice them, and model them for their peers and future members of the Amani community.

A Accountability	Taking responsibility for your actions, choices, obligations, and learning.
C Community	Serving others, respecting differences, and contributing to a collaborative community.
H Hard Work	Giving your best effort, persevering through challenges, and refusing to give up on yourself or your learning.
I Integrity	Doing what is right and being true to your values, even when no one is watching.
E Empathy	Seeking to understand and recognize the feelings, experiences, and perspectives of others.
V Vision	Setting short- and long-term goals, dreaming big, and continuously working to improve yourself.
E Excellence	Holding yourself to a high standard in your daily actions, choices, relationships, and academic work.

III. SCHOLAR RIGHTS AND RESPONSIBILITIES

Amani believes that rights and responsibilities are inseparable. Every scholar has the right to a safe, respectful, and high-quality educational environment and the responsibility to contribute to that environment.

Scholar Rights

To be known, cared for, and treated with dignity and respect.

To receive a high-quality education that prepares them for high school, college, career, and responsible citizenship.

To receive appropriate educational resources, materials, technology, and supports.

To receive instruction that is relevant, engaging, and appropriately challenging.

To learn in an environment that is safe and free from harassment, bullying, discrimination, and significant behavioral disruption.

To learn from qualified educators and school professionals.

To participate equitably in school-sponsored activities, athletics, arts, clubs, and field trips, subject to applicable eligibility requirements.

To receive information regarding academic and behavioral performance.

To respectfully express opinions and perspectives.

To participate in appropriate school activities and community-building experiences.

To reasonable privacy consistent with school policy and applicable law.

Scholar Responsibilities

Treat others with dignity, respect, and empathy.

Attend school regularly, arrive on time, actively participate, and produce high-quality work.

Use resources and technology appropriately and ask for help when needed.

Participate actively in learning and contribute respectfully to the classroom community.

Follow school expectations, practice A.C.H.I.E.V.E., and contribute to a safe learning environment.

Treat teachers, staff, and school professionals respectfully.

Participate responsibly and support the participation of others.

Review and use feedback and data to improve.

Express disagreement respectfully and at appropriate times.

Participate in activities that are consistent with Amani's mission and values.

Bring only permitted materials to school and use them appropriately.

IV. SHARED RESPONSIBILITY FOR SCHOOL CULTURE

Every member of the Amani community contributes to school culture.

Scholars

Scholars are expected to:

- Practice A.C.H.I.E.V.E. every day;
- Follow school procedures and routines;
- Treat others respectfully;
- Attend school consistently and arrive on time;
- Engage actively in instruction;
- Use technology appropriately;
- Resolve conflicts peacefully;
- Take responsibility for their choices;
- Repair harm when appropriate; and
- Seek help when they are struggling.

Families

Families are expected to:

- Support regular attendance and punctuality;
- Encourage academic effort and responsible behavior;
- Know and support the Code of Conduct;
- Maintain respectful communication with school personnel;
- Contact the Main Office when a scholar will be absent;
- Support appropriate uniform and dress expectations;
- Update emergency and contact information through the Main Office; and
- Work collaboratively with Amani when behavioral, academic, or social concerns arise.

School Staff

All staff members are expected to:

- Know and follow school policies;
- Maintain professional boundaries and relationships;
- Establish predictable classroom and school routines;
- Teach and reinforce behavioral expectations;
- Respond to behavior fairly and consistently;

- Maintain a safe and respectful environment;
- Document significant incidents objectively;
- Communicate appropriately with families;
- Address discrimination, harassment, and bullying promptly; and
- Seek additional support when a scholar's needs exceed classroom-level intervention.

Teachers

Teachers have the additional responsibility to:

- Establish and maintain a positive classroom climate;
- Explicitly teach routines and behavioral expectations;
- Use Responsive Classroom practices;
- Provide positive, corrective, and reinforcing feedback;
- Communicate academic and behavioral expectations clearly;
- Communicate regularly with scholars and families;
- Provide appropriate academic work when scholars are temporarily removed from instruction;
- Report serious incidents promptly; and
- Examine and address personal biases that may interfere with equitable treatment.

Pupil Support Personnel

Pupil Support personnel may:

- Provide individual and group support;
- Assist scholars with social-emotional and interpersonal challenges;
- Facilitate restorative conversations or circles;
- Support conflict resolution;
- Consult with families;
- Connect families with appropriate resources;
- Support behavioral intervention plans; and
- Monitor scholars requiring ongoing intervention.

Dean/Culture Team

The Dean/Culture Team is responsible for:

- Supporting a safe and positive school culture;
- Responding to Tier 2 and Tier 3 behavioral concerns;

- Conducting or coordinating investigations;
- Supporting restorative processes;
- Communicating with families when appropriate;
- Monitoring behavioral interventions;
- Supporting re-entry following disciplinary removal; and
- Maintaining appropriate behavioral documentation.

Principal

The Principal is responsible for:

- Maintaining a safe, orderly, and academically focused environment;
- Supervising instructional and schoolwide programs;
- Supporting a climate of mutual respect;
- Ensuring implementation of the Code of Conduct;
- Ensuring disciplinary decisions are fair, consistent, and legally compliant;
- Authorizing disciplinary actions within the Principal's authority;
- Coordinating appropriate responses to serious incidents; and
- Ensuring applicable due-process and special education protections are followed.

Executive Director

The Executive Director is responsible for:

- Supporting schoolwide safety and organizational effectiveness;
- Ensuring alignment with applicable laws, regulations, and charter requirements;
- Supporting school leadership in implementing the Code of Conduct;
- Reviewing significant schoolwide discipline trends; and
- Reporting required information to the Board of Trustees.

V. RESPONSIVE CLASSROOM AND RESTORATIVE PRACTICES

Amani uses a proactive and restorative approach to discipline.

Responsive Classroom: Prevention and Instruction

Responsive Classroom practices establish the conditions that make positive behavior more likely.

These practices include:

- Morning Meeting and Advisory;
- Explicit teaching of expectations;
- Interactive modeling;
- Positive teacher language;
- Reinforcing language;
- Reminding language;
- Redirecting language;
- Collaborative problem-solving;
- Logical and developmentally appropriate consequences;
- Predictable routines and procedures; and
- Relationship-building.

Restorative Practices: Accountability and Repair

Restorative practices help scholars understand the impact of their choices and develop the skills necessary to repair harm.

Depending on the circumstances, restorative responses may include:

- Restorative conversations;
- Reflection;
- Mediation;
- Restorative circles;
- Conflict resolution;
- Apology or repair;
- Restitution;
- Rebuilding relationships;
- Re-entry meetings; and
- Follow-up support.

Restorative practices do not eliminate accountability. **Restoration and accountability work together.**

A serious behavior may require an immediate safety response while also requiring restorative follow-up.

VI. BEHAVIORAL EXPECTATIONS

Scholars are expected to:

- Follow directions from authorized school staff;
 - Use respectful language;
 - Keep hands, feet, and objects to themselves;
 - Respect school property;
 - Respect the property and privacy of others;
 - Remain in assigned locations;
 - Follow arrival, dismissal, hallway, lunch, and transition procedures;
 - Use technology appropriately;
 - Follow the distraction-free device policy;
 - Attend and participate in classes;
 - Complete academic responsibilities;
 - Maintain appropriate physical and verbal boundaries;
 - Refrain from bullying, harassment, discrimination, intimidation, and retaliation;
 - Refrain from weapons and prohibited substances; and
 - Demonstrate A.C.H.I.E.V.E. in school and at school-sponsored activities.
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VII. TIERED BEHAVIORAL RESPONSE SYSTEM

Amani uses a three-tier system to ensure that behavioral responses are predictable, developmentally appropriate, and proportionate.

A behavior's tier is determined by its severity, impact, frequency, context, safety implications, and the scholar's response to previous interventions—not solely by the behavior label.

Tier 1 — Teach & Redirect

Tier 1 behaviors are generally minor behaviors that can be addressed through classroom management, explicit instruction, redirection, and restorative support.

Examples may include:

- Off-task behavior;
- Minor disruption;
- Minor disrespect;
- Failure to follow a classroom routine;

- Minor hallway or transition concerns;
- Minor dress-code concerns;
- Minor technology misuse;
- Missing classwork or homework;
- Inappropriate talking;
- Failure to follow a teacher direction; and
- Other low-level behaviors that do not create a significant safety concern.

Tier 1 Responses

Teachers may use:

1. Positive or calm redirection;
2. Reminder;
3. Reinforcement;
4. Reteaching;
5. Interactive modeling;
6. Choice and problem-solving;
7. Private conversation;
8. Reflection;
9. Temporary change in seating or activity;
10. Parent/guardian communication;
11. Classroom support plan; and/or
12. Progress monitoring.

Tier 1 behaviors are ordinarily addressed without exclusionary discipline.

Repeated or escalating behavior may be reclassified as Tier 2 based on the circumstances.

VIII. TIER 2 — RESTORE & INTERVENE

Tier 2 behaviors are behaviors that are repeated, deliberate, significant, or sufficiently disruptive that additional school-level intervention is required.

Examples may include:

- Repeated defiance;
- Repeated disruption of instruction;
- Significant disrespect or abusive language;
- Fighting or physical aggression;
- Significant property damage;

- Harassment;
- Bullying or intimidation;
- Repeated unauthorized absence from class;
- Repeated academic dishonesty;
- Significant technology misuse;
- Repeated prohibited-item violations;
- Hazing;
- Unwanted physical contact;
- Smoking or vaping;
- Possession of prohibited substances; and
- Other behavior requiring Dean-level intervention.

Tier 2 Responses

Responses may include:

- Dean referral;
- Scholar conference;
- Family contact;
- Restorative conversation;
- Restorative circle;
- Loss of privileges;
- Restitution;
- Behavior support plan;
- Counseling referral;
- Conflict-resolution support;
- After-School Intervention;
- Temporary change in placement;
- Re-entry plan;
- Cultural reset; and/or
- Other appropriate school-based intervention.

A Tier 2 behavior does not automatically require suspension. The response will depend on the circumstances and applicable law.

IX. TIER 3 — PROTECT & RESPOND

Tier 3 behaviors are serious behaviors that create an immediate or significant threat to the safety or well-being of scholars, staff, or the school community or that may require exclusionary discipline.

Examples may include:

- Serious assault;
- Reckless endangerment;
- Serious threats of violence;
- Possession or use of a weapon;
- Brandishing a weapon with intent to cause harm;
- Distribution of drugs or controlled substances;
- Serious sexual misconduct;
- Serious physical injury;
- Significant threats to school safety;
- Planning or knowingly failing to report credible plans to cause serious harm; and
- Other conduct requiring immediate administrative intervention.

Tier 3 Responses

Responses may include:

- Immediate safety intervention;
- Removal from the immediate setting;
- Principal notification;
- Family notification;
- Investigation;
- Counseling or support referral;
- Restorative intervention when appropriate;
- In-school suspension;
- Out-of-school suspension;
- Referral to appropriate agencies when legally required;
- Expulsion when legally authorized; and/or
- Other actions required or permitted by law.

Nothing in this Code limits Amani's ability to take immediate action when necessary to protect the safety of scholars or staff.

X. FACTORS CONSIDERED IN DISCIPLINARY DECISIONS

When determining an appropriate response, Amani will consider the circumstances of each incident, including:

- The safety and well-being of others;
- The nature and seriousness of the behavior;

- The degree of injury, harm, or disruption;
- The circumstances leading to the behavior;
- The scholar's age and developmental level;
- The scholar's prior behavioral history;
- Prior interventions and their effectiveness;
- The scholar's educational needs;
- The educational needs and well-being of other scholars;
- Any documented disability or special education needs;
- The scholar's IEP, 504 Plan, behavioral intervention plan, accommodations, and supports;
- Whether the scholar understood the potential consequences of the behavior;
- Whether the scholar participated in prior restorative or counseling interventions;
- Relevant mitigating or extenuating circumstances; and
- Any other factors required by applicable law.

Disciplinary responses will be firm, fair, consistent, proportionate, and educationally appropriate.

XI. INCIDENT REPORTING AND OBJECTIVE DOCUMENTATION

Amani requires behavioral referrals to be objective and factual.

Staff should describe **what happened**, not make assumptions about a scholar's motives or character.

Every significant referral should answer four questions:

1. The Trigger

What happened immediately before the behavior?

2. The Behavior

What did the scholar specifically do or say?

3. The Impact

How did the behavior affect safety, learning, relationships, or school operations?

4. Interventions Attempted

What Tier 1 or Tier 2 interventions were attempted before additional support was requested?

This process protects scholars, staff, and the integrity of the disciplinary process.

XII. CLASSROOM REMOVAL

Amani believes that scholars should remain connected to instruction whenever safely possible.

A teacher may request administrative support when a scholar's behavior:

- Creates an immediate safety concern;
- Significantly disrupts instruction;
- Prevents the class from continuing to learn; or
- Requires intervention beyond the teacher's reasonable classroom-management capacity.

Teachers are expected, when appropriate, to:

1. Signal for support;
2. Stabilize the classroom;
3. Request assistance from the Dean/Culture Team;
4. Provide objective information about the incident; and
5. Document the incident promptly.

Classroom removal will be conducted in accordance with applicable law and Amani procedures.

A classroom removal is not automatically a suspension.

XIII. AFTER-SCHOOL INTERVENTION

Amani's **After-School Intervention** program replaces the traditional concept of "detention."

After-School Intervention is a structured opportunity for scholars to:

- Complete academic responsibilities;
- Receive targeted academic support;
- Reflect on behavioral choices;
- Develop accountability;

- Participate in restorative activities;
- Repair harm when appropriate; and
- Strengthen the habits necessary for success.

Teachers may also recommend scholars who have no behavioral concerns but require additional academic support.

After-School Intervention may include:

- Homework support;
- Reteaching;
- Completion of missed academic work;
- Skill practice;
- Reflection;
- Restorative activities;
- Goal-setting; and
- Academic planning.

Supervision will be assigned by the Leadership Team and distributed equitably among staff consistent with employment agreements and school procedures.

After-School Intervention is **not simply time served**.

It is time used intentionally to reinforce accountability, restore relationships, support academic responsibility, and help scholars make better choices moving forward.

XIV. SUSPENSION AND EXCLUSIONARY DISCIPLINE

Amani believes that exclusionary discipline should be used only when necessary to protect safety, preserve the learning environment, or address serious misconduct consistent with applicable law.

Whenever appropriate, Amani will use prevention, intervention, restorative practices, counseling, academic support, and other school-based responses before exclusionary discipline.

However, the school may impose suspension or other exclusionary consequences when authorized and required by law.

Suspensions will be imposed only by an authorized administrator and in accordance with New York State law, applicable federal requirements, and this Code of Conduct.

For suspensions exceeding five school days, Amani will follow the applicable hearing and due-process requirements.

Parents/guardians will receive required notice of suspension and applicable procedural rights.

Nothing in this Code limits Amani's authority to respond immediately to serious safety concerns.

XV. DUE PROCESS

Amani will administer discipline in accordance with applicable federal and New York State law.

Depending on the disciplinary response, procedural protections may include:

- Notice of the alleged conduct;
- An opportunity for the scholar to respond;
- Written notice to parents/guardians when required;
- A disciplinary conference;
- A formal hearing when required;
- Access to applicable records;
- The opportunity to present relevant information or witnesses;
- Applicable appeal rights; and
- Additional protections for scholars with disabilities.

Routine classroom interventions do not constitute formal suspension proceedings.

Suspensions and other exclusionary disciplinary actions will follow the procedures required by law.

Families may request clarification of a disciplinary decision by contacting the Principal.

Where New York State law provides a specific hearing or appeal procedure, that statutory procedure governs.

XVI. STUDENTS WITH DISABILITIES AND DISCIPLINE

Amani is committed to ensuring that disciplinary policies are implemented fairly and do not discriminate against scholars with disabilities.

When a scholar has an IEP, 504 Plan, or is otherwise protected under applicable disability law, Amani will implement all applicable accommodations, services, behavioral supports, and procedural protections.

A disciplinary removal may constitute a **disciplinary change in placement** when it exceeds the applicable legal thresholds.

When a disciplinary change in placement is being considered, Amani will conduct a **Manifestation Determination Review (MDR)** in accordance with applicable federal and New York State requirements.

The MDR must occur as soon as possible, and no later than 10 school days after the decision to make the disciplinary change in placement.

The manifestation determination team will review relevant information, including:

- The scholar's IEP;
- Teacher observations;
- Information provided by the parent/guardian;
- Relevant behavioral information;
- The circumstances surrounding the incident; and
- Other relevant records.

The team will determine whether:

1. The conduct was caused by, or had a direct and substantial relationship to, the scholar's disability; or
2. The conduct was the direct result of Amani's failure to implement the scholar's IEP.

If the behavior is determined to be a manifestation of the scholar's disability, Amani will follow applicable requirements regarding behavioral intervention, functional behavioral assessment, behavioral intervention plans, and return to placement.

If the behavior is determined not to be a manifestation of the disability, applicable disciplinary procedures may proceed, subject to all required protections and services.

Amani will provide required services during disciplinary removals in accordance with applicable law.

XVII. ALTERNATIVE INSTRUCTION DURING SUSPENSION

Amani is committed to maintaining educational continuity when a scholar is suspended.

Students of compulsory school age who are suspended will receive alternative instruction in accordance with applicable New York State requirements.

Alternative instruction will begin promptly and will be **substantially equivalent** to the instruction the scholar would otherwise have received.

Alternative instruction should include, when appropriate:

Grade-Level Content → Explicit Instruction → Guided Practice → Independent Practice → Feedback → Assessment

Alternative instruction will not be reduced solely to worksheets, packets, or independent seatwork when those materials do not provide substantially equivalent instruction.

Instruction should:

- Align with grade-level standards;
- Maintain access to core academic content;
- Provide teacher support;
- Include opportunities for questions and feedback;
- Provide appropriate accommodations;
- Provide meaningful learning activities;
- Include a method for submitting work and receiving feedback; and
- Support successful return to the classroom.

For scholars with disabilities, Amani will provide services required by the scholar's IEP and applicable law.

Upon return from suspension, Amani may provide:

- A re-entry meeting;
- Restorative conversation;
- Academic check-in;
- Review of missed work;
- Counseling or advisory support;
- Behavioral support; and/or
- Review or modification of existing interventions.

Discipline should hold scholars accountable without unnecessarily sacrificing access to instruction.

XVIII. DIGNITY FOR ALL STUDENTS ACT (DASA)

Amani is committed to maintaining a school environment free from harassment, bullying, discrimination, intimidation, and retaliation.

Prohibited conduct includes behavior based on actual or perceived characteristics protected by law, including but not limited to:

- Race;
- Color;
- National origin;
- Ethnic group;
- Religion or religious practice;
- Disability;
- Gender;
- Sex;
- Sexual orientation; and
- Other characteristics protected by applicable law.

Bullying and harassment may be verbal, physical, social, emotional, written, electronic, or cyber-based.

Examples include:

- Name-calling;
- Threats;
- Physical aggression;
- Intimidation;
- Hazing;
- Social exclusion intended to cause harm;
- Rumor-spreading;
- Cyberbullying;
- Harassing messages;
- Sexual harassment; and
- Threatening or discriminatory conduct.

Amani prohibits conduct that creates or contributes to a hostile school environment or unreasonably interferes with a scholar's educational opportunities, performance, or well-being.

Reporting

Scholars, families, and staff may report concerns to:

- A teacher;
- Dean/Culture Team;
- Counselor or Pupil Support staff;
- Dignity Act Coordinator;
- Principal; or
- Other designated school employee.

Reports may be made orally or in writing.

Amani will investigate reports promptly and appropriately.

Retaliation

Retaliation against a person who, in good faith:

- Reports harassment or bullying;
- Participates in an investigation;
- Provides information; or
- Supports another person making a report

is prohibited.

Amani will take appropriate action when retaliation is substantiated.

XIX. DISCRIMINATION AND NON-DISCRIMINATION

Amani does not discriminate against scholars, families, employees, or other members of the school community on the basis of characteristics protected by federal, state, or local law.

Harassment, intimidation, discriminatory treatment, and retaliation are prohibited.

Any person who believes they have experienced discrimination or harassment should report the concern through the school's grievance procedures.

Amani will investigate concerns and take appropriate action consistent with applicable law and school policy.

XX. DISTRACTION-FREE SCHOOL / INTERNET-ENABLED DEVICES

Amani maintains a distraction-free school environment consistent with New York State Education Law.

New York law defines the school day as including instructional and non-instructional time, including homeroom, lunch, recess, study halls, and passing periods.

(NYSenate.gov)

Policy

Scholars may not use internet-enabled personal devices during the school day while on school grounds.

This includes, but is not limited to:

- Smartphones;
- Smartwatches;
- Internet-enabled tablets;
- Personal internet-enabled devices;
- Devices used for social media; and
- Other personal devices capable of accessing internet content.

School-issued devices used for educational purposes are not subject to this prohibition.

Storage

Scholars who bring personal internet-enabled devices to school must secure them in the school's designated storage system or turn them into the Main Office, consistent with Amani procedures.

Families should understand that the school is not responsible for personal devices that are brought to school and are lost, stolen, or damaged except as otherwise required by law.

Exceptions

Use may be authorized when permitted by law or school policy, including:

1. A specific educational purpose authorized by a teacher or school leader;
2. Management of a scholar's healthcare;
3. A verified emergency;
4. Translation services;
5. A scholar caregiver situation approved on a case-by-case basis by appropriate pupil-support personnel;
6. A use required by law;
7. A use required by an IEP; or
8. A use required by a Section 504 Plan. ([NYSenate.gov](https://www.nysenate.gov))

Family Communication

Families may contact scholars during the school day through:

Main Office: 914-668-2553

Email: mainoffice@amanicharter.org

Families will receive written information about school-day communication procedures annually and upon enrollment.

Enforcement

Violations will generally be addressed through developmentally appropriate and progressive responses, including:

- Reminder;
- Confiscation and return according to school procedure;
- Family contact;
- Reflection;
- Restorative conversation; and/or
- Additional school-based intervention.

Amani will not suspend a scholar when the sole basis for suspension is the scholar's access to an internet-enabled device in violation of this policy.

([NYSenate.gov](https://www.nysenate.gov))

Beginning September 1, 2026, Amani will publish the annual enforcement report required by New York State law, including required non-identifiable demographic information and analysis of enforcement disparities. Where a statistically significant disparate impact is identified, Amani will include a mitigation action plan.

([NYSenate.gov](https://www.nysenate.gov))

XXI. PROHIBITED ITEMS, WEAPONS, AND SUBSTANCES

Scholars may not possess, use, distribute, or threaten to use:

- Firearms;
- Weapons;
- Explosive devices;
- Illegal drugs or controlled substances;
- Alcohol;
- Tobacco products;
- Vaping products;
- Other prohibited substances;
- Items intended or modified to cause injury; or
- Other items prohibited by law or Amani policy.

The school may take immediate action when prohibited items create a safety concern.

Where required, Amani will notify appropriate authorities.

Disciplinary consequences will consider the circumstances of the incident and all applicable legal requirements.

XXII. GUN-FREE SCHOOL REQUIREMENTS

Amani prohibits the possession of firearms on school property and at school-sponsored activities as required by federal and New York State law.

When a scholar is determined to have brought or possessed a firearm at school, Amani will follow all applicable federal and state requirements governing disciplinary action, including the federal Gun-Free Schools Act and applicable protections for students with disabilities.

Any legally authorized modification of a required disciplinary consequence will be determined in accordance with applicable law.

XXIII. CORPORAL PUNISHMENT AND PHYSICAL RESTRAINT

Corporal Punishment

Corporal punishment is prohibited.

No Amani employee may use physical force for the purpose of punishing a scholar.

Physical Restraint

Physical restraint may be used only when permitted by applicable law and Amani policy and when necessary to protect a scholar or another person from imminent physical injury and less restrictive interventions cannot reasonably be employed.

Any use of physical restraint must be:

- Necessary;
- Reasonable;
- Proportionate to the circumstances;
- Documented; and
- Reported in accordance with applicable law and Amani procedures.

Physical restraint may never be used as a punishment, retaliation, or routine behavior-management technique.

XXIV. ELEMENTARY SCHOOL BEHAVIORAL GUIDELINES — GRADES K–5

Amani recognizes that young scholars are developing self-regulation, communication, conflict-resolution, and problem-solving skills.

When developmentally appropriate, staff will respond to behavioral incidents with:

- Safety;
- Calm;
- Explicit teaching;
- Redirection;
- Modeling;
- Relationship repair;
- Family partnership; and
- Appropriate intervention.

When aggression occurs:

1. The immediate safety of all scholars will be established.
2. The scholar engaging in the behavior may be temporarily separated from the situation.
3. The scholar who was impacted will receive appropriate care and reassurance.
4. Families of directly involved scholars will be contacted when appropriate.

5. Staff will investigate the circumstances.
6. A plan may be developed to teach replacement behaviors and prevent recurrence.
7. Restorative follow-up will occur when developmentally appropriate.

Young age does not eliminate accountability. Rather, accountability is delivered through developmentally appropriate teaching and support.

XXV. MIDDLE SCHOOL BEHAVIORAL GUIDELINES — GRADES 6–8

Middle school scholars are expected to demonstrate increasing independence, self-control, responsibility, and conflict-resolution skills.

When a scholar engages in physical or verbal aggression:

1. The immediate safety of all individuals will be established.
2. The scholar may be removed from the immediate situation.
3. Staff will gather information from individuals involved.
4. Parents/guardians of directly involved scholars will be notified as appropriate.
5. The incident will be evaluated under the Code of Conduct.
6. An appropriate disciplinary and/or restorative response will be assigned.
7. A re-entry or restorative plan may be developed.

Amani recognizes that mistakes can be opportunities for learning while maintaining firm expectations for safety and respectful behavior.

XXVI. FAMILY AND VISITOR CODE OF CONDUCT

Amani is committed to maintaining a safe, welcoming, and respectful environment for scholars, families, staff, and visitors.

This section applies to:

- Parents and guardians;
- Family members;
- Employees;
- Volunteers;
- Contractors;
- Visitors; and

- Other individuals on school property or attending school-sponsored activities.

Expected Conduct

All individuals are expected to:

- Treat others respectfully;
- Use appropriate language;
- Follow directions from authorized school personnel;
- Follow visitor and security procedures;
- Respect school property;
- Maintain appropriate physical boundaries;
- Communicate concerns through appropriate channels; and
- Avoid behavior that disrupts school operations.

Prohibited Conduct

The following are prohibited:

- Threatening behavior;
- Intimidation;
- Harassment;
- Verbal or physical aggression;
- Fighting;
- Profanity directed at others;
- Disrupting classrooms or school operations;
- Entering restricted areas without authorization;
- Photographing or recording scholars without appropriate authorization;
- Damaging school property;
- Possession of weapons or prohibited substances; and
- Any conduct that creates a safety concern.

Families and visitors should not confront scholars, teachers, staff, or other families about school-related concerns.

Concerns should be directed to the appropriate teacher, Dean, administrator, or Main Office.

Amani may require an individual whose conduct is disruptive, threatening, or unsafe to leave school property and may restrict future access consistent with applicable law.

XXVII. SCHOLAR DRESS CODE

Amani's uniform policy supports school identity, belonging, professionalism, and a focused academic environment.

Uniform expectations are established in the Family Handbook and Logistics Manual.

When a scholar arrives out of uniform, Amani will address the concern promptly and discreetly.

When practical, Amani may provide or arrange appropriate uniform items so that the scholar can remain engaged in instruction.

Families may be contacted when additional support is needed.

Repeated uniform concerns may result in a family conference or other appropriate intervention.

Dress-code enforcement will be implemented in a manner consistent with applicable law and will not discriminate against scholars based on protected characteristics.

XXVIII. ATTENDANCE, TARDINESS, AND CUTTING CLASS

Regular attendance is essential to academic success.

Scholars are expected to:

- Attend school every day;
- Arrive on time;
- Attend all assigned classes;
- Remain in assigned locations; and
- Participate fully in instruction.

Amani may address repeated tardiness, absenteeism, or unauthorized absence from class through:

- Family communication;
- Attendance conferences;
- Scholar support;
- Problem-solving;
- Counseling;
- Academic intervention; and
- Other appropriate responses.

Repeated cutting class or unauthorized absence may constitute a Tier 2 behavioral concern.

XXIX. CHILD PROTECTIVE SERVICES

Amani will cooperate with authorized child protective services investigations in accordance with applicable law.

Requests by child protective services to interview or access a scholar should be directed to the Principal or designee.

School personnel will follow applicable legal requirements regarding:

- Interviews;
- Access to records;
- Parent notification;
- School staff participation; and
- Removal of a scholar from school.

The school will not interfere with legally authorized child protective services activities.

XXX. SCHOLAR RECORDS AND PRIVACY

Amani maintains scholar records in accordance with applicable federal and New York State requirements, including the Family Educational Rights and Privacy Act (FERPA).

Parents/guardians have rights regarding access to their scholar's educational records as provided by law.

Families are responsible for promptly notifying the Main Office of changes to:

- Home address;
- Telephone number;
- Email address;
- Emergency contacts;
- Custody or legal documentation;
- Medical information;
- Medications;
- Allergies;
- Health insurance information; and
- Authorized pickup individuals.

To protect confidentiality and ensure accurate records, official demographic, medical, and legal information must be updated through the Main Office.

Teachers and other non-office staff should not maintain or modify official scholar demographic, medical, or legal records.

XXXI. GRIEVANCE AND COMPLAINT PROCEDURES

Amani encourages concerns to be addressed promptly and respectfully.

A scholar, parent/guardian, employee, or other stakeholder may raise a concern with:

1. The appropriate teacher or staff member;
2. Dean/Culture Team;
3. Principal;
4. Executive Director; or
5. Board of Trustees, when appropriate.

Concerns involving discrimination, harassment, bullying, or retaliation should be reported immediately.

When a written grievance is required under a particular policy or law, the complaint should identify:

- The nature of the concern;
- Relevant dates;
- Individuals involved;
- Available supporting information; and
- The resolution being requested.

Amani will review and respond to complaints in accordance with applicable law and school policy.

Retaliation against an individual who makes a good-faith complaint or participates in an investigation is prohibited.

XXXII. DISCIPLINARY RECORDS

Amani will maintain disciplinary records in accordance with applicable law and school policy.

Records will be maintained for the purpose of:

- Documenting significant incidents;
- Monitoring interventions;
- Supporting consistent decision-making;
- Identifying behavioral patterns;
- Evaluating school climate; and
- Meeting applicable reporting requirements.

Discipline data will be reviewed to identify patterns and determine whether particular groups of scholars are experiencing disproportionate disciplinary impact.

Amani will use such information to improve systems, practices, and interventions.

XXXIII. APPEALS AND REVIEW

Families may request administrative review of a disciplinary decision by contacting the Principal.

For routine school-based disciplinary responses, the Principal or designee will review the concern and applicable documentation.

For suspensions or other disciplinary actions governed by specific New York State or federal procedures, the applicable statutory hearing and appeal rights will apply.

Nothing in this section limits any right provided by federal or New York State law.

XXXIV. DISCIPLINE, EQUITY, AND MONITORING

Amani is committed to ensuring that discipline is administered fairly.

School leadership will periodically review disciplinary data by relevant student groups and grade levels to identify:

- Disproportionate referrals;
- Disproportionate exclusionary discipline;
- Patterns by grade;
- Patterns by location or time;
- Repeated referrals involving the same scholars;
- Effectiveness of interventions; and
- Potential inequities in implementation.

When data identify a concerning pattern, school leadership will examine the underlying causes and implement appropriate corrective action.

The goal is not simply to reduce referrals.

The goal is to ensure that every scholar receives:

**Clear expectations → Explicit teaching → Fair responses → Appropriate support
→ Accountability → Opportunity to improve**

XXXV. ANNUAL REVIEW OF THE CODE OF CONDUCT

Amani will review the Code of Conduct annually and revise it as necessary to reflect:

- Changes in New York State law;
- Changes in federal law;
- NYSED requirements;
- School climate data;
- Disciplinary trends;
- Stakeholder feedback;
- School needs; and
- Lessons learned from implementation.

The Code of Conduct will be made available to scholars, families, and staff.

Amani will provide the Code of Conduct in accessible language and formats consistent with applicable requirements.

XXXVI. OUR COMMITMENT

Amani's Code of Conduct is built on a simple belief:

High expectations and high support must exist together.

We expect scholars to demonstrate accountability, community, hard work, integrity, empathy, vision, and excellence.

We also recognize that scholars are developing. They will make mistakes. Our responsibility is not to excuse those mistakes, but to use them as opportunities to teach, hold scholars accountable, repair harm, and help them grow.

At Amani:

- ★ We prevent through Responsive Classroom.
- ★ We intervene through clear expectations and consistent systems.
- ★ We restore through restorative practices.
- ★ We protect through decisive action when safety requires it.
- ★ We maintain learning through educational continuity.
- ★ We believe in accountability without humiliation, discipline without unnecessary exclusion, and high expectations with meaningful support.

Our ultimate goal is to develop scholars who can make responsible choices, navigate challenges, contribute positively to their communities, and live the values of A.C.H.I.E.V.E. long after they leave Amani.

A.C.H.I.E.V.E.

Accountability. Community. Hard Work. Integrity. Empathy. Vision. Excellence.

This Code of Conduct is intended to be implemented consistent with current New York State and federal law, regulations, Amani Public Charter School's charter and policies, and applicable special education requirements. Where a conflict exists between this document and controlling law, the applicable law shall govern.