

BRICK Buffalo Academy Charter School Student and Family Handbook



2023 - 2024

Dear BRICK Buffalo Academy Students & Families,

Welcome to the 2023 – 2024 school year! At BRICK Buffalo Academy Charter School ("BBACS"), we are committed to providing a safe and inclusive learning environment where all students can thrive. Our mission is to graduate a community of learners who will contribute positively to our global society and embrace their role as architects in building a just and better world.

To achieve our educational mission, we use a holistic approach that ensures our students from East Buffalo neighborhoods have the knowledge, skills, and support needed to be college, career, and life-ready upon graduation. We provide a rigorous, inclusive, and culturally responsive curriculum that challenges students academically and builds their social emotional competencies. Additionally, we immerse our families in an ecosystem of rich community partnerships to support them in maintaining stable and healthy homes necessary for children to thrive. In partnership with our families, we empower our students to draw strength from their identity and become leaders in their communities.

To help us achieve our mission and goals, we expect all students and their families to take an active role in education by reading and following the requirements of the Student & Family Handbook. This handbook is an essential reference book describing what we expect from our students and parents/guardians, what you can expect from us, and how we will work together to achieve our educational mission. It includes general information regarding school policies and procedures, parental rights, health and safety of students, academics, and important notices regarding student information.

Please be aware that the handbook and Student Code of Conduct may be amended or revised throughout the year. Changes in school policy and procedure may be communicated to families in a variety of ways, including by updating an online version of the handbook, through school newsletters, or through other communications with our families.

If you have any questions about the material in this handbook, please do not hesitate to contact me at ywheaton@brickbuffalo.org.

On behalf of the entire BRICK Buffalo Academy, I would like to extend our best wishes for a successful 2023–2024 school year!

Sincerely,
Yaimara Wheaton
Principal



Table of Contents

Our Approach	3
Family Involvement	3
Attendance	5
Tardies	6
Absences	7
Early Dismissal	8
Before and After Care	8
Late Pick Up	9
School Closures	10
Delayed Openings/Early Closings	10
Uniforms	11
Homework	13
Ongoing Communication with Families	15
School Culture	17
Honor Code	21
Respecting Diversity	22
Code of Conduct	22
Discipline for Special Education Students	44
Physical Contact between Staff and Students	46
The New York State Dignity for All Students Act	47
School Meals	48
Recess	48
After-School Enrichment	49
Student Transportation	50
Civility Code	55
Addressing Family Concerns	56
New York Open Meetings Law	59
Open Meetings Law	59
Notice	60
Executive Session	60
Meeting materials	61
Minutes	61
Student Records	62

Appendix A: Informal Complaint Form	64
Appendix B: Student Computer and Internet Use Policy	65
I. Administration	66
II. Internet Access	67
III. Acceptable Use and Conduct	67
V. No Privacy Guarantee	70
VI. Sanctions	70
VII. School Responsibilities	70
Appendix C: Nursing Services & Medication	72
Appendix D: Parent Commitments	74

Our Approach

At BRICK Buffalo, we are committed to relentlessly knock down all barriers to students' academic success. Our innovative model aligns an individualized excellent education with the necessary family supports to make sure each and every child can succeed.

Our Mission Statement

The mission statement that provides a road map for our work is found below:

At BRICK Buffalo Academy, we will graduate a community of learners who will contribute positively to our global society and embrace their role as architects in building a just and better world. We use a holistic approach to ensure that students from East Buffalo neighborhoods have the knowledge, skills and support needed to be college, career and life-ready upon graduation. Our school provides a rigorous, inclusive and culturally responsive curriculum that challenges students academically and builds their social emotional competencies. We also immerse our families in an ecosystem of rich community partnerships to support them in maintaining the stable and healthy homes necessary for children to thrive. **In partnership with our families, we empower our students to draw strength from their identity and become leaders in their communities.**

Family Involvement

Family Involvement

We believe in creating true partnerships with our families. We know that working together with our families is the best way to support the social, emotional and intellectual development of our children. Consequently, we have identified some of the highest leverage ways that our families can support their scholar's ongoing success. We ask that all BRICK Buffalo families support their scholars by adhering to the following commitments:

School Readiness
I will ensure that my scholar attends school every day.
I will ensure that my scholar arrives at BRICK every day on time -- even a minute late is tardy. And I will ensure that my scholar is picked up every day on time.



I will notify the school of a valid absence no later than arrival time on the day of the absence and send my scholar with a note when he/she returns to school.
I will ensure that my scholar comes to school in complete uniform and is ready to learn every day.
Communication
I will read all information provided by BRICK, sent in any media format, including emails.
I will provide all the necessary information for BRICK to provide a safe environment for my scholar, including medical documents, contact information, and any necessary updates.
I will work with BRICK to give my scholar all of the supports he or she needs to be successful, including, if required, giving my consent for specialized evaluations and special education services.
Supervision
I will ensure that my scholar observes the guidelines for expected behavior at BRICK.
I will ensure that my scholar completes and turns in all homework assignments on time.
I will ensure that all reading assignments and reading logs are completed by the due date.
I will review all of the assessments results that are sent home and reach out to my child's teacher with any questions.
Parent Responsiveness and Investment
I will be an active member of my school community. I will interact with BRICK staff frequently and call my scholar's teacher before problems arise.
I will attend all family meetings and academic events, including the quarterly report card conferences.
I will respond to all non-emergency school communications within 24 hours and any urgent communications immediately.
I will treat all members of the BRICK team with respect.



At BRICK Buffalo, we know that many of our families are also interested in finding additional ways to get involved at their child’s school. As a result, families can also consider getting involved in one of the ways mentioned below:

- **Serving as a room parent.** Each K and 1 classroom will have a room parent that volunteers to help the teacher throughout the year in the planning and execution of classroom events (such as a classroom holiday party and the end of year moving up ceremony). If you are interested in serving as the classroom room parent, please contact your child’s teacher directly.
- **Chaperoning field trips.** Throughout each year, our scholars will participate in learning experiences off campus. When these events occur, teachers often select family chaperones to attend these events and provide close support to a small group of scholars. If you are interested in chaperoning a field trip, please contact your child’s teacher directly.
- **Supporting before or after care.** We plan to offer before and after school care throughout the year to support our families. To make sure that we can accommodate as many families as possible, we always recruit volunteers to provide additional support during these times. If you are interested in supporting before or after care, please contact the school’s Director of Operations.
- **In-class tutoring.** At BRICK, we believe in providing the individualized support that all scholars need to be successful. At times, that means that individual students need additional help with a particular concept or skill. For example, a scholar may benefit from partner reading or practicing addition facts with an adult mentor. If you are interested in volunteering to tutor please contact your child’s teacher directly.

Attendance

We expect all BRICK scholars to come to school **EVERY DAY** for the **ENTIRE DAY**. After all, research shows that students who attend school more frequently develop stronger social skills, improve their academic performance, and are more likely to attend college. As a result, we ask families to ensure that their scholars arrive at school on time each day and attend school throughout the day. A summary of our attendance policy is provided below:

Attendance Summary
Scholars must arrive by 8:00 a.m. every day <ul style="list-style-type: none">● The main entrance will open at 7:30 a.m. every day for breakfast



- The main entrance will be closed and locked at 8:00 a.m. At 8:01, your scholar is considered late.
- All scholars must enter through the main entrance.

Scholars must stay until the end of the school day at 4:30 p.m. Monday through Thursday or 1 p.m. on Fridays and half days.

School leadership team members are present during arrival to greet our students and families each day. If you have a question or need support, please speak directly with one of our leaders.

Families are not generally permitted to walk their scholars to class because of health and safety regulations. If you need to speak with your child's teacher, please speak with a school leader to make arrangements to speak with them.

Tardies

At BRICK, our teachers work hard to plan engaging morning activities to get their students excited about the day. As a result, please ensure that your scholar arrives on time so that he or she can participate with their classmates.

Scholars can enter the building each day beginning at 7:30 a.m. Breakfast is served from 7:30 to 7:50 a.m. each day. Scholars who arrive after 8 a.m. are considered tardy. If your child is tardy, please remember the following:

- The front door will be locked. Please bring your scholar to the door to be buzzed in.
- Please walk your scholar to the main office to sign them in, indicating the time of arrival and the reason for being late.
- Since your child missed the breakfast service, you can ask the main office for an alternative breakfast snack (such as a granola bar) that your child can bring with them to class.
- Arriving late to school can impact your child's IDreamer score, which could impact their ability to participate in classroom activities and school wide celebrations.

The school follows up on instances of tardiness using the following protocol:

- Each time a scholar is tardy, families will be notified that their child is tardy through an in-person conversation or by a phone call and the tardy will be documented on their attendance record.



- If a scholar is tardy more than 3 times in a 4 week period, the Director of Operations will contact the family to schedule an attendance meeting to further discuss the matter and develop an action plan to support on time arrival.
- Frequent tardiness may also cause scholars to not be able to participate in school-wide incentives.

If your child is ill and will be absent or late to school, we ask that you call the main office or e-mail your child’s teacher before the start of the school day. Tardies are generally unexcused, unless they are the result of a visit to the doctor and are accompanied by a doctor’s note. If you have questions about this process, please contact the school’s Director of Operations.

Absences

Scholar absences are either considered to be EXCUSED or UNEXCUSED. The table below provides a description of what types of absence fall into each category:

Excused Absences
<ul style="list-style-type: none"> ● Religious holiday with a parent/guardian note ● Medical appointment with a doctor’s note. Please work to schedule these for dates/times when school is not in session. ● Death in the family ● Required court appearance ● Scholar illness with a doctor’s note
Unexcused Absences
<ul style="list-style-type: none"> ● Parent/guardian/family illness ● Bad weather ● Family Vacation ● Transportation challenge ● Take Your Scholar to Work Day with a parent/guardian note

If your child is going to miss school, regardless of whether it is an Excused or Unexcused absence, we ask that you provide documentation for the absence (such as a doctor’s notes). If a scholar has a significant number of absences, the presence of these documents could



influence whether or not a student is recommended for truancy.

The school follows up on student absences using the following protocol:

- Each time a scholar is absent, families will be notified with a phone call and the absence will be documented on their attendance record.
- If a scholar is absent more than 3 times in a 4 week period, the Director of Operations will contact the family to schedule an attendance meeting to further discuss the matter and develop an action plan to support on time arrival.

Frequent absences may also cause scholars to not be able to participate in school wide incentives. Finally, scholars who exceed 9 absences will be recommended to truancy court in accordance with New York state law.

Early Dismissal

If a scholar needs to leave school early, it counts as an early dismissal. Early dismissals should be minimized as much as possible since they result in missed instructional time.

For all early dismissals:

- A parent **MUST** call the office to arrange for the pick up **AT LEAST 60 MINUTES BEFORE** the early pick-up time. Please understand that this time frame enables our staff to ensure that all scholars are safely in the right locations for dismissal.
- Once the family arrives, the scholar will be called to the office. Please understand that this process typically takes several minutes. In addition, scholars will not be called out of class until the family is present in the main office.
- Scholars cannot be picked up early after 3:30 p.m.
- Only individuals who are on the approved pick-up list will be allowed to pick scholars up early from school.

Before and After Care

BRICK Buffalo also operates a before and after school care program on site. However, the school has limited space in these free programs.



Before and after care services begin during the second week of the school year. Before care services are available from 7 a.m. to 7:30 a.m. Monday through Friday. After care services are available from 4:30 p.m. to 6:00 p.m. Monday through Thursday and from 1 p.m. to 6 p.m. on Fridays and during early dismissal days. Please note that there may be changes to this schedule as well as the availability of before and after care throughout the school year.

If you are interested in enrolling your children in before and/or after care, please contact the school's Director of Operations. Families can enroll in these programs once they have successfully completed all of their other registration requirements. Enrollment in these programs is determined based on a first-come, first-served basis. The school will also maintain a wait list of families who are interested in being added to these services if additional spaces open up throughout the school year.

Late Pick Up

Dismissal takes place at 4:30 p.m. Monday through Thursday and at 1:00 p.m. on Fridays and early dismissal days throughout the year. It is important that all scholars are dismissed on time each day. A timely dismissal process ensures the safety of all students and supports the sustainability of our staff. We understand that emergencies and unexpected events happen. As a result, we offer families a grace period of 15 minutes after dismissal. However, any scholar that remains on campus more than 15 minutes after their scheduled dismissal, will receive a late pick-up infraction. If a family receives three late pick-up infractions, the Director of Operations will schedule a meeting to further discuss the matter and develop an action plan to support on time pick-up moving forward.

In addition, all families have the option of enrolling their child in the late pickup program provided by our after school program, which is currently run by the King Urban Life Center. Children enrolled in this program can be escorted to the King Urban Life Center, which is located on the same city block, to enable emergency parent pick ups until 6 p.m. when necessary. Any family that believes they will be late to pick up, should contact the Director of Operations to ensure that a staff member can supervise their child until they arrive or can escort their child to the King Urban Life Center.

If scholars are not picked up on time, school staff members will assist them by contacting their family using the emergency contact information provided to the school. If school staff are unable to reach a guardian or family member and a child is not enrolled in the late pickup



program at the King Urban Life Center, then the school may also contact outside support services, such as child protective services or the Buffalo Police Department, to gain assistance in reuniting the child with his or her family.

School Closures

BRICK Buffalo Academy may close for the day due to inclement weather, facility challenges or other concerns. If the school closes for the day, administrators will take steps to ensure that all families are notified of the closure as quickly as possible. Immediately after making the decision to close school, the school's administrators will work to:

- Send an automatic call to the phone numbers of all families.
- Send an automatic email to the email addresses of all families.
- Post information about the closure on social media, including the school's Facebook page.
- Publicize the closure on local news media, including by sharing the information with local radio and television stations
- Update the school's phone number with an automatic message that lets families know that school will be closed

Families who have questions about whether or not school is closed are encouraged to reach out directly to the main office or the Director of Operations.

Delayed Openings/Early Closings

BRICK Buffalo Academy may also adjust its schedule for the day based on inclement weather, facility challenges or other concerns. In the event of a late start, the school will open **two hours** later than the regularly scheduled time.

In the event of an early dismissal, school administrators will work to provide families with as much advance notice as possible.

In both cases, the school will take the same steps to notify families that are commonly used when school is being closed.



Uniforms

Scholars are required to wear school uniforms each day throughout the school year. School uniforms help to contribute to a positive learning environment by enhancing school safety, promoting school pride, creating a sense of unity amongst students, bridging the socio-economic differences between students, promoting good behavior, improving students' self-respect and self-esteem, and producing cost savings for participating families.

As a result, all scholars are expected to follow the uniform expectations described in the table below:

K-4 Uniform Expectations	
Tops	<ul style="list-style-type: none">● Green BRICK Buffalo polo● Shirts are to be tucked into bottoms● Only BRICK Buffalo sweaters or sweatshirts may be worn.● Scholars can also wear long-sleeve t-shirts underneath their BRICK Buffalo polo if they are a plain color.
Bottoms	<ul style="list-style-type: none">● Navy uniform pants/skirts/jumper.● If a scholar is wearing tights, or if their socks are visible, these pieces of clothing should be black, navy, or white.● If a scholar is wearing pants, then they also need to be wearing a belt.
Shoes	<ul style="list-style-type: none">● Black shoe with a rubber bottom.● NOT PERMITTED: Scholars are not permitted to wear shoes with an open heel or open toes, clogs, flip-flops, heels, and bedroom slippers. Black OR BLUE Crocs are not permitted.
Accessories	<ul style="list-style-type: none">● Scholars may wear earrings that are smaller than a quarter; no dangling earrings, etc.● Necklaces/bracelets should not be worn. Please take off such jewelry prior to coming to school or tuck necklaces into your scholar's shirt.

Addressing Students Out of Uniform



If a student arrives at school without the appropriate uniform, he or she will be sent to the main office. In the office, a staff member will contact a parent or guardian to inform them that their child has arrived at school without the appropriate uniform and to clarify any specific parts of the dress code that their child did not meet that day. The parent or guardian may then decide to come to the school to address the uniform issue (for example, by bringing the appropriate uniform shirt if the student arrived in the incorrect shirt that day). Alternatively, the office may loan the student a complete school uniform or the parts of a school uniform needed to wear for the day. In rare cases, when neither the parent/guardian nor the school can correct the uniform issue, the student will be allowed to attend class for the day in the incorrect attire.

BBACS believes that it is essential to maximize the amount of time students spend learning in class each day. As a result, students who arrive out of uniform will not be held out of class for extended periods of time. However, if a student frequently arrives at school without their uniform then the school will schedule a meeting with the family to determine what supports to put in place to ensure the scholar arrives in uniform each day.

The school's uniform policy does not permit students to wear hats or any article of clothing that encourages the use of drugs, tobacco, alcohol, violence, or weapons; OR contains inappropriate content with sexually suggestive references; OR supports discrimination on the basis of color, disability, national origin, marital status, race, religion, gender or sexual orientation, age or citizenship status. As a result, if a child wears such an article of clothing to school, then a staff member will collect the item and contact a parent or guardian to pick it up from the school. The school also supports the sincerely held religious beliefs of all of its students and recognizes that students may need to wear religious clothing or articles to school (for example, a Muslim Hijab, a Sikh turban, or a Christian cross).

Special Dress Days

Throughout the year, the school will have certain days when scholars are encouraged to wear different clothing to school. For example, our school anticipates having various special dress days to build positive school culture (including, for example, days when students can wear Buffalo Bills gear or their pajamas to school). Families will **always** be notified in advance, through an automatic call and an automatic email, when scholars will have a special dress day. Families are encouraged to contact their child's teacher or the main office if they have any questions about a special dress day.

Purchasing school uniforms



BRICK Buffalo partners with local businesses to ensure that families have easy access to purchase their child’s uniform. Families can purchase the school uniform shirts at the school. All other uniform items, including pants, socks and shirts can be purchased at the local business below:

Business	Location
McKay's Work Clothing	851 Abbott Rd. Buffalo, NY 14220 (716) 824-7900

Families who would like to purchase a uniform at the school should contact the Office Manager.

Uniform Assistance

BBACS believes that requiring students to wear uniforms supports families by reducing the amount of clothing required for the school year. However, BBACS recognizes that some families may still need financial assistance to provide uniforms for their children. As a result, families who need uniform assistance can let the school know this information as a part of the school’s new student onboarding processes or at any time during the year when a financial hardship emerges. All requests received in this manner will be reviewed by the school’s social worker.

Homework

Purpose

At BRICK Buffalo, we believe that completing homework each day helps students develop the knowledge and skills necessary to become leaders in their community. We believe that high-quality homework assignments can help scholars:

- Connect with their family about what they are learning
- Engage in the additional practice necessary to achieve excellent academic gains
- Build the academic habits necessary to succeed in high school, college and career

As a result, we ask our families to ensure that their child completes their homework each night. At BRICK Buffalo, we also recognize that families may have specific circumstances that make it challenging to complete homework on a particular evening. As a result, all scholars will receive a weekly homework packet each Monday that will be due on Friday. Homework packets will



always contain material that scholars have already learned in class. However, many scholars will benefit from having a family member support them to complete their homework. The table below provides an overview of what scholars will receive each week for homework:

Grades	Example of Typical Homework
K and 1	<ul style="list-style-type: none"> ● A reading log to track the reading you do with your child each night ● A grade-level book to read each night. At the start of Kinder, this may be a photocopied book with a repeatable pattern that your child can read with you. ● A page of grade-level math practice problems to complete each night ● A behavior log that will provide information about how your child did in school that day. Families review these logs, sign them each night, and can write notes to their child’s teacher as needed. <p>Your child’s homework binder will also include the log-in information they would need to access online sites for additional practice (such as the online Amplify site that can help them with foundational reading skills).</p>

A Note About Reading Logs

We believe that fostering a love of reading is one of the most important things you can do for your child. Research consistently shows that students who have families that read to them and read with them perform better in school and in life. As a result, we ask that you establish a family routine of reading with your child each night. To support you, we will make sure that each week’s homework assignments include at least one book to read with your scholar. If your family needs additional support to access additional books, please reach out to your child’s teacher.

Summer and Holiday Work

We recognize that many students experience learning loss during school breaks and over the summer. As a result, we prepare homework packets for scholars to complete during each break



to ensure that each student stays on the pathway to success in high school, college and career. If you have any questions about your child’s assignments over break, please contact their teacher directly.

Ongoing Communication with Families

We know that our families want to be active partners in the education of their children. As a result, we have developed systems to ensure that families receive consistent updates regarding how their children are doing in school. The table below describes some of the ways that we will provide you with ongoing information on your child’s progress.

Structure	Description
Daily Progress Sheet	Each child’s homework binder will include a place for teachers to communicate how your child did in school each day. We ask our families to review this sheet and to sign it each day, Monday through Thursday.
Weekly I-Dreamer Paycheck	All scholars also receive a weekly I-Dreamer paycheck that shows how they performed in school throughout the entire week. Your child’s paycheck will be sent home electronically each Friday. We ask that you electronically sign your child’s paycheck each weekend to confirm that you have received it.
Weekly School Newsletter	Our Family and Community Engagement Specialist will send out an electronic family newsletter each week. If you have any questions about any of the information in the newsletter, we encourage you to reach out directly to our Family and Community Engagement Specialist.
Online Powerschool Access	All families will have ongoing electronic access to their child’s grades via our online Powerschool portal. If you need help accessing the portal, please contact the Director of



	Operations.
Parent Teacher Conferences	We will also have parent teacher conferences each quarter to connect with our families and to discuss the progress of our children. We ask that all families attend these conferences each quarter.



School Culture

At BRICK Buffalo, we recognize that each of our scholars has a unique dream for their future—and we are committed to supporting them to achieve that dream. As a result, we work to create an inspirational school culture that encourages each scholar to build their self-esteem, grow academically, and develop into a future leader. Consequently, our school culture system is designed to establish the high expectations necessary to support each scholar to develop the social and emotional skills and academic readiness that will empower them to lead a choice-filled life.

iDream values

Our culture system is based on our iDREAM values—six values that we believe are essential for lifelong success. The iDream values are prominently displayed throughout our school. In addition, each teacher delivers lessons on these values and encourages their students to model these values throughout each day.

Each of the iDREAM values is briefly described in the table below:

Identity: <i>I am who I am because of who we all are</i>
Diligence: <i>I persist towards individual and team goals</i>
<ul style="list-style-type: none">● I know my goals and where I am toward reaching them● I make an effort, not an excuse● I get started right away● I always keep striving● I believe I can do it● If I make a mistake, I learn from it, and I fix it
Respect: <i>I honor personal/ school boundaries</i>
<ul style="list-style-type: none">● I follow directions and school procedures.● I follow class rules and school policies.● I listen to others and learn from them (SLANT)● I help take care of classroom & equipment● I am ready for learning and speedy transitions● I use good manners
Empathy: <i>I am my brothers/sisters keeper</i>



<ul style="list-style-type: none"> ● I show others I care how they feel ● I respect other points of view and ideas ● I help to motivate the team ● I praise peers for doing well and encourage peers when they fail or get upset ● I do favors and good deeds for others ● I use kind words and actions
<p>A+ Self Control: <i>I stay focused and maintain my cool</i></p>
<ul style="list-style-type: none"> ● I stay focused and resist distractions ● I remain calm when provoked or criticized ● I use self-talk to de-escalate ● I maintain personal space ● I am safe at all times
<p>Model Achiever: <i>I am here on purpose with purpose</i></p>
<ul style="list-style-type: none"> ● I ask and answer questions ● I make connections ● I reflect and reconsider ideas ● I am curious ● I notice and appreciate excellence ● I take risks

iDREAM Paycheck

The iDREAM values also form the basis for the iDREAM paycheck, which works to encourage all scholars to demonstrate positive academic and interpersonal behaviors. When a scholar does something positive or negative in class, the teacher will verbally acknowledge the scholar by naming the value reflected in the behavior and making a notation on their classroom clipboard. At the end of each class period, the teacher will then assign each scholar 3, 2 or 1 iDREAM dollars. The table below describes how scholar behavior translates into dollars earned:

<p>3 iDREAM Dollars</p>
<p>Exhibited both academic values (Diligence, Model Achiever) and interpersonal values</p>



(Respect, Empathy, Self-Control) consistently
2 iDREAM Dollars
Exhibited either academic values or interpersonal values, but not both consistently
1 iDREAM Dollar
Attempted to exhibit the values, but struggled to do so consistently

Scholars receive iDREAM dollars in this manner four times per day. As a result, scholars can earn up to 12 iDREAM Dollars each day. At the end of each week, scholars receive an iDREAM paycheck with their iDREAM dollar total for the week. Teachers review these paycheck scores with scholars each Friday. In addition, the iDREAM paychecks are sent home electronically to families each Friday. All families are asked to electronically sign their child’s paycheck to indicate that they have reviewed it with their child. If a family has a question about their child’s paycheck, they are encouraged to reach out to their child’s teacher.

iDREAM Paycheck - Frequently Asked Questions

What if my scholar is absent?

At BRICK Buffalo, we believe that strong attendance is critical for your scholar’s success. As a result, we ask scholars to attend each school for the full day. If a scholar has an unexcused absence, s/he will receive a score of 0 in each of their four classes. If a scholar leaves early or arrives late, s/he will not receive iDREAMer dollars for any classes missed. If a scholar has an excused absence, the family can contact the teacher to discuss potential opportunities to earn the paycheck dollars missed.

What is Fun Friday?

Each Friday, the school plans fun activities to build community and to reward scholars for their hard work throughout the week. Every other Friday, scholars will have an opportunity to participate in a special “Fun Friday” event. During these events, scholars who earned Level 2 or Level 3 iDREAMer status will be invited to attend a fun end of day celebration. Past Fun Fridays have included activities like dance parties, movies, crafts, board games or art projects. During Fun Friday, scholars who earned Level 1 iDREAMer status remain in their classroom to complete a reflection and to build an action plan for how to improve their focus in class during the next week.



What is the iDREAM school store?

Every other Friday, scholars will have an opportunity to use the iDREAM dollars they have earned at the iDREAM school store. In the past, the iDREAM school store has had a variety of fun items for sale, including fancy pencils, erasers, books, crayons, toys, and coloring books, etc... The iDREAM dollar store does not accept real money, just iDREAM dollars to motivate scholars to continue to demonstrate the school's values.

What is the Community Meeting?

Every Friday, the entire school community gathers to celebrate that week's successes. During the meeting, we celebrate achievements for the week, recognize excellence and growth, sing songs, have fun and recognize our Level 3 iDREAMers by inducting them into the Wall of Fame.

What's the Wall of Fame?

Scholars who earn Level 3 iDREAMer status have their picture taken and added to a picture frame on the official Wall of Fame near the entrance to the school. We encourage all of our families to encourage their scholars to earn their way onto the school's Wall of Fame each week.

What We Ask of You

As new scholars adjust to our high expectations, they may have days where they only earn Level 1 iDREAMER status. When this happens, we believe it provides an important opportunity to collaborate with your child's teacher to identify strategies to support your child's success. If you pick up your child and notice that they earned Level 1 for the day, we encourage you to speak directly with a teacher or administrator. If your child rides a bus home, we encourage you to call their teacher any time you notice that your scholar left the day on Level 1.

Families can also see how many dollars their scholar earned each day by accessing their child's account on Kickboard. If your scholar earned a Level 2 (green) or Level 3 (black), please celebrate their hard work. If your child earned a Level 1 (red), please ask why and discuss ways that they can work towards earning levels 2 or 3. You can also contact your child's teacher at any time to schedule a parent teacher conference to learn more about their in-class behavior and to discuss the best ways to support your child's success.



Honor Code

At BRICK Buffalo, our first priority is to ensure the physical and psychological safety of all of our scholars and staff. We believe that creating safe, orderly schools will allow our scholars to actively participate in class and develop the academic and social-emotional skills necessary for lifelong success. As a result, we cannot allow one child to disrupt the learning environment for all of our scholars.

To establish and maintain a school culture that promotes learning and respect for all members of our community, we have created an Honor Code. We expect our scholars to uphold the Honor Code below both at school and outside of school:

BRICK Buffalo Honor Code

BRICK Buffalo scholars are expected to act honorably at all times. Adhering to the honor code means that scholars will act truthfully, with high moral character, both on and off school property. Scholars must also bring forth knowledge of any violations to school leadership. Scholars engaging in or having knowledge of immoral, dangerous, illegal, or unsafe behavior will receive appropriate consequences including but not limited to community service, suspension, or even expulsion in extreme circumstances.

This Honor Code also extends beyond our classroom walls. We expect our scholars to behave appropriately and respect others whether they are on school property or not. As a result, if our scholars demonstrate inappropriate behavior on the bus, or on the property surrounding our school, at school functions, or at any other place where their behavior may negatively impact our scholars or school community, then they may face disciplinary consequences. As a result, we ask all families to discuss this honor code with their scholars. Please work with us to ensure that your child adheres to this honor code to help them achieve their goals, to support the development of their peers, and to strengthen our school community.

Academic Integrity

At BRICK Buffalo, we recognize that our families play a critical role in developing their scholar's values. As a result, we ask that you help them understand the concept of academic integrity by describing what behaviors are appropriate and what behaviors are inappropriate. Please help scholars understand that all of the following behaviors are considered inappropriate and may lead to consequences:

- Claiming someone else's work as your own. This includes (but is not limited to):
 - Copying a peer's work



- Copying something you found online without clearly explaining the source
- Taking an unfair advantage on work assigned. This includes (but is not limited to):
 - Using online resources to help with homework or exams
 - Using unauthorized technology on homework or exams (including Chat GPT)
 - Obtaining previous tests from other students
 - Falsifying school work in any way

Respecting Diversity

At BRICK Buffalo, we respect every member of our community regardless of race, color, gender, ethnicity, religious beliefs, disability, or sexual orientation, including a person’s LGBTQ identity. We do so not just because it’s our legal obligation but because we believe all people should be treated fairly. If you, or your child, ever has concerns about the way you are treated then we encourage you to speak with our Principal.

Code of Conduct

One part of BBACS’s overall approach to school culture involves ensuring that the school has clear rules, rewards and logical consequences. As a result, BBACS has created policies and protocols to reduce student disruption and misconduct. BBACS believes that this resulting Code of Conduct will support and reinforce positive behavior and enhance children’s character development while helping them succeed in school.

BBACS’s Code of Conduct emphasizes the use of a wide range of strategies to reduce poor behavior and maintain a safe learning environment, including conflict resolution, restorative practices, counseling, and a structured system of positive reinforcement. This Code of Conduct also minimizes the use of exclusionary practices such as in-school suspension, out-of-school suspension, and expulsion. BBACS believes this approach will best maximize instructional time while simultaneously helping students to develop the positive social skills necessary for success in college and career.

The standards set forth in the Code of Conduct apply to behavior:

- In school during school hours
- Before and after school, while on school property
- While traveling on vehicles to and from school as arranged by BBACS or the BPS



- At all school-sponsored events and
- On other-than-school property when such behavior can be demonstrated to negatively affect the educational process or endanger the health, safety morals, or welfare of the school community
- When misbehavior involves communication, gestures or expressive behavior; the infraction applies to oral, written or electronic communications, including, but not limited to, texting, e- mailing, and social networking.

Parents as Partners

It is important that families collaborate with the school to help nurture the skills students need to succeed in school and in society. All members of the school’s staff are responsible for keeping parents informed of their child’s progress, and communicating both successes and concerns regularly. Outreach to parents includes, but is not limited to, a phone call and/or a written communication as well as the home visits conducted for all newly enrolled students.

Parents are asked to become familiar with the Code of Conduct to ensure they become active and involved partners in promoting a safe and supportive school environment. This includes meeting with school officials (when requested), attending report card conferences, and participating in school community events.

Determining the Disciplinary Response

School personnel consult the Code of Conduct when determining which disciplinary measures to impose. The following facts are taken into consideration prior to determining the appropriate disciplinary measures:

- The student’s age and maturity;
- The student’s disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and intervention measures applied for each);
- The nature, severity and scope of the behavior;
- The circumstances/context in which the conduct occurred;
- The frequency and the duration of the behavior;
- The number of persons involved in the behavior;
- The students IEP (Individualized Education Plan), BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable.
- The student’s response to intervention



School personnel must also respond to disciplinary problems in ways that ensure that all students are treated fairly with respect, dignity and decency and without favor or prejudice against any one group of students according to ability, talent, age, gender/gender identity/gender expression, developmental and acquired disabilities, race and ethnicity, socio-economic status, religious and spiritual orientation, national origin and home language, sexual orientation and indigenous heritage. In practical terms this means that:

- All opportunities and interventions must be accessible to every student, including students with disabilities
- Consequences and interventions at each tier must be consistently applied across all groups of students with fidelity and integrity
- Data must be transparent to determine the use and impact of all consequences and interventions, paying particular attention to indicators of overuse and disproportionality of suspension among various student groups.

Discipline in Kindergarten through Grade 2

Aggressive behavior in young children is rarely an intentional act to harm another. Rather, aggressive acts are often a result of children's unskillful attempts to communicate what they want, what they need, and what they don't like. As a result, when a young child engages in a violent act that threatens or harms others or makes the learning environment feel unsafe, special procedures need to be in place to ensure that both children involved in the incident (the child who has been threatened or hurt and the child who has engaged in the violent act) receive immediate attention and care.

As a result, if aggressive behavior occurs with young children in K-2, parents or guardians can expect that:

- A staff person may, after telling the child what disciplinary rules have been broken and hearing the child's side of the story, temporarily remove the child who has engaged in the violent act immediately without the use of corporal punishment or restraint (unless the restraint is aligned to the guidance provided under the law and can be carried out by a trained staff member). This removal will help the child regain a sense of calm so that the staff member can speak with the child about the incident.
- A staff person will speak to the child who has been threatened or harmed immediately to ensure that the child has an opportunity to talk about the incident and to help the child regain a sense of safety.
- Parents of children involved in the incident will be contacted and school staff will explain the incident, including what happened before the incident and how adults responded to the incident. In addition, the staff member will discuss the short-term plan for restoring

a sense of calm and safety as well as long-term plans for preventing similar incidents in the future.

- Parents of either child involved in the incident can request a mediated conference with the other parent and school leadership team members present.

If a student in grades K-2 engages in pervasive or serious aggressive acts that cause injury or threaten children's safety in the classroom, the principal, after making certain due process protections have been followed, can determine the most appropriate interventions and request an in-school or out-of-school suspension of less than 10 days. However, any suspension of a student in grades K through 2 requires prior approval, in writing, from the BRICK Buffalo Superintendent.

Progressive Discipline

Understanding discipline as a “teachable moment” is fundamental to a positive approach to discipline. Progressive discipline uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching prosocial behavior. Progressive discipline does not focus on punishment. Instead, the goal is to prevent a recurrence of negative behavior by helping students learn from their mistakes. In this approach, every reasonable effort is made to correct student behavior through restorative practices and other school-based resources. Restorative practices, as described in detail in the next section, are essential because inappropriate behaviors or violations of the Code of Conduct may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs. Appropriate disciplinary responses emphasize prevention and effective intervention, prevent disruption to education, and promote the development of a positive school culture.

For students with disabilities whose behavior impedes the student's participation in school, the school will follow any Behavioral Intervention Plans (BIPs) in their IEPs, and, as appropriate, contact the district Committee on Special Education (CSE) to amend a BIP. In a case where a student with a disability does not have a BIP, the school will seek parental consent and contact the CSE to conduct a functional behavioral assessment (FBA) to understand the causes of the student's behavior.

Restorative practices



To promote positive behavior and build school culture, BBACS encourages the use of restorative practices rather than exclusionary discipline practices. Restorative practices recognize that school culture is built on the relationships between students and staff. As a result, restorative practices focus on responding to behavior violations through strategies that seek to repair the relationships between the person who caused the harm while also strengthening the community in which the harm was felt. Some examples of restorative practices that are recommended for use include:

- Reflection activities using restorative questions
- Peer mediation
- Mentoring
- Mediated conflict resolution conferences
- Enrollment in social skills groups to support positive social skill development
- Restorative circles
- Community building circles
- Establishing and reestablishing classroom norms and agreements

When used consistently and appropriately, restorative practices help to improve student behavior, lower repeated misbehavior and contribute to a more positive school environment. As a result, BBACS recognizes that restorative practices are an important part of a school's response to behavior violations and recommends that these strategies are used when appropriate.

Progressive Infraction Levels

To ensure that staff, students, and parents are aware of all expected standards of behavior, the school Code of Conduct provides graduated accountability measures for students who engage in repeated misbehavior despite prior interventions and/or prior impositions of appropriate disciplinary measures. More severe accountability measures are imposed on those students who commit more serious infractions, or who engage in a pattern of persistent misconduct. Whenever possible, school officials use restorative practices and/or the least severe appropriate discipline responses prior to imposing strict penalties.

Infractions are grouped into four levels. Each level contains possible restorative practices as well as possible disciplinary responses that can be imposed by a teacher/administrator. A general explanation of the four levels can be found below:



Level 1	Level 2	Level 3	Level 4
Classroom support and student support team	Intensive support staff and appropriate administration	In-school suspension	Out of school suspension or request for expulsion
May be appropriate when the behavior is a minor infraction, the student has no prior incidents, and/or interventions have not been put in place.	May be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the student and others.	May be appropriate given the seriousness of the offense and impact on the school community, and/or when documented interventions and supports have been put in place but the behavior is escalating.	May be appropriate when behavior is illegal, presents an imminent threat of serious harm to the school community, or when the student's behavior seriously affects the safety of others in the school and/or educational process.

Each of the levels of infraction can involve different interventions and responses. As a result, the table below is designed to explain some of the ways that teachers and administrators can work together to respond to behavior violations at each level. Please keep in mind that the tables below are not meant to be exhaustive. Rather, all teachers are encouraged to utilize the school's student culture systems as well as a variety of teaching and engagement strategies to build culture in their classrooms.

Level	Teacher-led classroom interventions and responses	School leadership-led interventions and responses
1	<ul style="list-style-type: none"> Positive directions that state expectations Positive and specific feedback/positive narration Re-teaching and rehearsal of skill or procedure Increased opportunity to respond during instruction 	<ul style="list-style-type: none"> Reflection activity Check in with school leadership (such as principal, or Vice Principal) Mentoring Peer mediation Mediated conflict resolution conference Referral to school-based health or mental health providers



	<p>Increase teacher proximity</p> <p>Verbal prompt, redirection and/or correction</p> <p>Reminders and redirections</p> <p>Student/teacher conference</p> <p>Use of Restorative Questions</p> <p>Restorative conference</p> <p>Develop relationship with families</p> <p>Call/note home</p> <p>Family conference</p> <p>Temporarily assign to classroom calm down/reset/reflect seat</p> <p>Daily progress sheets on behavior</p> <p>Create a classroom check-in plan</p> <p>Assign a reflection activity</p> <p>Issue a reset pass for a brief reset with a trusted adult or in another classroom (5 minutes or less)</p> <p>Restitution/restoration strategies</p> <p>Other evidence based student specific strategies</p>	<p>Service to the school community</p> <p>Restitution plan</p> <p>Referral to other supportive community organizations</p> <p>Utilize support staff to support student</p>
2	<p>All level 1 strategies may be used as well as any of the following:</p> <p>Collaborate with the family</p> <p>Collect progress monitoring data about the behavior and interventions attempted</p> <p>Student/teacher conference</p> <p>Review of cumulative folder and academic progress to create, implement and monitor an academic support plan</p> <p>Collaborate with academic coaches to build on student strengths</p> <p>Issue a reset pass for a reset with a trusted adult or in another classroom (for no more than one instructional block)</p>	<p>All level 1 strategies may be used as well as any of the following:</p> <p>Utilize support staff to assist with a root cause assessment/trauma assessment</p> <p>Conflict mediation</p> <p>Administrative and/or support team conference</p> <p>Mentoring/coaching</p> <p>Individualized case management for students with 504 plans or IEPs</p> <p>Referral and coordination of community based supports</p> <p>Referral to social worker or school psychologist for behavior skill building interventions</p> <p>Seat change</p>

	<p>Monitor student plans and reevaluate every two weeks</p> <p>Peer mediation</p> <p>Collaborative family conference</p> <p>Conflict resolution</p>	<p>Loss of recess time</p> <p>After school detention up to 1 day, scheduled collaboratively with the parent/guardian</p> <p>Transportation suspension up to 1 day</p> <p>In-School Suspension up to 1 day and Family/Guardian notification of due process rights</p>
3	<p>All level 1 and 2 strategies may be used as well as any of the following:</p> <p>Initiate a student-centered discussion about the incident (and Repair, Restore and Reteach expectations)</p> <p>Create, implement and monitor a transition plan for student returning to the classroom, including a restorative circle</p> <p>Create a plan to support classmates as the student returns to class</p>	<p>All level 1 and 2 strategies may be used as well as any of the following:</p> <p>Referral to social worker or school psychologist for ongoing behavior skill building interventions</p> <p>Schedule or classroom change</p> <p>After school detention up to 3 days, scheduled collaboratively with the parent/guardian</p> <p>In-School Suspension up to 3 days (requires Family/Guardian notification of due process rights)</p> <p>Out of School Suspension for up to 3 days (any Out of School suspension for a student in grades K-2 requires prior approval from the Superintendent in writing; Out of School suspensions of longer than one day in grades 3-5 also require this approval. All suspensions require family/guardian notification of due process rights)</p> <p>Suspension from transportation for up to 3 days</p>
4	<p>All level 1, 2 and 3 strategies</p>	<p>All level 1, 2 and 3 strategies may be used as well as any of the following:</p> <p>Request for student support team meeting to plan for the successful reintegration of a student after an explosive/violent incident</p>

		<p>Conduct a functional behavioral assessment (FBA) in accordance with the IDEA and develop or amend a behavioral intervention plan based on the results of the FBA</p> <p>Out of school suspension of up to 5 days may be imposed by the Principal (requires Superintendent approval and family/guardian notification of due process rights)</p> <p>Transportation suspension of up to 10 days may be imposed by the Principal (requires Superintendent approval)</p> <p>Principal can request a formal hearing to consider an out of school suspension for more than five days or, in rare cases, expulsion</p>
--	--	---

The table below provides a list of possible behavior violations and illustrates how the school classifies the levels of those violations. The table below is intended to serve as a guide for the principal or a Vice Principal to use in determining the appropriate consequences for students:

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Notes
Absences					
Occasional refusal to attend class	●	●			Classroom teachers are required to inform the social worker and operations staff to follow up on excessive absences. Per N.Y. compulsory education law, no absence or tardy may result in out-of-school suspension.
Persistent or excessive absences from school	●	●			
Habitual truancy (unlawfully absent for a number of days in excess of 20 percent of any marking period, quarter, or	●	●			



year)					
Academic Dishonesty					
Plagiarism, copying another's work, cheating or altering records	●	●			Student may receive a failing grade for assignment
Alcohol					
Under the influence		●			School staff is required to refer students to appropriate substance abuse counseling. School nurse must be immediately notified if using or under the influence.
Using or possessing		●	●		
Distributing or selling			●	●	
Arson					
Starting a fire			●	●	NYS Uniform Fire Prevention Building Code 401.3 requires building principals to contact the fire department for any and all unwanted fires Principals must complete NYSED Office of Facilities Planning Fire Incident Report Form 2014
Starting a fire causing destruction of property				●	
Attack on Student					
Attack on student with injury			●	●	DASA-style investigation may be conducted The school nurse will be
Attack on student with serious bodily injury (hitting, kicking				●	



or punching another student)					consulted regarding student injuries and will assist students with getting help from other medical professionals if needed.
Two or more persons intentionally attacking a student with injury			●	●	
Two or more persons intentionally attacking a student with serious bodily injury				●	
Bomb Threat					
Making threats or providing false information about the presence of explosive materials or devices on school property			●	●	
Bullying-Verbal, Physical and Electronic					
Intentional conduct (including verbal, physical or written conduct) or electronic communication that is threatening	●	●			DASA-style investigation may be conducted.
Persistent and repeated incidents of bullying targeted at same person or group		●	●		
Very serious incidents that are seriously harmful or personally damaging to the person who is targeted				●	
Classroom Distraction					
Does not work silently or independently without	●	●			

bothering others					
Throws objects without physical injury to others	●	●			
Talking out in class or talking out of turn	●	●			
Makes excessive, distracting, or disruptive movements or noises	●	●			
Damage to Personal or School Property					
Minor damage (less than \$50)	●	●			Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to a school work project.
Damage to another person's or school property (\$50 to \$500)		●	●		
Damage to another person's or school property (over \$500)			●	●	
Drugs					
Under the influence		●			School staff is required to refer student to appropriate substance abuse counseling and to make any law enforcement referrals required by NY state. School nurse must be immediately notified if using or under the influence.
Using or possessing		●	●		
Distributing or selling			●	●	
Electronic Devices					
Use of cell phones, handheld mobile devices, electronic	●	●			Possession and/or transmission of child



game devices, and other similar items					<p>pornography is subject to prosecution and must be reported to the police.</p> <p>Students are not permitted to use electronic devices, including cell phones, at school. As a result, staff may confiscate these devices and require parents or guardians to pick them up from the school.</p>
Use of electronic devices that lead to the threat of harm to another person		●	●		
Recording or publishing a fight (when done to promote disorder, for entertainment value, or to cause malicious harm to another individual rather than to support a victim)		●	●		
Use of electronic devices for which it is determined that such use directly causes physical or emotional harm to another person			●	●	
Emotional Outburst or Rage					
Emotional outburst or rage which causes harm		●	●		
Extortion					
Obtaining money or property from another student through coercion, intimidation, or threat of physical harm			●	●	
False Activation of Fire Alarm					
Intentional false activation of fire alarm			●	●	If the fire alarm is activated, the fire department must be notified and it has jurisdiction until the event/source is

					investigated. The school will coordinate any related disciplinary efforts.
Fighting					
Physical aggression with another student		●	●		DASA-style investigation may be conducted.
Fighting which causes the principal to initiate emergency procedures and prevents large numbers of students from moving through the hallways, disrupts the educational process for large numbers of students across the school, and poses a serious and grave threat to the safety of large numbers of students, such as a threat of substantial bodily harm to students				●	Documentation of emergency procedures must be submitted to the Superintendent's office.
Fighting with serious bodily injury				●	
Fighting that continues without change, even after the documented implementation of interventions have been given ample time to be effective				●	
Gambling					
Gambling with money or exchangeable goods or services	●	●			
Hallway misbehavior					



Running, making excessive noise, loitering, or persistent hall-walking	●	●			
Harassment based on race, ethnicity, gender/gender identity/gender expression, sexual orientation, disability or religion, including cyber-harassment, against members of the school community					
Minor harassment	●	●			DASA-style investigation may be conducted.
Serious harassment		●	●		
Very serious incident that is life-threatening, seriously harmful or personally damaging to the person who is targeted				●	
Inhalants					
Under the influence		●			
Using or possessing		●	●		School nurse must be immediately notified if using or under the influence.
Distributing or selling			●	●	
Leaving classroom or school without permission					
Leaving classroom or school without permission	●	●			Per N.Y. compulsory education law, out-of-school suspension is not permitted as a consequence.
Non-compliance					
Failure to comply with school rules, regulations, policies or procedures	●	●			This section applies to nonviolent/nonphysical instances of



Failure to follow directions	●	●			non-compliance.
Failure to respond to school staff directives, questions or requests	●	●			
Misleading or giving false information to school staff	●	●	●		
Physical contact					
Unintentional physical contact with school personnel	●	●			Due to the large developmental differences between Kindergarteners and 5th graders, school leaders should carefully consider the student’s maturity and intention when assigning consequences related to these infractions.
Unintentional striking a staff member who is intervening in a fight or other aggressive behavior		●	●		
Intentional physical attack on school personnel			●	●	
Offensive touching, poking, pushing, shoving or physical intimidation of school personnel or student		●	●		
Public space misconduct					
Minor public space misconduct		●			A large disruption is defined as a disruption which disturbs the learning environment for more than just a single class, including significant misbehavior at school wide assemblies, on field trips, or at large student gatherings, like lunch
Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption			●	●	
Using an electronic device to bring others to initiate or			●	●	



engage in a disturbance					
Robbery					
Taking money or property from another by force			●	●	
Sexual Assault					
Sexual harassment (for example, inappropriate verbal or written conduct of a sexual nature)			●	●	School staff is required to refer students to appropriate counseling, including the school social worker and/or school psychologist. Possession and/or transmission of child pornography is subject to prosecution and must be reported to the police.
Sexual harassment (for example, inappropriate physical conduct of a sexual nature)			●	●	
Sexual misconduct			●	●	
Tardiness					
Excessive tardiness to class or school	●	●			Classroom teachers are required to inform the social worker and operations staff to follow up on excessive tardiness. Per N.Y. compulsory education law, out-of-school suspension is not permitted as a consequence.
Technology Acceptable Use Policy Violation					
Violation of the school's technology acceptable use policy	●	●			Refer to the policy posted on the school's Website.



					Possession and/or transmission of child pornography is subject to prosecution and must be reported to the police.
Theft					
Under \$500		●	●		Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to a school work project.
Over \$500			●	●	
Threats against school personnel					
Verbal or written threat against school personnel or school community			●	●	
Tobacco					
Use or possession	●	●			School staff is required to refer students to appropriate substance abuse counseling.
Verbal aggression against school personnel					
Name calling, insults, making inappropriate gestures, symbols, or comments, or using profane or offensive language		●	●		A documented intervention must occur.
Confrontational and aggressive arguing		●	●		

Confrontational or aggressive arguing that repeatedly impacts the school environment and persists after interventions have been put in place			●	●	
Weapons, firearms, explosives					
Verbal or written threat involving weapons against school community (no weapon present)			●	●	
Firearms (possession of a firearm as defined in 18 USC 921 of the federal code; e.g., handguns, rifles, shotguns, and bombs)				●	Expulsion for no less than one calendar year is mandated by federal law for firearms violation, but can be modified on a case-by-case basis by the Superintendent of Schools per the Gun Free Schools Act, 20 U.S.C. § 7961.
Other guns (possession of any gun of any kind, loaded or unloaded, operable or inoperable including BB guns and pellet guns, etc.)				●	
Possession of weapons (knife, mace, etc.)				●	
Instruments or objects used as weapons with intent to cause injury				●	
Explosives (possession, sale, distribution, detonation, or threat of detonation of an			●	●	

incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substance or articles, other than a firearm or destructive device as defined by federal law)					
---	--	--	--	--	--

Due Process

All students are entitled to due process for all disciplinary actions. In all disciplinary matters, students will be given notice and an explanation of why the action is being taken, and will have the opportunity to present their version of the facts and circumstances to the staff member imposing discipline. In any situation that leads to a student being removed from class for disciplinary reasons, the child’s parent or guardian will be notified of the incident.

Each year, BBACS distributes the school’s complaint policy to all families of students enrolled in the school. This policy ensures that students and their parents or guardians have the right to appeal disciplinary decisions. Such appeals are typically considered informal complaints. As a result, students and their parents have the right to appeal disciplinary decisions to the school Principal, then to the BRICK Buffalo Superintendent and, if necessary, to the BRICK Buffalo Board of Trustees.

If the parent/guardian believes that a breach of law or the BBACS charter agreement has contributed to or caused the issue, they can file a formal complaint (via the BBACS Complaint Policy) directly with the Board of Trustees. Parents or guardians of students may file formal complaints with the Board related to disciplinary decisions or any other matters if such matters represent a violation of an aspect of the school’s charter or a specific law. The BBACS Board of Trustees may delegate the responsibility for handling such complaints to the BRICK Buffalo Superintendent. If the parent/guardian is not satisfied with the Board’s decision related to a formal complaint, then they can further pursue the complaint to the SUNY Charter Schools Institute.

Approach to Suspension



BBACS's Code of Conduct was created based on the belief that the school should focus on creating a safe, warm and supportive school environment that actively teaches students to build their social skills and commitment to the community through restorative practices. In addition, BBACS believes that exclusionary practices, such as in-school suspension, out of school suspension, and expulsion, are often not effective as discipline tools because students see these efforts as opportunities to miss school rather than punishments. BBACS also recognizes that exclusionary discipline practices often result in significant disruptions of the educational process and have lasting impacts on student attitudes towards school and academic achievement. As a result, BBACS generally reserves the use of out of school suspension for only the most serious offenses, specifically those situations where a student's continued attendance poses a threat to his or her own welfare or to the learning or welfare of other school community members.

Short-Term Suspensions

If the Principal or his or her designee believes that a student has committed a behavior violation that warrants a suspension, the Principal or his or her designee must provide formal notice of the proposed suspension. The Principal or his or her designee will inform the student verbally of the suspension, the reason or reasons for it, and whether it will be served in school or out of school. The student shall be given an opportunity to deny or explain the charges. The principal or their designee shall also immediately notify the parent(s) or guardian(s) by phone and in writing of the proposed suspension by sharing a description of the incident, what section of the Code of Conduct was violated, the proposed suspension length and its location. At that time, the family may request an informal principal's conference to discuss the incident prior to finalizing the short-term suspension. The principal will then issue a final suspension decision that is shared with the family. **The BBACS Principal can suspend a student for up to 5 days from school or up to 10 days from transportation, if approved by the Superintendent.** Families that disagree with a short-term suspension determination may appeal the decision to the BRICK Buffalo Superintendent.

Long-Term Suspensions

The principal or his or her designee can also request that a student be considered for a longer term suspension of greater than 5 days from school or greater than 10 days from the bus. In these cases, the principal must provide a notice of suspension, rather than a final suspension decision, that also includes a Superintendent's Notice of Hearing. This notice must include the date, time and place for a formal hearing; a statement of charges, and information about the student's due process rights, including their right to retain or secure an attorney, to question all witnesses, to present witnesses/evidence, to confront the school's evidence, and to have interpreter services present. In these cases, the Superintendent or his or her designee will



facilitate a Superintendent’s hearing. Based on this hearing, the Superintendent will then issue a final suspension decision that is shared with the family in writing. **The BRICK Buffalo Superintendent can suspend a student for up to 180 days from school or up to 180 days from transportation.** Families that disagree with a long-term suspension determination may appeal the decision to the BBACS Board of Trustees.

Additional Suspension Information

Formal suspension return conferences are required for suspended students to be readmitted to class. These conferences provide an opportunity for the family to meet with the principal or his or her designee to discuss ways for the student to successfully return to class and to receive any follow up support necessary. However, the school may not prevent a student from attending class because a parent/guardian will not attend a conference.

Written notice

All suspension communication with families will occur in the dominant language of the family, including any letters sent home related to suspensions. In addition, the school will make arrangements for translators to be present for suspension conferences. If the dominant language of your family is a language other than English, please speak with the school’s Principal to ensure that you have access to the appropriate translation services.

Alternative Instruction for Suspended Students

When students are suspended for more than one day (either in- or out-of-school), BBACS will provide alternative instruction to prevent disciplinary consequences from significantly inhibiting their opportunities to learn. BBACS will provide students with all classwork, homework assignments, and assessments as well as access to all New York State assessments so that students can stay on track with their classes and requirements for grade-level promotion. Suspended students will receive alternative instruction provided by a certified teacher or a teacher properly exempt from certification under the NY Charter Schools Act for at least two (2) hours per day during the period of the suspension.

Expulsion

Students may be expelled from BBACS for the following reasons:

- a. selling, using, or possessing weapons, fireworks, or other dangerous instruments
- b. selling, or transferring cigarettes, alcohol, drugs, or other controlled substances or drug paraphernalia



- c. assault or repeated incidents of threats, bullying, or use of force
- d. commission of a felony
- e. conduct that poses an immediate or ongoing danger to the health and welfare of the students and/or faculty
- f. sexual harassment or abuse
- g. ongoing incidents of misconduct that persist even after repeated intervention by school staff and that represent a pattern and are damaging to the school community such as fighting, stealing, and vandalism
- h. any other act which school officials determine reasonably warrants an expulsion

Expulsion Steps

1. The principal or his/her designee will investigate and document the incident. Initially, short-term suspension procedures will be followed. In extreme cases, parents will be asked to immediately pick up the child from school.
2. The principal or his/her designee will consider the circumstances and determine whether the conduct warrants expulsion. Once a decision is made to begin expulsion proceedings, the Principal will immediately notify in writing (via certified letter) the student's parents or guardians of the intent to expel, provide a copy of the expulsion policy, and assure receipt of such notice within 24 hours. This notification would also include the date, time and place for an expulsion hearing, a statement of charges, and information about the family's due process rights, including their rights to retain/secure an attorney, to question witnesses, to present witnesses and evidence, confront the school's evidence, and to have interpreter services.
3. The Superintendent would then convene a formal hearing to determine whether or not to recommend an expulsion to the BBACS Board of Trustees.
4. The BBACS Board of Trustees would then determine whether or not to expel a student.
5. BBACS will provide alternative instruction to the student for a reasonable period of time to enable the student to enroll in another school. If the expulsion occurs within 10 weeks of the end of the school year, BBACS will provide alternative instruction until the end of the school year.

Discipline for Special Education Students

The aforementioned discipline rules and procedures apply to students with disabilities to the extent that they are consistent with federal laws and regulations regarding the placement of students with disabilities. This includes procedures for parent and student notification and appeal.



The BBACS disciplinary policy, with regards to any student with a disability, will be in accordance in all respects with the Individuals with Disabilities Education Act (IDEA), including but not limited to the requirements and procedures set forth at sections 121 (procedural safeguards) and 530-536 of Part 300 of Title 34 of the Code of Federal Regulations. The school will cooperate with the CSE of the local district of residence of the student's school district of residence to ensure compliance with Part 300 of the IDEA. In cases where the discipline policies described above violate the provisions of IDEA, the provisions of IDEA will take precedence.

In addition, BBACS will implement the following rules and procedures with respect to the discipline of students with disabilities:

1. BBACS will provide parents of students with disabilities with a copy of the rules and procedures regarding discipline, including the appeals process as required by 34 CFR 300.504 (procedural safeguards notice).
2. During suspensions or removals for periods up to five (5) school days in a school year (that are not a change in placement), students with disabilities shall be provided alternative instruction on the same basis as all students. During the suspension period students with disabilities will be provided services to continue their progress in the general education curriculum and meet their IEP goals. The principal and the Director of Special Education will determine which services are necessary and will keep records of the number of times a student has been suspended or removed for disciplinary reasons.
3. When suspending or removing a disabled student for more than 10 school days in a school year or imposing a suspension that would constitute a change in placement, BBACS will immediately contact the CSE of the local district of residence to convene a Manifestation Determination Review (MDR) meeting no later than 10 school days after a decision is made to impose a disciplinary change and ensure that the student's parent is provided with a copy of their procedural due process rights.
 - a. Upon the CSE of the local district of residence completion of the manifestation determination, those students whose behavior is not a manifestation of their disability will be subject to the same disciplinary measures as non-disabled students.
 - b. In addition, this or another meeting will serve to conduct a functional assessment and develop or review a behavioral intervention plan or to modify the existing BIP, and if necessary, determine education services or the interim alternative educational setting consistent with the free appropriate education (FAPE) requirements. The school will cooperate fully with the CSE of the local district of residence to gather data to define the behavioral problem and implement the BIP.

- c. If the behavior is determined to be a manifestation of the student's disability, the student will be returned to his or her current placement unless the parent agrees to a change or there is an impartial hearing or court order permitting the placing of the student in an interim alternative education setting.
 - d. If the behavior is determined to be a result of the student's IEP not being properly implemented, the student will be returned to his or her current placement and the IEP properly implemented including any ordered or agreed upon compensatory services.
4. During suspensions, the school will guarantee the child's right to a free appropriate education (FAPE), and instruction will continue to be provided in a manner consistent with the child's IEP goals that provides progress in the general education curriculum. This will be provided by an appropriately certified teacher.
5. The principal or his or her designee must consult with the Director of Special Education before issuing a proposed suspension to a student with a disability.

Physical Contact between Staff and Students

BBACS believes that establishing nurturing and caring relationships between staff and students is important, and that appropriate and positive physical contact between staff and students is acceptable and beneficial to the educational process. Examples of permissible physical contact include:

1. Indications of encouragement, affection, and support, including but not limited to:
 - touching a child on the shoulder
 - patting a child on the back
 - shaking hands with a child
 - holding hands with a child (only for safety and to avoid danger to the child and others)
2. Attempts to awaken or attract the attention of a child who is sleeping or not responding to verbal cues, including but not limited to:
 - Tapping a child on the shoulder or hand
 - Patting a child on the back
3. Educational interventions intended to improve academic skills, help a child participate in an activity, or complete a task, including but not limited to:
 - Grasping a child's hand to help him guide a pencil
 - Helping a child to tie her shoe
 - Touching a child's shoulder in a game of tag

4. Safety interventions intended to protect a child's physical well-being, or the well-being of another person, including but not limited to:
 - Restraining a child who is fighting
 - Removing from a room a child who is throwing things at others
 - Stopping a child from stepping into the street

BBACS does **NOT** condone physical contact in the following cases:

- Contact as a part of disciplining a child or correcting a child's behavior (corporal punishment), unless used as a safety intervention (see # 4 above)
- Contact that is forceful enough to purposefully or accidentally cause injury or harm to a student, unless a safety intervention (see # 4 above)
- Contact that results in harm to a student
- Contact that is sexual in nature

The New York State Dignity for All Students Act

The New York State Dignity for All Students Act (Dignity Act) was signed into law on September 13, 2010. This legislation amended State Education Law by creating a new Article 2 –Dignity for All Students. The Dignity Act states that NO student shall be subjected to harassment or discrimination by employees or students on school property or at a school function based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

- The Dignity Act amended New York State Education Law to include instruction in civility, citizenship and character education by expanding the concepts of tolerance, respect for others, and dignity.
- The Dignity Act also amended Education Law, instructing Boards of Education to include language in the codes of conduct to comply with the Dignity Act.

Dignity Act Highlights:

- All public elementary and secondary school students are protected by the Dignity Act.
- The Dignity Act prohibits the harassment and discrimination of students by students and by school personnel.
- Bullying and hazing are forms of harassment and discrimination and will be considered violations of the Dignity for all Students Act (DASA).



- The Dignity Act applies to behavior on school property (including athletic fields, playgrounds, and parking lots), in school buildings, on a school bus/vehicle, as well as at school-sponsored events or activities.
- All incidents that involve the type of harassment and bullying stated in the DASA will be documented. A school must also document what steps it is taking to stop the harassment.
- The school will assign a Dignity Act Coordinator, who will document and handle all incidents regarding Dignity for All Students Act violations. At BBACS, the social worker will serve as the school's DASA Coordinator.

School Meals

BRICK Buffalo proudly participates in the National School Lunch Program (NSLP). The NSLP provides every family with the opportunity to complete a Free and Reduced Priced Lunch Application where a family may be determined eligible for free or reduced lunch in accordance with federal income guidelines.

All BRICK Buffalo scholars will be offered a school breakfast and lunch each day. Families who are not eligible to receive free meals will be billed monthly for any charges incurred from breakfast and lunch. Each family can also choose to send their child to school each day with a breakfast or lunch packed from home instead or receiving a meal at school. In addition, all students are also provided with a snack during each full-length school day at no cost to families.

Please understand that drop off lunches and food delivery services are not available to scholars. In addition, scholars are not able to access microwaves to heat their food due to safety concerns.

Recess

At BRICK Buffalo, all scholars will have a recess period each day. Weather permitting, outdoor recess will occur at the playground owned by the King Urban Life Center directly across Genesee St. At times, scholars will have Indoor recess, particularly during the winter. Beginning in the fall, each family is also encouraged to have their scholar bring in materials to use during indoor recess. In the past, scholars have brought in action figures, stuffed animals, and games like Connect 4. Please understand that any items sent in for indoor recess will be stored at school for ongoing use throughout the winter and will be returned to families in the spring.



After-School Enrichment

BRICK Buffalo is proud to partner with the King Urban Life Center to offer a free after school program each day. The program offers a variety of activities for students, including activities organized by Algonquin Sports, Burchfield Penney Art Center and the Buffalo Museum of Science. The program also offers homework assistance for scholars. Interested families should contact the King Urban Life Center directly to complete an application for the program. You can contact their Programs Director, Cheryl Manney, by calling 716-895-2050. Please keep in mind that seats in the program are limited and scholars that have fully registered with BRICK Buffalo receive an enrollment preference in the admissions process. Families that apply after all seats have been filled will be added to a waitlist for the program.

BRICK Buffalo staff members will escort students enrolled in the program to the after school program each day after school. The after school program is located in a building that is on the same block as the school. In addition, several BRICK Buffalo team members who support your child during the school day will also be a part of the after school program.

Please understand that participating in the after care program is a privilege. As a result, if scholars demonstrate inappropriate behavior during after care, then they will receive consequences up to, and including, being removed from after care. The table below describes some of the behaviors that could lead to a scholar being removed from after care:

Examples of Unacceptable After-school Behavior
<ul style="list-style-type: none">● Play-fighting● Fighting● Throwing objects● Refusing the follow directions● Threats● Touching other students● Using unkind words● Using inappropriate language● Defacing property with graffiti● Yelling

Consequences for these behaviors may include: warnings, suspensions from aftercare,



reflections, apologies, behavior re-sets, or removal from the aftercare program. This list above is not exhaustive and the King Urban Life Center may decide another consequence is appropriate to the infraction after investigating what occurred. If you have any questions about the after-school care program, please contact the Programs Director.

Student Transportation

BRICK Buffalo provides free transportation to all scholars whose primary residence is at least .7 miles from the school. During the enrollment process, each family has the opportunity to work with the Director of Operations to request transportation. Each family that would like to receive transportation for their child(ren) will need to complete the paperwork necessary to secure that transportation, including relevant paperwork with the Buffalo Public Schools.

Please keep in mind that it could take up to two weeks to begin receiving transportation services. Please understand that the school's rules will apply on the bus in addition to any other rules set by the bus driver or the transportation department. An overview of important bus policies is provided below:

Bus Routes and Stops

Families who are interested in securing bus transportation for the SY 23-24 school year can sign up for a bus stop pick-up during new scholar home visits, open houses or the Back to School Barbecue. Families can also visit the school's main office to complete the paperwork necessary to request transportation.

The BPS transportation department attempts to create bus routes that offer convenient stops for families and the shortest ride times possible. As a result, the bus is unable to pick your scholar up directly from your home unless that service is required by your child's IEP or 504 plan. Families who want to request a change to their bus stop can complete a Transportation Change Request with the Director of Operations. Please understand that BRICK Buffalo is not the final authority with respect to your child's bus stop. Since we partner with BPS to provide transportation services for our families, we cannot guarantee a specific bus stop or route change.

Bus Timing



The bus schedule provided to families will provide an estimate of when your child's bus will arrive each day. Please understand that your child's actual pick up and drop off time will vary naturally due to the number of scholars riding the bus on a particular day or the volume of traffic on local roads. As a result, please plan to arrive at your bus stop 10 minutes before its scheduled arrival each day.

In addition, buses cannot wait if you are not at the stop. Please do NOT ask the bus to wait for you out of courtesy and respect to our other families. If the bus does not depart your stop on time, then it will cause delays for all of our other families.

If you miss your scholar's bus stop in the afternoon, you **must go back to the school and wait for the bus to return.**

When there is inclement weather, you can also expect for buses to run an **additional 10 to 15 minutes** behind due to poorly cleared streets. While primary roads might appear clear, remember that our buses travel down side streets that often remain icy for days. The safety of our scholars is of primary importance and we encourage our drivers to take extra precaution when conditions are less than ideal.

If a bus is running late due to weather or any other circumstance, you are always welcome to bring your scholar to school if you choose not to wait. Scholars who typically ride that bus will receive an excused tardy. Absences due to transportation challenges will not be excused. If you are experiencing a significant challenge with your bus, please contact our school's Director of Operations as soon as possible.

Changes to Your Scholar's Dismissal

Our first priority is the safety of our scholars, which includes ensuring that each of our scholars goes to the right location after school. Changes to your scholar's dismissal process, particularly late in the school day, can make it more difficult for our team to ensure that all scholars transition to the appropriate location at the end of the school day. As a result, each request for a dismissal change must be made to the school's main office by 2:00 p.m. Monday through Thursday or by 1 p.m. on Friday.

Please keep in mind the following guidelines regarding changes to your scholar's dismissal time:

1. To request a change to your scholar's dismissal, please call the main office prior and speak with a member of the operations team (such as the office manager or the Director of Operations).



2. Texts, emails and calls to teachers or administrators WILL NOT result in a dismissal change.
3. Families can not pick up their scholars from the sidewalk or the bus. If you did not make a dismissal change in time, then you must pick your scholar up from a bus stop on their route. Please remember that the safety of our scholars is our number one priority. When families attempt to pick scholars up from the bus or sidewalk directly, this can lead to confusion as to the scholar's location, an inability for staff to properly verify who is picking up the scholars, and can jeopardize the safety of the other scholars who are being dismissed at that time.

Beginning of Year Bus Times

Please understand that most transportation challenges happen at the beginning of the school year. As our drivers learn their new routes and all families become more clear on their stop times, the routes will run more efficiently. However, please understand that your bus may have issues operating on time at the beginning of the year. As a result, we ask for your patience during this critical time of the school year. However, if you are experiencing significant challenges with transportation, please contact our Director of Operations so that she can help support you in working towards a solution with the bus company.

Scholar Pick-Up

To ensure the safety of all our scholars, we will only allow scholars to be picked up by authorized individuals. As a result, we ask that all families provide the main office with information regarding all adults that will be permitted to pick up their scholar. In addition, any adult that is picking up your child will need to have some form of photo identification with them. We will not release scholars to any adult unless that adult has photo identification and is on the list of adults approved to pick up your child. If a school staff member has any question about whether or not an adult is authorized to pick up a scholar, he or she will call the child's guardian and/or emergency contact to gain verbal authorization for any next steps.

We also ask that all children who are riding the bus home are met by a family member or guardian at their bus stop in the afternoon. To protect the safety of our children, we will not allow students to leave the bus if there is not a family member or guardian waiting to pick them up. When this occurs, the scholar will remain on the bus for the duration of the bus route and the Bus Manager will call the parent/guardian to arrange for them to pick up their child. If the family cannot be reached, then the school may take other steps like contacting children's services or the local police department to ensure the child can be safely reconnected with their



family.

Updated Information

At BRICK Buffalo, we believe in having strong communication with our families. As a result, please keep in mind that we need you to ensure that your current contact information is always on file with the main office, including your phone number, e-mail address, and physical address. Whenever any of this information changes, we ask that you call the main office to update your information.

Communication

We will work to communicate any bus delays to our families whenever possible. If we know that a bus will experience a major delay in the morning or in the evening, we will work to send out an automatic message via email and phone to each of the families impacted.

However, please understand that we cannot always communicate bus delays to families. This is often the case with minor delays that are the result of traffic conditions or inclement weather. As a result, if you have a challenge with a late bus, we encourage you to contact the bus company directly (see below table). You also can also contact our school's Director of Operations.

Your Child's Bus Number	Bus Company Number to Call
200s	(716) 874-0544
300s and 400s	(716) 835-5410
500s	(716) 826-4771
600s	(716) 896-1171
700s, 800s and 900s	(716) 894-4778

Scholar Bus Expectations



At BRICK Buffalo, we hold the same high expectations for our scholars in school and on the bus. We expect that our bus riders will demonstrate Level 3 iDREAMer behavior by living out our school’s values.

However, please understand that scholars may receive consequences based on their behavior on the bus. Since we prioritize the safety of our scholars, we recognize that we must enforce high standards of behavior on the bus to ensure that all scholars have access to safe transportation to and from school each day. Consequently, the school will issue consequences for misbehavior on the bus.

The table below describes some of the behaviors that we will not tolerate on our school buses:

Examples of Unacceptable Bus Behavior	
<ul style="list-style-type: none"> ● Play-fighting ● Fighting ● Threatening others ● Throwing objects ● Taking off or refusing to wear an available seat belt ● Eating on the bus ● Touching another scholar ● Getting out of a seat before the bus arrives at their stop ● Using inappropriate words, including language that is unkind or offensive 	<ul style="list-style-type: none"> ● Turning around in their seat ● Placing their leg or knee in the aisle ● Not following the directions of the bus driver, any bus aide or any staff member on the bus ● Standing up on the bus ● Leaning over a seat ● Speaking in a loud voice that could distract the driver or disturb others ● Kicking a seat

Consequences for these behaviors may include: warnings, suspensions from the bus, in-school suspensions, reflections, apologies, behavior re-sets, or loss of privileges during the school day. Please remember that the list above is not exhaustive and the school may decide another consequence is appropriate to the infraction after investigating what occurred. In addition, in extreme circumstances, the BRICK Buffalo Academy Principal may even impose a suspension from school of up to five days or a suspension from transportation of up to 10 days with the approval of the Superintendent.

Family Expectations



We ask that all of our families work with us to ensure the safe operation of our school buses each day. Consequently, we ask all families to commit to the following expectations to support the safety of our scholars:

- Dropping off their child at the bus stop at the designated time each day
- Picking up their child from the bus stop at the designated time each day
- Speaking in a warm and professional manner to any children or staff they encounter as a result of school transportation services, including other scholars at their child's bus stop and the bus driver
- Refraining from attempting to board any of our schools at any time

Please understand that failure to adhere to these policies could result in your child losing the privilege of transportation services. If you have any questions about our transportation policies, please contact the school's Director of Operations.

Civility Code

We believe that it takes a village to raise a child. We also believe that it requires the efforts of all team members to create the warm and welcoming environment we want for our children. Consequently, we work hard to ensure that our school values guide the interactions of our scholars, families and staff each day. As a result, we ask that our scholars, families and staff all share responsibility for ensuring that our communication with each other is respectful.

At times, we understand that family members may have concerns. When this happens, we encourage family members to follow the complaint process described in the next section of this handbook.

However, we also ask that all members of our school community raise concerns in a professional manner to model the socially appropriate problem-solving skills we want to develop in our children. As a result, we ask that all community members:

- Use appropriate and professional language to name and discuss their concerns. This means that we will not tolerate unprofessional communication (such as name-calling, frequent interruptions, speaking in an unnecessarily loud or harsh tone, cursing or using threatening language).
- Understand that community members may end a phone conversation or meeting if the



volume, tone or substance of the communication is unprofessional. If our staff choose to end a call or meeting because this happens, we will also offer a suggestion for how to continue the conversation in the future (such as by offering a future time for a phone conference or meeting).

In addition, the school may require parents, guardians, or community members who violate the civility code to take additional actions when attempting to resolve a concern. For example, the school may require an individual to provide written requests for meetings that outline the nature of their concern, the remedy they are seeking, and who they would like to speak with to address their concern.

Because of the school's commitment to ensuring the safety of scholars and staff, and maintaining a calm, productive, positive learning environment, the school reserves the right to bar an individual from the school site if there are repeated violations to the civility code. In such a case, school staff members will make arrangements to hold any necessary meetings by phone or via videoconference.

Addressing Family Concerns

BRICK Buffalo Academy is committed to maintaining a strong partnership and ongoing dialogue between its scholars, families and staff. If you have a concern about a school policy, academic grade, discipline decision, or anything else, we welcome your input and encourage you to contact the appropriate staff member at the school.

New York charter schools distinguish between two types of complaints: informal complaints and formal complaints. The information below describes the processes for handling these two types of complaints. If you have any questions about these processes, please contact the BRICK Buffalo Superintendent for support.

Informal complaints

Informal complaints are complaints that are not about a violation of a specific law or aspect of the charter. Informal complaints that can be resolved at the School level should be submitted directly to the School Principal or his or her designee. To assist individuals in getting the quickest response to any informal complaint, the School encourages individuals to address informal complaints in the manner described below by:

- Working directly with a teacher for a classroom complaint related to academics or culture or with the office manager for an operational complaint.
- Escalating to a Vice Principal of Culture for concerns involving student culture, or to a Vice Principal of Instruction regarding other academic matters, or to the Operational



Manager for an operational complaint.

- Escalating further to the Principal for academic or cultural matters or to the Director of Operations for operational matters.
- Escalating further to the BRICK Buffalo Superintendent.
- Escalating further to the Personnel committee of the Board.
- If unclear, the complainant should ask the Principal whom to speak with first to ensure a timely response to their complaint.

Upon receipt of the complaint, the School Principal or his or her designee will investigate the allegations and will respond verbally unless otherwise requested within ten (10) business days. If this does not resolve the complaint, the individual or group may submit the complaint, in writing, to the BRICK Buffalo Superintendent. The BRICK Buffalo Superintendent will act as an appeals body for any complaints that are not satisfactorily resolved by the School Principal or Director of Operations. The BRICK Buffalo Superintendent will also directly review any complaints that concern the School Principal or Director of Operations. Please note that the Charter Schools Institute does not handle informal appeals.

Formal complaints

Any individual or group may bring a formal complaint to the board of trustees (the “Board”) of BRICK Buffalo Academy Charter School (the “School”) alleging a violation of the provisions of New York charter school act, the School’s charter, or any other provision of law relating to the management or operation of the School. Any such complaint may be hand delivered, mailed or sent by overnight carrier to: Chair of the Board of Trustees, BRICK Buffalo Academy Charter School 30 Rich St., Buffalo, New York 14203, or in the alternative via email to jesposito@brickeducation.org. The complaint should contain a statement of the complaint including the provision(s) of the School’s charter or law that is/are alleged to have been violated, and should include copies of all relevant correspondence and/or documentation. The Board may delegate the investigation of formal complaints to the BRICK Buffalo Superintendent who will take the necessary steps to investigate the complaint. The complainant will also be provided an opportunity to address the Board, or a committee thereof, at its next scheduled meeting, as applicable, or the next meeting after completion of any investigation, and the Board will use its best efforts to provide a response within thirty (30) days of receiving the formal, written complaint or of receiving the complainant’s testimony.



If, after presentation of the complaint to the Board of the School, the individual or group determines that the Board has not adequately addressed the complaint, they may present that complaint to the State University of New York Charter Schools Institute (the “Charter Entity”), which shall investigate and respond. If, after presentation of the complaint to the Charter Entity, the individual or group determines that the Charter Entity has not adequately addressed the complaint, they may present that complaint to the Board of Regents, which shall investigate and respond. The Charter Entity and the Board of Regents shall have the power and the duty to issue appropriate remedial orders to the School to effectuate the provisions of the law.

The State University of New York has delegated the authority to the Chief Operating Officer of the Charter Schools Institute to handle complaints brought to the Charter Entity, and the Board of Regents has delegated the authority to the Commissioner of the New York State Education Department to handle complaints brought to the Board of Regents concerning charter schools. All such complaints brought to the Charter entity or Board of Regents concerning charter schools must be submitted in writing as follows:

If to the Charter Entity, either via mail to: New York Charter Schools Institute at 353 Broadway, Albany, NY, 12246, Attention: Tanya Lewis Jones, or via email to: Tanya.LewisJones@suny.edu.

If to the Board of Regents, to the State Education Department’s Charter School Office Office, NYS Education Department, 89 Washington Avenue, Room 5N Mezz, Albany, NY 12234, or via email to: charterschools@nysed.gov. The subject line of the email should read: Complaint: **BRICK Buffalo Academy Charter 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.
- Copies of all relevant correspondence between you and the School (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.

In order to ensure all stakeholders are aware of the formal complaint process, **BRICK Buffalo Academy Charter School** will take the following measures:

- The formal complaint process will be provided annually to all members of the Board and shared with each new Board member as part of Board member orientation.
- A copy of the School’s formal complaint policy will be distributed to the parents and/or guardians of students enrolled in the School as part of new student enrollment



- paperwork and summer orientation paperwork each year.
- A copy of this Complaint Policy will be kept on file in the School's main office.
 - The response to formal complaints will:
 - 1. be in writing;
 - 2. clearly set forth the reasoning of the person or entity making the decision; and
 - 3. be given to the complainant within thirty (30) days unless a sound reason exists for delay.
 - Upon resolution of the formal complaint, the School will provide the complainant:
 - 1. its written determination including any remedial actions to be taken;
 - 2. a written notice to the complainant that he or she may file an appeal with the Charter Schools Institute if the complaint involves a violation of law or charter; and,
 - 3. a copy of the Charter School Institute's Grievance Guidelines (available on the Institute's website:
[http://www.newyorkcharters.org/contact-us/complaint-process-foil-requests/.](http://www.newyorkcharters.org/contact-us/complaint-process-foil-requests/))

New York Open Meetings Law

BRICK Buffalo Academy Charter School is governed by a Board. The Board sets the strategic vision and policies for the organization. The BRICK Buffalo Academy Charter School board oversees BRICK Buffalo Academy Charter School and is a distinct entity from the BRICK Education Network, which is governed by a separate Board of Trustees.

The BRICK Buffalo Academy Charter School Board of Trustees meets monthly, in an open public meeting, to discuss the business of the School, and to conduct business in accordance with the statutes governing public charter schools in the state of New York.

The Board of Trustees is responsible for setting policy from which administration develops procedures and guidelines for daily operation

Each meeting includes a Public Forum where the public, including any parents or guardians, may speak on a topic for up to 2 minutes. Individuals interested in speaking at the Board meeting are asked to notify the BRICK Buffalo Executive Director at least 24 hours in advance to ensure they are added to the agenda.

Open Meetings Law



The Board of Trustees implements policies to ensure that it is in compliance with articles Six (“FOIL”) and Seven (“Open Meetings Law”) of the New York Public Officers Law and all corresponding regulations. For more information related to these requirements, families can access the [SUNY Charter Schools Institute Guide to Open Meetings Law](#). Updated information is also available from the NYS Committee on Open Government (<https://opengovernment.ny.gov/>). Excerpts from this guide are also provide below for easy access for families:

Notice

When the board determines it will hold a “meeting” to which the Open Meetings Law applies, the public must be provided appropriate notice. The notice requirements include the following:

- For meetings scheduled more than a week in advance, notice must be given no fewer than 72 hours prior to such meeting;
- For meetings scheduled less than a week in advance, notice must be given “to the extent practicable” at a “reasonable time prior” to the meeting;
- Providing the date, time, and location of meeting;
- Notifying the news media, which may be electronic;
- Posting in one or more designated public locations (usually the school); and,
- Posting on the education corporation’s website. If board meetings are held in the same place and at the same time on a consistent basis, it is acceptable to post a yearly schedule at the beginning of the school year.

Executive Session

Once a meeting is called into open session, the board may vote, by majority of the entire board, to go into an executive session, which is the portion of the meeting not open to the public. The Open Meetings Law limits the reasons why the board may enter into executive session, which are solely for:

- matters which will imperil the public safety if disclosed;
- any matter that may disclose the identity of a law enforcement agent or informer;
- information relating to current or future investigation or prosecution of a criminal offense that would imperil effective law enforcement if disclosed;
- discussions involving proposed, pending, or current litigation;
- collective negotiations pursuant to Article 14 of the New York Civil Service Law;
- the medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;



- the preparation, grading, or administration of exams; or,
- the proposed acquisition, sale or lease of real property or the proposed acquisition, sale, or exchange of securities, but only when publicity would substantially affect the value. (Public Officers Law §§ 105(1)(a)-(h)).

Meeting materials

In accordance with New York state Open Meetings Law, the BRICK Buffalo Board of Trustees will make the documents scheduled to be discussed at a Board meeting available upon request, to the extent practicable as determined by the Board, both prior to and at the meeting during which the records will be discussed.

The Board of Trustees will also ensure that the records to be discussed at a Board meeting are posted to the website prior to the meeting, to the extent practicable. In addition, the Board will have additional paper copies of the Board packet, containing the materials that will be discussed at the meeting, available for individuals from the public who attend Board meetings.

Minutes

The BRICK Buffalo Academy Charter School Board of Trustees will also take formal minutes at all Board meetings. These meetings will include a record or summary of the meeting, including:

- all motions, proposals, resolutions, and other matters formally voted upon;
- the final vote of each board member on each item including the election of officers and,
- the result of any vote.

The full minutes of these meetings will be made available to the public within two weeks of the date of the meeting. Minutes recording action taken by formal vote at an executive session will be made available within one week. Meeting minutes can be accessed on the BRICK Buffalo Academy website.



Student Records

The school administration is in charge of student records. They will discuss, explain, and/or make available to the student or their families/guardians any records on file. The Family Educational Rights and Privacy Act (FERPA) affords families/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Family members/guardians or eligible students should submit to the Director of Operations or appropriate school official a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the family/guardian or eligible student of the time and place where the records may be inspected. Copies of eligible records will be made available if requested by a family member or guardian. Please understand that the school may charge reasonable fees associated with the expense of producing copies of any eligible records.
- The right to request the amendment of the student's education records that the family/guardian or eligible student believes are inaccurate or misleading. Family members/guardians or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write to the Director of Operations or appropriate official; clearly identify the part of the record they want to be changed and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the family/guardian or eligible student, the School will notify the family/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the family/guardian or eligible student when notified of the right to a hearing. After the hearing, if the school still decides not to amend the record, the family/guardian or eligible student has the right to place a statement with the record commenting on the contested information in the record.
- The right to consent to disclosures of personally identifiable information contained in



the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a family member/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility. Upon request, the School discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

The right to the policy applicable to the release of student directory information, which includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of degrees and awards received, and the most recent educational agency or institution attended by the student, applies equally to military recruiters, the media, colleges and universities, and prospective employers. The School shall arrange to provide translations of this notice to non English speaking family members or guardians in their dominant language.



Appendix A: Informal Complaint Form

BRICK Buffalo Academy Charter School is committed to maintaining a strong partnership and ongoing dialogue between our teachers, staff, scholars, and families. If you have a concern about a school policy, academic grade, discipline decision, or anything else, we welcome your input and encourage you to contact the appropriate staff member at the school. Please use this form to describe the incident so that we can best respond to your concern.

Today's Date: _____

Your Name: _____ Phone Number: _____

Scholar's Name: _____ Grade: _____

Relationship to Scholar: _____

Have you discussed this issue with anyone at the school yet? Yes No If yes, who were you in touch with?: _____

What was the result?

Please describe the Incident / Issue in the space below. Be sure to include the DATE of the incident and the NAMES of any people who were involved. (Please attach extra pages if you need more space).

Families can also complete an informal complaint form online by using [this link](#).



Appendix B: Student Computer and Internet Use Policy

ACCEPTABLE USE POLICY

The BRICK Buffalo Academy Charter School Board of Trustees is committed to optimizing student learning and teaching. The Board considers student access to a computer network, including the Internet, to be a powerful and valuable educational and research tool, and encourages the use of computers and computer-related technology in classrooms for the purpose of advancing and promoting learning and teaching.

The computer network can provide a forum for learning various software applications and through online databases, bulletin boards and electronic mail, can significantly enhance educational experiences and provide statewide, national and global communication opportunities for staff and students.

All users of the school's computer network and the Internet must understand that use is a privilege, not a right, and that use entails responsibility. The school reserves the right to control access to the Internet for all users of its computers and network. The school may either allow or prohibit certain kinds of online activity, or access to specific websites.

School guidebooks developed by representatives of the BRICK Education Network and/or the Superintendent, *in consultation with the Principal and Director of Operations*, will provide specific guidance on what type of online activity is permissible, what websites scholars can access, and rules governing the use and security of the district's computer network. All users of the district's computer network and equipment shall comply with this policy and regulation. Failure to comply may result in disciplinary action as well as suspension and/or revocation of computer access privileges.

The Superintendent shall be responsible for designating a computer network coordinator to oversee the use of district computer resources. Unless otherwise approved by the Board, the computer network coordinator will be the school's **Director of Operations**. The computer coordinator will prepare in-service programs for the training and development of district staff in computer skills, and for the incorporation of computer use in appropriate subject areas.

With increased concern about identity theft, unwarranted invasion of privacy and the need to



protect personally identifiable information, prior to students being directed by staff to use any cloud-based educational software/application, staff must get approval from the **Director of Operations**. The **Director of Operations** will determine if a formal contract is required or if the terms of service are sufficient to address privacy and security requirements, and if parental permission is needed.

The Superintendent, working in conjunction with the BRICK Education Network Finance Team, the computer network coordinator and the Principal, will be responsible for the purchase and distribution of computer software and hardware throughout district schools. Prior to the start of each school year, the Superintendent will share information on the planned use of technology for the district during the upcoming school year.

COMPUTER USE IN INSTRUCTION REGULATION

The following rules and regulations govern the use of the district's computer network system and access to the Internet.

I. Administration

§ The Superintendent of Schools shall designate a computer network coordinator to oversee the district's computer network.

§ The computer network coordinator shall monitor and examine all network activities, as appropriate, to ensure proper use of the system.

§ The computer network coordinator shall be responsible for disseminating and interpreting district policy and regulations governing use of the district's network at the building level with all network users.

§ The computer network coordinator shall provide employee training for proper use of the network and will ensure that staff supervising students using the district's network provide similar training to their students, including providing copies of district policy and regulations governing use of the district's network.

§ The computer network coordinator shall ensure that all disks and software loaded onto the computer network have been scanned for computer viruses.



§ The **computer network coordinator** will review staff requests to use 'cloud-based' educational software/applications to ensure that personally identifiable information (PII) is protected in accordance with school and state standards prior to student use.

§ All student agreements to abide by district policy and regulations and parental consent forms shall be kept on file in the school's Student Information System.

II. Internet Access

§ Students may be provided Internet access: *during instructional time in a controlled environment, during the school day when the students are not in class; before school hours; and after school hours. In addition, in rare circumstances, such as a transition to remote, virtual or hybrid learning, students may be provided with access to access the Internet outside of school without the supervision of school staff.*

§ Students will be provided with individual access accounts.

§ Students may have Internet access *for educational purposes and for recreational/personal uses that are deemed developmentally appropriate by the school Principal, including access to news sites.*

§ Student Internet access may be restricted depending on the grade level.

§ In order to access the Internet students must use the district's network

§ Students will have individual email addresses.

A staff member will be required to make reasonable efforts to monitor all of these activities that take place within the school.

III. Acceptable Use and Conduct

§ Access to the school's computer network is provided for educational purposes and research consistent with the district's mission and goals.

§ Use of the school's computer network is a privilege, not a right. Inappropriate use may result in the suspension or revocation of that privilege.



§ Each individual in whose name an access account is issued is responsible at all times for its proper use.

§ All network users will be issued a login name and password. Passwords must be changed periodically.

§ Only those network users who have properly registered their device with the computer network coordinator, or who have been issued a school-owned device, may access the school's system from off-site (e.g., from home).

§ All network users are expected to abide by the generally accepted rules of network etiquette. This includes being polite and using only appropriate language. Abusive or sexual language or images, vulgarities and swear words are all inappropriate.

§ Network users identifying a security problem on the school's network must notify the appropriate teacher, administrator or computer network coordinator. Under no circumstance should the user demonstrate the problem to anyone other than to the school official or employee being notified.

§ Any network user identified as a security risk or having a history of violations of school computer use guidelines may be denied access to the district's network.

IV. Prohibited Activity and Uses

The following is a list of prohibited activity concerning use of the district's computer network. Violation of any of these prohibitions may result in discipline or other appropriate penalty, including suspension or revocation of a user's access to the network.

§ Using the network for commercial activity, including advertising.

§ Infringing on any copyrights or other intellectual property rights, including copying, installing, receiving, transmitting or making available any copyrighted software on the district computer network.

§ Using the network to receive, transmit or make available to others obscene,



offensive, or sexually explicit material.

§ Using the network to receive, transmit or make available to others messages that are racist, sexist, abusive or harassing to others.

§ Using another user's account or password.

§ Attempting to read, delete, copy or modify the electronic mail (e-mail) of other system users and deliberately interfering with the ability of other system users to send and/or receive email.

§ Forging or attempting to forge e-mail messages.

§ Engaging in vandalism. Vandalism is defined as any malicious attempt to harm or destroy school equipment or materials, data of another user of the school's network or of any of the entities or other networks that are connected to the Internet. This includes, but is not limited to, creating and/or placing a computer virus on the network.

§ Using the network to send anonymous messages or files.

§ Using the network to receive, transmit or make available to others a message that is inconsistent with the district's Code of Conduct.

§ Revealing the personal address, telephone number or other personal information of oneself or another person.

§ Intentionally disrupting network traffic or crashing the network and connected systems.

§ Installing personal software or using personal disks on the school's computers and/or network without the permission of the appropriate school official or employee.

§ Using school computing resources for commercial or financial gain or fraud.

§ Stealing data, equipment or intellectual property.

§ Gaining or seeking to gain unauthorized access to any files, resources, or computer or phone systems, or vandalize the data of another user



§ Wastefully using finite school resources.

§ Changing or exceeding resource quotas as set by the school without the permission of the appropriate district official or employee.

§ Using the network while access privileges are suspended or revoked.

§ Using the network in a fashion inconsistent with directions from teachers and other staff and generally accepted network etiquette.

V. No Privacy Guarantee

Students using the school's computer network should not expect, nor does the district guarantee privacy for electronic mail (e-mail) or any use of the district's computer network. The school reserves the right to access and view any material stored on school equipment or any material used in conjunction with the school's computer network.

VI. Sanctions

All users of the school's computer network and equipment are required to comply with the school's policy and regulations governing the school's computer network. Failure to comply with the policy or regulation may result in disciplinary action as well as suspension and/or revocation of computer access privileges.

In addition, illegal activities are strictly prohibited. Any information pertaining to or implicating illegal activity will be reported to the proper authorities. Transmission of any material in violation of any federal, state and/or local law or regulation is prohibited. This includes, but is not limited to materials protected by copyright, threatening or obscene material or material protected by trade secrets. Users must respect all intellectual and property rights and laws.

VII. School Responsibilities



The school makes no warranties of any kind, either expressed or implied, for the access being provided. Further, the school assumes no responsibility for the quality, availability, accuracy, nature or reliability of the service and/or information provided. Users of the school's computer network and the Internet use information at their own risk. Each user is responsible for verifying the integrity and authenticity of the information that is used and provided.

The school will not be responsible for any damages suffered by any user, including, but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or the errors or omissions of any user. The school also will not be responsible for unauthorized financial obligations resulting from the use of or access to the school's computer network or the Internet.

Further, even though the school may use technical or manual means to regulate access and information, these methods do not provide a foolproof means of enforcing the provisions of the district policy and regulation.

By completing the form below, you agree to adhere to the Student Computer and Internet Use Policy.

Today's Date:

Scholar's Name:

Grade:

Parent/Guardian Name:

Signature:



Appendix C: Nursing Services & Medication

BRICK Buffalo encourages the use of medications at home rather than during school hours. However, when medication is necessary during school, we ask that you follow the following guidelines. Please review the guidelines listed below and call the School Nurse if you need further clarification.

No medication may be administered in school unless both the **parent** and the **family physician** submit a **yearly written** request. If your child will require medication for the next school year, the enclosed form or equivalent must be completed by both physician and parent. A physician's order is also required for any over-the-counter medications (i.e. cough syrup, Tylenol, sunscreen etc.)

For safety reasons, the parent/guardian or an adult designate must bring **all medication** into school. Students are not allowed to carry any medication to school or on the bus unless prior arrangements have been made. In almost all instances, BRICK Buffalo prefers that young students, even those who may be self-directed, do not carry or self-administer medications during school hours. Special exceptions may be made only in cooperation with your private physician and the district physician. We ask for your assistance in helping us to assess whether your child is safely self-directed. Please educate them as to the name and purpose of their medicine, the dose (number of pills), the color or appearance of the pills, the time they are to take it, and empower them to say "NO!" to an adult who offers them the wrong medicine or dose and to call you if they think a mistake was almost made.

When a CONTROLLED medication, such as but not limited to Ritalin, Dexedrine, Adderall or Concerta, is brought in, the nurse and the parent will count the number of pills together and note this on the medication sheet. Parents will be notified if the diminishing count appears incorrect. Children may not carry or self-administer controlled substances or substances known to be of recreational use.

The nurse will require a recent photo of the student, to be utilized as positive identification when the medication is administered. (The photo will be on the bottle. If a second is available, it will be attached to the medication sheet). Please provide the photo when you make your requests for medicine in school.



All medication maintained within our schools will be kept in a locked and secure place. This means in the rare instance your child has been granted permission to carry and self-administer medicine, their supply must be locked in their lockers, kept on their person, or handed to a supervisor for safekeeping when either of the above cannot be assured. For life-saving medication, such as EpiPens and inhalers, the district strongly advises that an emergency dose be maintained in the health office.

HELPFUL HINT: If the medication must be administered in school, please have the pharmacist divide the prescription into two labeled containers.

All unused medication must be picked up by the parents, or it will be destroyed at the end of the school year. If a parent requests in writing that a medication be discontinued before a physician's order, the physician will be notified by the RN of the discontinuation of the physician's order.

If you have any questions about the school's health policies, please contact the school nurse.

By completing the form below, you agree to adhere to the Student Computer and Internet Use Policy.

Today's Date:

Scholar's Name:

Grade:

Parent/Guardian Name:

Signature:



Appendix D: Parent Commitments

Overview

We believe in creating true partnerships with our families. We know that working together with our families is the best way to support the social, emotional and intellectual development of our children. Consequently, we have identified some of the highest leverage ways that our families can support their scholar's ongoing success. We ask that all BRICK Buffalo families support their scholars by adhering to the following commitments:

School Readiness
I will ensure that my scholar attends school every day.
I will ensure that my scholar arrives at BRICK every day on time -- even a minute late is tardy. And I will ensure that my scholar is picked up every day on time.
I will notify the school of a valid absence no later than arrival time on the day of the absence and send my scholar with a note when he/she returns to school.
I will ensure that my scholar comes to school in complete uniform and is ready to learn every day.

Why these commitments are important:

- We work hard to ensure that scholars are engaged in purposeful learning activities for the entire school day, each day. As a result, if your scholar misses a day, or does not attend for the full day, they will miss out on classroom instruction and important opportunities for social development.
- When scholars arrive late or leave early, it disrupts classroom instruction and may create additional tasks for our staff that prevent them from providing the highest quality service to our students.
- Scholars that arrive after the start of the day may struggle to have a strong start to their school day.

Communication
I will read all information provided by BRICK, sent in any media format, including emails.
I will provide all the necessary information for BRICK to provide a safe environment for my



scholar, including medical documents, contact information, and any necessary updates.

I will work with BRICK to give my scholar all of the supports he or she needs to be successful, including, if required, giving my consent for specialized evaluations and special education services.

Why these commitments are important:

- We know that our scholars benefit when their families attend important events (like parent teacher conferences). We will always communicate these events through our ongoing school newsletter. As a result, it's important to review this newsletter each week and reach out with any questions.
- We know that some scholars may benefit from additional support, including, when appropriate, special education services. As a result, we encourage families to work with us to ensure that each child can get the unique help they need to succeed.

Supervision

I will ensure that my scholar observes the guidelines for expected behavior at BRICK.

I will ensure that my scholar completes and turns in all homework assignments on time.

I will ensure that all reading assignments and reading logs are completed by the due date.

I will review all of the assessment results that are sent home and reach out to my child's teacher with any questions.

Why these commitments are important:

- We know that scholars learn best when they have access to a calm, safe and predictable school environment. As a result, we ask our families to learn about our school's expectations for students and to find ways to encourage their scholars to follow the school's expectations in order to maximize their academic growth and social emotional development each day.
- We have seen that high-quality homework assignments can help scholars achieve their academic potential. We also believe that homework can help our families understand how they can best support their scholars to develop their academic skills. As a result, we work to provide high-quality homework that empowers our families to understand what their children are working on so that they can best partner with us to support their



child's development.

- We also believe that we should provide our scholars and families with as much information as possible about their academic strengths and weaknesses. As a result, we believe in transparently sharing your child's assessment results. We encourage you to discuss these results with your child and to reach out with any questions you may have.

Parent Responsiveness and Investment
I will be an active member of my school community. I will interact with BRICK staff frequently and call my scholar's teacher before problems arise.
I will attend all family meetings and academic events, including the quarterly report card conferences.
I will respond to all non-emergency school communications within 24 hours and any urgent communications immediately.
I will treat all members of the BRICK team with respect.

Why these commitments are important:

- We know that each of our families wants to support their child's growth and development. As a result, we create opportunities to enable our families to participate in their child's education (such as the Back to School Barbecue, Open House events, and our report card nights). We strive to create as many events as possible, and to hold events at different times, to ensure that each of our families can find opportunities to connect with our school.
- We recognize that working effectively with our families will require strong communication. As a result, our staff will commit to always following up on your questions or concerns. At the same time, we ask our families to respond to communication from the school so that we can continue to work together in the most effective ways to support students.

If you have any questions about these commitments, please reach out to your child's teacher. You can also contact the Main Office at 915-838-6383 or email our school principal at ywheaton@brickbuffalo.org.



Appendix E: Handbook Acknowledgment

By completing the form below, you agree to adhere to the policies and procedures in the BRICK Buffalo Academy Charter School Student and Family Handbook. You also acknowledge that the district may change the policies contained in this handbook and that any such updates will be communicated to families by updating the version of the handbook that is accessible on the school's website, by providing updated copies of the handbook in the main office, and/or by sharing updates to handbook policies through a school newsletter.

Today's Date:

Scholar's Name:

Grade:

Parent/Guardian Name:

Signature:

