



District-Wide: SCHOOL SAFETY PLAN 2022-2023

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1. Purpose

A critical component of a successful and safe school is a detailed plan. KIPP Capital Region combines a variety of programs and strategies in order to provide a positive and safe learning environment for its students and staff.

KIPP Capital Region has created a comprehensive Student Discipline Policy and Staff Handbook that details appropriate procedures for staff in their interactions with students. KIPP Capital Region holds regular staff meetings where staff are able to discuss school issues as they relate to safety and other issues pertinent to the school. All handbooks and policies follow regulations as set forth by city, state, and federal education regulations.

This District-Wide School Safety Plan outlines the policies in place at KIPP Capital Region to maintain a safe and secure school environment for students, faculty and staff.

District Chief Emergency Officer: Stephanie Valle

District Wide School Safety Team Members:

The School Safety Team Members at a District level includes a representative from the School Board, a Teacher representative, an Administrator, a Parent Organization representative, a member of the School Safety/Facility team, and Student representatives.

| Name | Representing |
|--|-----------------------------|
| John Reilly | School Board |
| School specific representation | Teachers |
| Jon Thatcher | Administration |
| Allaine Woodard/ Diana Wright/ Joiele Coplin | Parent Organization |
| Jen Brady / Elijah Hudson | School Safety/Facility Team |
| Names withheld for privacy | Students* |

Official School Name: KIPP Capital Region Public Charter Schools

School Number:

Community School District (CSD): Albany City School District, Troy City School District

Local Police Precinct: Albany City Police Department, City of Troy Police Department

Street address:

Albany City Police Department

165 Henry Johnson Blvd

Albany, NY 12210

City of Troy Police Department

55 State Street

Troy, NY 12180

Cross streets:

City/state/zip:

Main phone: 518-447-9650 (Albany) / 518-270-4411 (Troy)

2. General School & Safety Information

The facility has an electronic security system. This system includes a public announcement system, video surveillance cameras, door alarms on all doors to the outside, window monitors, and motion sensors. Staff, with training, enforce KIPP Capital Region's safety procedures.

All visitors to KIPP Capital Region Schools must present a valid form of photo identification upon entry. Staff sign visitors in and issue a visitor's pass. Visitors remain in the waiting area located in the lobby until an escort arrives to lead them to their destination. Escorts walk visitors back to the lobby where the staff sign them out of the facility.

The building opens Monday-Friday at 7:15am and closes at 5:00pm. Starting at 6:00am, all staff may enter the building via the main entrance. Contact a member of the operations team if access is required outside of open building hours. Security staff remain on post only while students are in the building. Security staff will lock the building and arm the security system when leaving the building. Prior to security staff exiting the facility, a full sweep of the building is done to ensure that all students have exited safely and that the building is prepared to safely receive students and staff the next morning.

Front office personnel are de facto security personnel, as they are responsible for managing and tracking the presence of all visitors on campus. Their role is to provide a welcoming entry point for visitors, but also to ensure a culture of security and accountability is represented and made evident to all who come to campus. They manage the sign-in process for visitors, as well as tracking early dismissals and employee sign-outs. In the event of an emergency, they are responsible for all sign-in/sign-out/early dismissal logs and will bring said logs outside during an evacuation to ensure there is a redundant system for tracking missing individuals. They are responsible for maintaining a culture of safety in general, serving to remind all students and staff that their whereabouts should be known at all times (for their safety as well as for general campus security); they should be the ambassadors of the concept that 'everyone is security'.

Background checks are conducted through NYSED for all staff prior to their first day of work.

3. External Emergency Contact Information

Police Department, (Always dial 911 in an emergency first).

[NY State Police (518) 465-7377 ; Albany Sheriff's Dept. (518) 487-5400; Albany City Police 518-447-9650]; Rensselaer County Sheriff's Department City of Troy Police Department 518-270-4411

Knox boxes are in place in the following locations with maps, keys, and digital key cards for any on campus doors, mechanisms, etc. Individual school knox box locations are indicated in school specific plans.

FIRE DEPARTMENT [911]

See above

[Albany Memorial (St. Peter's) 600 Northern Blvd, Albany, NY 12204;[518-471-3221](tel:518-471-3221)

Albany Med

St. Peter's

Poison Control Center
(800) 222 - 1222

FEMA
(800) 621-3362

POWER/GAS COMPANY - National Grid Emergency Line 1-800-892-2345

Albany Water Board - [\(518\) 434-5316](tel:5184345316), Troy Department of Public Utilities 518-237-0438

Albany COUNTY DEPT. OF PUBLIC HEALTH [\(518\) 447-4580](tel:5184474580), 175 Green St, Albany, NY 12202
Rensselaer County Department of Public Health 518-270-2655, 1600 7th Ave, Troy, NY 12180

Albany County Department for Children, Youth and Families [(518) 447-7324, 112 State St., Room 300
Albany, NY 12207,

Rensselaer County Department of Social Services, 518 -270-3935

NYS Education Department- Charter Schools Office
New York State Education Building
89 Washington Avenue
Albany, NY 12234
(518) 474-1762
charterschools@nysed.gov

4. Emergency Notification System

If a perceived emergency occurs, staff must contact The Director of Operations (DOO) immediately. If DOO of the given campus is unavailable, contact a DOO from any other campus. When there is confirmed/immediate danger, staff must notify 911 immediately. When a staff member calls 911, they must immediately contact the the Director of Operations (DOO) immediately. If DOO of the given campus is unavailable, contact a DOO from any other campus.

If the emergency 911 call results in the following outcomes, the The Director of Operations (DOO) must send a group text message to the Regional Director of Operations, Chief Operating Officer COO, and the Chief Executive Officer (CEO):

- Whole or partial school evacuation
- School closure/early dismissal
- Secure Campus
- Lockdown
- Lockout
- Continued police presence
- More than one student needing emergency medical attention

If the emergency is facilities related (e.g. - gas, electric, etc.), the Director of Operations (DOO) must also notify the Director of Facilities via phone call and text.

If there is no response within two (2) minutes of the initial group text message, the Director of Operations (DOO) must follow up with phone calls, calling in the following order:

- Regional Director of Operations
- Chief Operating Officer
- Chief Executive Officer

After making the calls, regional partners will make the determination to contact other members of the KIPP Capital Region Leadership team as necessary.

5. Contacting parents, guardians, and emergency contacts

KIPP Capital Region keeps electronic and paper records of up-to-date contact information. The schools use landlines, cellular phones, emails, and text messages (through School Messenger) to contact caregivers and/or emergency contacts in case of an emergency.

Parents are encouraged not to reach out to the school during an emergency, all information will be sent out from the school to parents/guardians with specific information about the event and any changes in pickup procedures. Parents are encouraged to remain away from campus until the School has sent out messaging informing them that it is safe to come to campus. After an emergency, the area may be unsafe for traffic and/or needs to be kept clear for emergency responders, additionally the school must account for all students, faculty and staff before any dismissal process can begin.

6. School Cancellations

School cancellations occur for a variety of reasons which may include inclement weather, public disturbance, union work force strikes, acts of war, terrorism, or any other situation where the administration of the school or the NYCDOE feels students and/or staff are in danger. KIPP Capital Region will utilize a variety of strategies to inform the public of any school closings, including posting this information on the school's website, and calling families when possible.

Unexpected early dismissal

An early dismissal may arise in case of an unforeseen emergency such as an evacuation, gas leak, bomb threat, act of war, act of terrorism or any other situation where the administration of the school feels the students and/or staff are or will be in danger if they remain on campus. If there is an emergency requiring an unexpected early dismissal, KIPP Capital Region families will be notified per the aforementioned emergency notification protocol. Specific information on the early dismissal procedures will be sent out to parents/guardians and should be followed to aid in a smooth dismissal.

7. Emergency Drills

New York State guidance requires twelve drills be conducted each school year using the following guidelines:

- 8 evacuation drills before December 31
 - 4 of which using secondary exit routes
- 4 lockdown drills at any time in the year

All drills must be scheduled and shared with the BRT before the start of school in September. See Appendix A for a drill schedule template.

8. Emergency Responses

● Evacuations

An evacuation may arise in case of an unforeseen emergency such as a fire, gas leak, bomb scare, act of war, act of terrorism or any other situation where the administration of the school feels its students and/or staff are in danger.

General evacuation:

A general evacuation is executed upon hearing the fire alarm or with a verbal command. Standardized evacuation practices are as follows:

- Fire: Evacuate at least 50 feet from the building.
- Bomb Threat: Evacuate at least 300 feet from the building.
- Multi-hazardous: Evacuate at least 300 feet from the building.

Controlled evacuation:

A controlled evacuation will be executed by the IC or police/fire authorities. A controlled evacuation is typically conducted classroom by classroom. Areas or classrooms closest to the threat are evacuated first. Staff and students are directed to evacuate away from the threat.

Evacuation procedures for Teachers:

- Gather all students in the area and instruct them to line up at the door.
- Direct the group to the exit by stating the planned route of egress.
- If possible, take the emergency backpack, cell phone, keys, and class roster.
- Upon exiting the space, turn off the lights and close the door, leaving it unlocked if possible.
- Guide everyone to the closest assembly area, as outlined in individual school plans.
- Take attendance and report your findings to the Attendance Team.
 - If all students are present, the teacher will hold up his or her green sign.
 - If a student (s) is missing, injured, or there's another exception, the teacher will hold up his or her red sign.
- Wait for the all clear to be given by their school director. Once the all clear is given, teachers and students will re-enter the building and return to classrooms.

Evacuation procedures for Staff and Visitors:

- At the sound of a fire alarm or announcement to evacuate, follow the designated evacuation route for the office, conference room, or other space.
- Assemble at a designated area as outlined by the school plan.
- Follow check-in procedures for adults
 - Attendance team uses staff roster to mark staff and teachers present or absent
 - Front desk uses visitor log to mark visitors present or absent and turns results in to the Attendance Team
 - Attendance Team notifies Incident Commander upon completion
- Await further instructions from the Incident Command Team.

Building Evacuation Procedures

Each floor will have a designated floor captain whose responsibility it is to ensure safe evacuation. The floor captain will:

- Check each room on their respective floor to ensure that it is cleared
- Direct any adults or children who are unsure where to go to the assembly area
- Advise on alternate evacuation routes if planned routes are obstructed
- Be the last person to evacuate the floor

Building Evacuation (Earthquake)

In the event of an earthquake, the school will conduct the DROP, COVER, and HOLD procedure. This procedure consists of everyone dropping to their knees, taking cover under a table or desk (holding on to the furniture legs), protecting their head with arms if not under a table or desk (in the hallway, staircase or roof), and face away from windows or mirrors. Once the earth movement stops, the building will immediately evacuate and be swept by KIPP Capital Region personnel, using the same protocols and procedures used in the event of an Evacuation emergency.

During the earthquake drill, an announcement will indicate the start of the earthquake. Teachers

must immediately instruct students to Drop, Cover and Hold. A follow-up announcement will be made, instructing everyone to evacuate the building.

Off Site Evacuation:

In certain situations, it may be unsafe to remain on the school grounds and Incident Command will inform faculty and staff members that the entire school community will be moving to an off-site location. *In the case of inclement weather, the Incident Commander will determine the best transportation options to the Off Site Location.

The primary off site evacuation assembly location for KIPP Capital Region schools are outlined in school individual safety plans.

Evacuation procedures for Incident Command Team:

- Send someone to scout the route to the off-site location to ensure the pathway is safe.
- Position staff members at any points where students will need to cross the street.
- Place signage at the school entrance to inform parents/guardians that you have moved off campus.
- If necessary, arrange transportation to move students, faculty and staff to the off-site location.

Off-Site Evacuation procedures for Teachers:

- Take attendance before you begin to move to the off-site location, if safe to do so.
- Keep students in line and moving quickly to assure they stay together.
- If additional adults are available, have one adult at the front of the line and one at the end.
- Take attendance again once you have arrived at your destination. Report any missing students or injuries to the Attendance Team Leader.

Reverse Evacuation

A reverse evacuation is called after an evacuation when it is decided that seeking shelter is the safer course of action than gathering outside. It should be assumed that the reason for the reverse evacuation is a dangerous threat on campus and should be followed by Lockdown procedures unless noted otherwise.

Reverse Evacuation procedures for Teachers:

- Direct all students to stop where they are and turn around in line.
- Lead the group back into the classroom or the nearest indoor space.
- Leave the lights off, lock the door, and cover the windows.
- Have everyone sit or lay down on the ground until further notice.
- Take attendance of all individuals in the room with you even if they are not your students.

Reverse Evacuation procedures for Incident Command Team:

- If evacuation begins and it is deemed unsafe to be outside, call for a Reverse Evacuation.
- Direct everyone to move back inside and into the Lockdown position if necessary.
- Send updates to staff as soon as possible to let them know why there is a need to seek shelter.

Evacuation of Individuals Requiring Additional Support:

An individual plan is needed for individuals who may require assistance during evacuation. The plan should be shared with staff directly involved with the student(s), including the school nurse, classroom teachers, specialists, and adults assigned to aid student(s). Consultation with the student and his/her family is strongly advised when creating the plan. Evacuation options include:

- Carrying student (physical disability)
- Adult and student waiting for the fire department in the prearranged area (physical disability)
- Staff person assigned to a specific student(s) to assist students during an evacuation

After creating an individual evacuation plan:

- Post a list of these individuals and their evacuation plans in classrooms where the student will be.
- Include a list of these individuals for Incident Command, Search & Rescue, and First Aid Strike Teams.

SECURE CAMPUS

Secure Campus emergencies are to be reported in person or by phone to designated safety team members at each school. The caller must provide the location of the potential threat and nature of the emergency. For example, "Attention: there are gunshots being fired on East New York Avenue. I repeat, there are gunshots being fired on _____ Avenue." Immediately upon notification, the designated safety team member at each school will make an announcement twice on the school's intercom; for example: "*Attention: We are now in Secure Campus Take proper action.*" The school wide announcement will alert the Emergency Response Team who will immediately take the appropriate next steps.

When the danger outside of the building is a gun and we are in a secure campus, one front office personnel remains at the desk to make sure no one comes in or out.

Teachers are trained to:

- Lock the classroom door.
- Pull down classroom shades and block visibility inside.
- Follow school-specific procedures as outlined by individual school plans.

The Secure Campus directive will remain in effect until hearing the "All Clear" message "*The Secure Campus has been lifted*" followed by specific directions.

LOCK DOWN

Lock-Down emergencies are to be reported in person or by phone to the designated safety team member at each school. The caller must provide the location of the threat and nature of the emergency. For example, "Attention: there is a student in the hall yelling about taking out a teacher." Immediately upon notification, the designated safety team member at each school will make an announcement twice on the school's intercom; for example: "*Attention: We are now in Lock-Down. Take proper action.*" The school wide announcement will alert the Emergency Response Team who will immediately take the appropriate next steps.

**Lockdown* implies that imminent danger is known and NO ONE will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders.

Students are trained to:

- Move out of the line of sight and maintain silence

Teachers are trained to:

- Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off.
- Move away from the line of sight, get low to the ground (sit or lay on floor) and remain silent.
- Follow school-specific procedures as outlined in the school safety plan.

- Wait for First Responders (fire, police or EMT) to give further instruction.

In a Lockdown where responders arrive at site and take over incident command, no one other than a first responder can give the 'All Clear' signal. The Lockdown will remain in effect until that signal is given by a first responder.

In the event that responders not on site and the administration needs to release the lockdown internally (as determined by the incident commander), the following 3 step process will be implemented:

- First, a school-wide announcement will come over the PA to announce the campus is safe. All staff and students should remain where they are.
- Second, a message will go out to all staff through School Messenger (or #Slack) to alert them the lockdown is over, but they should remain in classrooms.
- Third, administrators will go door to door to unlock classroom and office doors, effectively ending the lockdown. Administrators may collect attendance information from teachers and report any missing students to the incident command team.

SHELTER-IN-PLACE

Shelter-In-Place emergencies are reported in person or by phone to the designated safety team member at each school. The caller must provide the location of the threat and nature of the emergency. For example, "Attention: there is a public disturbance outside the school building. I repeat, there is a public disturbance outside the school building." Immediately upon notification, the designated safety team member at each school will make an announcement twice on the school's intercom; for example: "*Attention: This is a shelter-in-place. Secure the exit doors.*" The school wide announcement will alert the Emergency Response Team who will immediately take the appropriate next steps.

Students are trained to:

- Remain inside of the building
- Conduct business as usual
- Respond to any specific staff directions

Teachers are trained to:

- Increase situational awareness/Be alert for changes in the situation
- Do not allow students to leave the building
- Wait for additional instructions from Administration

The Shelter-In-Place directive will remain in effect until hearing the "All Clear" message "*The Shelter-In-Place has been lifted*" followed by any specific directions.

MEDICAL EMERGENCY

Medical emergencies are to be reported by first calling 911, and then calling the School Director of Operations. Nurses should be engaged immediately if not already. The caller must provide the location of the emergency, the name of victim (if known), and the nature of the emergency. For example, "Attention: there is a medical emergency in the Multipurpose Room. I repeat, there is a medical emergency in the Multipurpose Room. The student's name is John Doe. He is bleeding severely."

During the call, the designated safety team member at each school will confirm with the caller that 911 was called initially. If not, the designated safety team member at each school will immediately call 911.

In the event that the medical emergency will require a transport of students or adults out of the building/rooms, then a shelter-in-place can be considered as an option (DOO or SL to make this

judgment call and then announce it).

During a medical emergency, teachers are to restrict student access to the area of the emergency. This is to protect privacy as well as respect the emotional and psychological trauma that can be associated with observing a severe medical emergency and the response to it (including, but not limited to seizure, cardiac arrest, etc.).

Trained AED/ CPR Personnel

A large number of adults on campus are CPR/AED Certified at any given time. Those who are certified, along with the nurse, should be the first to take part in responding to or caring for an injured or ill person on campus. Trained personnel for each school are outlined in each school's individual safety plan.

Each school is equipped with 1-2 AED machines. Staff are trained on their use and locations, which are outlined in each school's school safety plan.

9. BUS DRILLS

Traditionally the School District has taken responsibility for ensuring that these drills occur and are timed, accounted for, and teachable opportunities are developed and expressed.

Section 3623 of the State Education Law and Section 156.3 (h) of the Regulations of the Commissioner of Education require that school districts conduct a minimum of three School Bus Safety Drills on each school bus during the school year, the first to be conducted during the first seven days of school; the second, between November 1 and December 31; and the third, between March 1 and April 30. This applies to ALL schools regardless of whether busing is used by the school or not. The law does allow bus drills to be conducted "in the classroom." It is strongly recommended, however, that schools that do use busing work with their bus company to conduct the required drills on the bus. All schools, public, non-public and charter, must complete the *Certification of Performance* and retain the form at their school, in section four of their Evacuation binder. Please retrieve the certification form from the director of school support.

Every child in the school is required to participate in drills, whether or not he/she regularly receives school bus transportation. Each class should be allotted thirty minutes to practice on the bus. The instruction provided during each drill can prepare all school children to act quickly and safely in the event of an emergency.

Contractors are required to work with every school/site to which they transport children and shall comply with the schedule provided by the School Directors. Each vehicle should be able to accommodate a class of 35 children every half hour between 9:30 A.M. and 11:30 A.M. on safety drill dates.

During a bus drill, explain the concept of emergency as "a dangerous situation requiring immediate actions." Review situations that would create an emergency such as fire; threat of explosion; accident; bus in an unsafe position, etc. Show the children how to evacuate the bus safely. Demonstrate opening the rear emergency door (by lifting the handle and pushing out), the operation of the emergency windows and the location and operation of the overhead escape hatch(es). The Teacher instructs the children to remember the location of the signs denoting "Emergency Escape Window" and "Emergency Door."

The operation of fire extinguishers and the use of first aid equipment are simulated as part of the drill instruction. The Instructor emphasizes specific hazards encountered by children during snowy, icy and other inclement weather conditions; slippery road conditions; and poor visibility.

The Instructor emphasizes the following safety rules for boarding the bus:

- Wait for the bus on the sidewalk. Do not step into the street.
- Board the bus directly without pushing or shoving.
- Use the handrail, if provided.
- Students demonstrate orderly conduct on the bus.
- Remain orderly throughout the ride.
- Talk quietly to your friends on the bus; do not shout or scream.
- Keep hands, arms, legs, and heads inside the bus.
- Do not throw objects on the bus or from the windows.
- Behave considerately toward the other riders.
- Keep books, book bags, musical instruments and other objects out of the aisle.
- Do not play with door handles or windows.
- When exiting the bus, the following instructions are given to all passengers.
- Walk directly to the sidewalk when you get off the bus.
- If you must cross the street when you get off the bus, cross only at the corner after making eye contact with the driver. Cross at least twelve feet in front of the bus. Be careful of oncoming traffic. Go directly to the opposite sidewalk.

10. Other Situational Responses

The following lists additional types of dangerous situations that could occur on school grounds and the procedures which will be followed if such situations occur.

- Explosive/Bomb Threat:
 - Call 911
 - Implement evacuation protocol
 - Notify incident commander
 - With police support, begin threat assessment to determine credibility of threat and determine next steps
 - Upon decision from police department, move forward with determination of next steps
- Threat of Violence:
 - The Incident Commander shall be notified immediately of all implied or direct threats
 - In partnership with Local Police, FBI, DHS, KIPP and/or other Risk Management support, the level of threat will be determined based on gathered information
 - The Incident Commander will contact local law enforcement officials
 - The situation will be monitored closely until the threat passes or local law enforcement officials take responsibility
- Hostage Situation:
 - The first person aware of the situation will immediately notify the Director of Operation or the School Director and he/she will notify the police.
 - The school will go on lock down as necessary. The School Director and Director of Operations will turn over authority to the police upon their arrival and assist as requested.

- Missing Student: The staff member who cannot locate the child immediately alerts the school director and director of operations. After 5 minutes pass without finding the child, the following actions must be taken simultaneously:
 - The School Director engages a Secure Campus
 - The Director of Operations instructs security to review camera footage
 - The Director of Operations instructs office staff to check attendance records to ensure the student was in school and didn't leave early

After 5 additional minutes in a Secure Campus and the student is not found, the following actions must be taken:

- Student emergency contacts are called to ensure they have not been picked up
 - The police is called if emergency contacts do not have the child
 - Prior to police arrival, prepare appropriate video footage for officers to review
- Civil Disturbance: Implement Secure Campus protocol
 - Hazardous Material; Gas Leak; Biological Threat; Radiological Threat; Epidemic: Implement Shelter-In-Place or Evacuation protocol as required.
 - Danger encountered during Arrival/ Dismissal:
 - Communication is made by alerting adults via 2-way Radios on Channel [TBD].
 - Radio communication will include nature of danger and current actions being taken (if applicable) to protect students
 - Incident commanders will determine the next actions taken, to include assembling the incident command team if necessary.
 - Incident Commander will ensure 911 is called as appropriate, and will designate individual to handle family communications
 - Location and nature of danger will determine course of action, such as:
 - If gunshots are heard, instruct all students and staff to *drop to the ground* and await communication.
 - If danger is nearby and outdoors, supervising staff will determine if in the interest of immediate safety students, staff, and adults in the pickup line should perform reverse evacuation into the school building.
 - If students on bus, supervising staff (with incident commander) will determine if students should remain on bus or evacuate into school building
 - Supervising team members will keep 2-way radios close and on high volume to ensure instructions are clearly heard, and will confirm orders have been received
 - Attendance may be re-taken (as determined by incident commander) following a reverse evacuation or lockdown procedures, once immediate safety is secured, in order to maintain accountability

11. Calling the Police

Contact the police if:

- There is an immediate threat to the safety and security of staff and students in the school.
- If a student has threatened to take their own life.
- If a student has been confirmed missing.
- If a student is alleged to have committed a crime against another student or staff member, calling the police should be handled on a case-by-case basis. In many instances, school will inform the parents of the student or the staff member contacting the police themselves to press charges may be the most appropriate response.
- If a crime is suspected to have occurred or the police have been called, the school still follows its own disciplinary procedures, including investigations. A student has a right to a public education, and any infringement on that right, by either suspension or expulsion,

must follow due process. The very minimum for due process is that the student is informed of the charges against him or her and has the opportunity to respond to the charges.

- After calling the police, notify the incident commander by phone or text.

12. Incident Reporting Procedures

The complete and accurate reporting of school-related injuries or any situation that has a likelihood of leading to legal action of any sort against the school is necessary to support both the prevention of future incidents and the sharing of information with appropriate authorities. Proper notification and reporting must be followed when a school-related incident of this nature has occurred. Incidents can occur on or near school property (e.g., in front of the building). They can also occur off school property when they have a nexus to the school, e.g., involving students or staff from the school.

An incident report should be completed by a faculty or staff member any time any of the following criteria are met:

- Alleged sexual misconduct of any kind involving students
- Allegation of staff misconduct against a student
- On-campus injury that requires medical attention beyond what is provided and documented by the school nurse
- Verbal threat of litigation or actual notice of litigation against the school
- Police are called to the building
- Anything that would cast a negative light on the school if reported in the media

When an incident that meets any of the criteria above occurs, the school leader must be notified immediately. The school leader should call or text the Managing Director of Schools immediately about the alleged incident and let them both know to expect a report within 24 hours. The school leader will then lead or delegate the investigation and completion of the incident report.

Additional information

The incident report does not replace any other documentation procedure in place by the school. These procedures should still be executed as usual. An incident report is to be created for any of the six types of events listed above. The other documentation that might be created as part of an event would be included as attachments that support the incident report. The incident report does not replace the problem resolution procedure or any other procedure detailed in the staff handbook related to human resources practices. It speaks specifically to incidents that meet the six criteria above.

Incident Reports – Criteria for Success (CFS)

After an incident the following should occur:

- Reports should be written as soon as possible after the immediate incident has been addressed.
- Only one incident report should be written and submitted for any incident.
- Reports should be based on written statements and interviews with those involved and witnesses, and should include sufficient detail to provide a full, factual description of what transpired.
- The person reporting the incident should obtain signed handwritten statements from the parties involved and from witnesses, specifying the time, date, and place of the occurrence with an account detailing the nature and sequence of events. These are attached to the incident report.
- If a party is unwilling or unable to provide a written statement, another individual may write a statement stating what he or she was told by the party.

- Any other supporting documents should be scanned and attached to the incident report.
- Reports should be submitted by the school leader to the Managing Director of Schools within 24 hours after the event's occurrence via email, as a PDF file, including any corresponding attachments as one complete package.
- The Managing Director of Schools will review the report for clarity and specificity, requiring revisions or follow-up by the school director for any questions unanswered by the report.
- The Managing Director of Schools school administrators as necessary, to transmit the information to all appropriate parties (e.g. School board trustees, KIPP Capital Region board members, human resources, charter authorizer, legal counsel, insurance provider).

General information:

- Provide low and no inference statements.
- Write exactly what someone said, exactly what someone did, the volume of their voice, etc.
- Do not write adjectives and adverbs. For example, do not write "became angry," "escalated," "was screaming hysterically," etc.
- Provide specific data. For example, write "at least ten times." Do not write, "many times."
- Complete every part of the report including the "Nature of incident" and the date and time that the incident report was completed.
- Use full words, titles, and names not acronyms or initials.

Part 1 of the report:

- Written after the investigation. A retelling of the events, as you, the person submitting the report, believe them to have happened. The events should be written in time order and begin when the incident began and end when the incident ended.
- If you are unable to determine, after the investigation, what happened, state that and explain the allegations and why you are unable to determine what happened.

Part 2 of the report:

- This section is written after the investigation.
- A description of the investigation that occurred after the incident. The exception to this may be if the person completing the report was witness to the incident. In that case, write that in this section. You may still submit statements.

Submission

- Submit the report using the document "[Incident Report Form](#)" (Appendix B) as a Word document.
- Submit all statements using the document "Statement Form"
- Statements may be typed or handwritten and may be submitted in one batch or separately as Word documents or as PDF documents.
- Submit all documents that were generated due to the incident such as suspension letters, emails, videos, staff letters, etc.

13. Student Crisis Plan

A crisis plan is initiated when a student requires 3+ CPI incidents that require restraint within a 1-month period.

Team members present during Crisis Plan Development:

- Clinician
- Dean of Students
- School Director
- Dean of Student Services
- Teachers interfacing directly with the student

- Parents
- Student

Crisis Plan consists of the following:

- Highly individualized and designed to proactively address all student behavioral needs.
- Responsibilities of administration, dean of students, Clinician, student services coordinator, teacher, CPI team, parent and student in various case scenarios that are relevant to the crisis concern.
- Commitment of all parties to ensure the safety of all parties as well as the fidelity of the plan via signature.
- Progress monitored via Clinician and student services coordinator.
- Revisions to the Crisis Plan can be made with Crisis Team support.
- All parties signing the terms of the Crisis Plan are held accountable for their portion of the plan.

The role of each team member:

- Clinical Provider
 - Gathers data to determine how best to address crisis related concerns regarding the student
 - Creates the Crisis Plan alongside all Team Members
 - Monitors the implementation of the Crisis Plan
- School Director
 - Oversees the development of the Crisis Plan
 - Supports the creation of the Crisis Plan
 - Loops in appropriate AL personnel
- Dean of Students
 - Supports the creation of the Crisis Plan
 - Keeps staff accountable for the implementation of the Crisis Plan
 - Maintains accurate referral data to ensure that all necessary information is imputed in case of an MDR
- Behavior Associate (designated to student's grade)
 - Supports the creation of the Crisis Plan
 - Implements components of the Crisis Plan
- Dean of Student Services
 - Supports the creation of the Crisis Plan
 - Participates in all progress monitoring sessions in the case that the student may be eligible for IEP Services
 - Informs the CSE should the student require an MDR
- Teachers that directly service students
 - Supports the creation of the Crisis Plan
 - Implements the Crisis Plan

14. Bully Prevention

KIPP Capital Region believes that all students have a right to a safe and healthy school environment. Our schools and communities have an obligation to promote mutual respect, tolerance, and acceptance.

KIPP Capital Region will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions.

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Types of Bullying:

- Verbal bullying is saying or writing mean things. Verbal bullying includes:
 - Teasing
 - Name-calling
 - Inappropriate sexual comments
 - Taunting
 - Threatening to cause harm
- Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public
 - Cyberbullying
- Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone's things
 - Making mean or rude hand gestures
- Sexual Harassment, can include relational and physical bullying, involves hurting someone's reputation or physical violation. Sexual harassment includes:
 - Derogatory comments
 - Name calling
 - Talking about others sexual and/or gender identification
 - Physical touching
 - Cyberbullying

KIPP Capital Region requires students and/or staff to immediately report incidents of bullying to the School Leader or admin designee. Staff who witness such acts take immediate steps to intervene when safe to do so and complete [KIPP Capital Region Incident Report Form](#).

Each complaint of bullying shall be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure that bullying does not occur on school campuses, KIPP Capital Region will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

15. Code of Conduct and Disciplinary Protocol

KIPP Capital Region upholds the following Code of Conduct for students and requires that students follow this code.

- Each individual (student, teacher, parent and administrator) has a right to be treated with respect at all times, even if there are opposing points of view.
- Each individual has a right to be in a climate of physical and emotional safety.
- Each individual has a right to be viewed as a valued, contributing member of our community of learners.
- Each individual has a personal responsibility and investment in making sure that these rights are supported in our learning environment.
- Each individual must clearly understand the values and expectations set forth by our Code of Conduct and understand that violations of this code will lead to consequences.

Appropriate behavior includes:

- Demonstrating respect for self, others, and property
- Using courtesy and kindness for each other
- Assuming responsibility for choices and accepting consequences
- Being honest in all matters
- Using good sportsmanship

We are committed to providing a safe learning environment and will ask students to leave the group if their presence is a threat to the well being of other students or impedes the ability of other students to learn. We will not tolerate weapons, use of tobacco products or alcoholic beverages, possession or use of drugs, sexual or racial harassment within our school.

At KIPP Capital Region Schools, students will:

- Show respect for their teachers, all other adults, all other students, and their property.
- Heed adult requests or directions at all times.
- Not engage in aggressive, hands-on behavior.
- Not engage in unauthorized or unsupervised entry or use of the building or its property.
- Use acceptable language in school. Profanity and obscene gestures will not be tolerated.
- Remain on school property during school hours.
- Be in assigned classes/areas at designated times, and not leave the classroom without permission.
- Take care of school property, including taking care of books, magazines, workbooks and other materials, as well as not defacing or otherwise damaging school property or facilities.
- Maintain cleanliness in the classroom, halls, and inside and outside the building.
- Not consume food or drink (other than water), other than at lunch or recess times unless through prior arrangement with teachers.
- Bring in school documents or parental notes when due.
- Bring absentee and tardy notes to school the day after being absent or tardy.
- Not have in their possession any dangerous or disruptive objects.
- Follow all other rules established by the school (for example, not wearing hats, using "AirPods", or chewing gum in school).
- Players, headphones or earbuds, other music players, tablets or electronic devices. Electronic devices will be taken and held until a parent can come retrieve them.

Failure to meet any of these behavioral expectations will, at the discretion of the teachers and administration, and taking into account the age and developmental level of the student, result in a disciplinary action including a warning, detention(s), loss of privileges, suspension and/or expulsion.

If this code of conduct is not followed by KIPP Capital Region students, the following Disciplinary Actions will take place.

These hearings are held for students in the case of either a long-term suspension (10+ days) or expulsion. If a student commits an offense that calls for long-term suspension or expulsion:

- If necessary, the student is immediately removed from class and/or school.
- Upon determining that a student's action warrants a possible long-term suspension or expulsion, the school director shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension or expulsion and state the reasons for such actions.
- The student is informed of the charges against him or her.
- The school director contacts the COO to begin the process of setting up the hearing.
- The school director contacts the dean of student services and the Director of Student Services.
- These staff members should identify if the student has a 504, IEP, or if the student has a disability.
- If this is the case, an MDR should be arranged with the CSE (see below).

Formal Discipline Proceedings

Due process:

A suspension is the removal of a child's right to a public education. Due process, to be followed as per *Goss v. Lopez* (1975), requires that for any suspension there is a hearing, during which the child is given oral or written notice of the charges against him or her, and, if the child denies them, an explanation of the evidence that the authorities have an opportunity to present his or her version.

Suspension letters:

All students should also get written notification (a suspension letter) delivered to their parents, as soon as possible but preferably before the child is removed from the school. The letter should include a description of the incident, the part of the code of conduct that was violated, and an explanation of how

the child will be provided with two hours of alternative education during a suspension. Alternative instruction cannot be contingent on a parent accompanying his/her child and must be instruction (not workbooks or worksheets)

Suspension end dates cannot be contingent on a parent attending a reintegration meeting or a parent providing medical clearance.

Formal hearings for long term suspension or expulsions:

In the event that a school determines that the consequence for a violation of the discipline code should be either a suspension of more than ten days or expulsion, the student must also have a formal hearing before this consequence can be applied.

Notifications for the hearing are sent out at least 48 hours in advance. Because student disciplinary matters are confidential, the hearing is closed to the general public.

For a long-term suspension hearing (greater than 10 days) the hearing officer will be the Managing Director of Schools or his/her designee; for an expulsion hearing, the hearing officer will be a board member or his or her designee.

An audio transcript is made of the hearing and a copy provided to the student or his/her representative upon request.

The parent/guardian is notified in writing by the school. Written notice shall be provided by personal delivery or express mail delivery to the student's last known address. Where possible, notification shall also be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident(s) which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s)/guardian(s) if it is known to be other than English.

The school sets a hearing date. The parent/guardian are notified in writing of the charges and a description of the circumstances that gave rise to the hearing; the date, time, and place of a hearing; and notice of the right at the hearing to be represented by legal counsel (at the student's/parent's own expense) and present evidence and question witnesses.

The hearing will not exceed two hours in length, unless the hearing officer elects to extend this limit.

At the hearing:

- The hearing officer opens the hearing by explaining the hearing process. The hearing officer calls upon each person in attendance to introduce him/herself and explain the role he/she will be performing at the hearing.
- The school representative gives a brief opening statement explaining the charges against the student, the discipline code violations, the evidence to be presented, and the disciplinary action being recommended.
- The student or his/her representative has the opportunity to present an opening statement.
- The school representative presents evidence of the charges, including witness, written statements and exhibits.
- The student or his/her representative may challenge any evidence and question witnesses.
- The student or his/her representative responds to the charges and presents witness, written statements and exhibits.
- The school administrator may challenge any evidence and question witnesses.
- Both the school representative and the student or his/her representative shall have the opportunity to present a closing statement.
- After both sides have presented their case, the hearing officer will make a decision based solely

on the evidence presented at the hearing. The hearing officer has the authority to affirm the school director's decision or assign a different or no disciplinary consequence.

- The hearing officer will provide the student with a decision in writing within four school days.

The school should put together all documents for the hearing and ensure that there are copies of the documents at the hearing for each representative. Hearing files include the following to the extent they exist, and copies will be provided to the Student's legal guardian(s) at the hearing for documents available prior to the start of hearing, and at the conclusion of the hearing for documents presented students/families at the hearing:

- Copy of the hearing letter
- Copy of any other suspension letters
- Written incident report from staff
- Written student reflection
- MDR information (if applicable)
- School discipline code
- Any additional evidence
- Appeal procedure letter
- Hearing attendees

The hearing officer should request from both the school and the student a list of guests/witnesses that will be attending the meeting. The meeting is closed to the general public because of FERPA requirements. The list of attendees / witnesses should be shared with the school director and student and parent/guardian.

The school representative is the school director or his/her designee. If the student has counsel representing them, the designee may be a KIPP Capital Region lawyer. The school director should notify the Managing Director of Schools if the school director will be using a designee to serve as the school representative.

After the hearing and appeal:

Expelled and students suspended long-term are provided with alternative instruction until enrolled in another school or the end of the school year, whichever comes first. If the decision is to expel and the parent does not appeal or the board upholds the hearing officers' decision, the director of operations is responsible for checking a week later that the student is enrolled in another school. If the student is not, the school is responsible for contacting the parent/guardian that under the mandatory attendance law, the student must be enrolled in another school.

If the family appeals to the board, the Board of Trustees shall be provided with copies of all the hearing documents as well as an audio recording of the hearing, a copy of the hearing officer's decision, and any materials submitted by the student or on the student's behalf for the hearing. Upon receipt of such a request, a committee composed of no fewer than three trustees who were not involved in the initial hearing will hear the appeal. Each party will have twenty minutes in which to make a statement. The scope of the appeal will be limited to the record established during the first disciplinary hearing. In rendering its decision, the committee may consult the transcript or recording of the disciplinary hearing and any evidence submitted in connection with it. The committee will provide a written ruling by certified mail within five school days.

Manifest determination reviews:

Students with an IEP, 504 or where the school is deemed to know that the student has a disability are required to have a manifest determination review (MDR) before being suspended more than a cumulative of 10 days in a school year. KIPP Capital Region requires that the Committee on Special Education (CSE) is notified at 7 days of cumulative suspensions in order that the CSE is aware of the

potential for a MDR if the child continues to be suspended.

If an MDR is required:

- Notify the director of student services of the need for an MDR.
- The school should give the legal guardian a letter that says the student is being recommended for either 1) a suspension over 10 consecutive or cumulative days in the school year or 2) for expulsion, and therefore an MDR needs to be held.
- The special education coordinator must contact the CSE to request an MDR (both via phone and in writing).
- The Special education coordinator will coordinate the MDR meeting in collaboration with the appointed clinician from the CSE. The MDR must be scheduled to occur within ten days of the disciplinary decision to remove the child.
- Once the date is determined for the MDR meeting, the Special education coordinator will send home the MDR Meeting Notice letter via certified mail. The letter should state the time and place of the MDR, right to secure legal counsel,

The MDR Meeting Notice must be provided a reasonable time in advance of the scheduled meeting. (At least 48 hours is suggested; however, if the parent agrees to an earlier meeting, that would also be acceptable).

The Dean of Students must provide written documentation of all incidents that resulted in out of school suspensions in the current school year to the special education coordinator within 24 hours of disciplinary action:

- Letters sent home for each suspension outlining days suspended
- Incident reports objectively describing the incident by the adult who witnessed the behavior, clearly outlining what happened right before and what happened right after the behavior
- As much as possible, the written reflection the student did around the incident
- Results of manifest determination reviews

If the behavior is deemed to be a manifestation of the student's disability and/or it is determined that the student's conduct was a direct result of any failure to provide the services outlined in his/her 504 plan or IEP during the MDR meeting, the long term suspension or expulsion cannot be applied. In addition, if the behavior is determined by the CSE to be a manifestation of the student's disability, then either a functional behavior assessment should be conducted by the CSE and a behavior intervention plan developed or (if there is already a behavior intervention plan in existence) the behavior intervention plan should be reviewed and revised if appropriate.

16. Responding to Threats of Violence

Suicide Ideation Protocol:

This protocol should be followed if a student has threatened self-harm (either verbally or in writing). The first staff member to see, read, or hear a threat of self-harm from a student must communicate to the Clinician via text, e-mail, or in person. The staff member should clearly communicate that a student has threatened self-harm and explain the threat. Any written communication regarding the threat should use the initials of the student to remain in compliance with HIPAA regulations.

When early signs of violent behavior or the potential to do harm to self or others is displayed by a student, parents of the student should be immediately notified. Parental involvement and consent is required before personally identifiable information is shared with other agencies.

Steps to take:

- Inform School Leadership of suicide or self harm threat.
- Provide escort for the student to the appropriate responder. Do not leave the student unattended.
- Gather information:
 - Student's schedule and emergency contact info
 - Names of student's friends and siblings at school
- Keep all other students and uninvolved staff away from the student.
- Work with the School Leadership Team and Emergency Management Team to develop a plan for the student safety plan.
 - The Student Crisis Team will develop (alongside the child and parent) a safety plan to ensure a safe reintegration into the school the day the child is scheduled to return to the classroom setting. The Student Crisis Team Members are comprised of: school director, clinician, student service coordinator (if applicable) and all teachers in direct contact with the student.
- Create a plan for the student's peers on how to relate to and support the student.
- Designate rooms to be used for group counseling.
- Hold a staff meeting as soon as possible. If the event occurred during non school hours, this meeting should take place as soon as the staff returns to school.
- Advise teachers to speak to distressed students privately.

Suicide Attempt Involving Injury:

- Notify the front office to dial 911, if necessary.
- Locate the School Leader/Office Manager or member of the Emergency Management Team.
- Do not attempt to forcibly disarm the individual.
- Keep all students and uninvolved staff away from the scene.
- The School Leader or designee will determine if Lockdown procedures should be initiated to ensure the safety of others.

After a Suicide attempt or threat, develop a Student Safety Plan:

Student Safety Plan consists of the following:

- Arrival and Dismissal/transition/bathroom/unstructured time accommodations and procedures.
- Responsibilities of administration, dean of students, Clinician, student services coordinator, teacher, parent, student in various case scenarios that are relevant to the safety concern
- Commitment of all parties to ensure that safety of all parties as well as the fidelity of the

- plan via signature.
- o Progress monitored by the dean of students.

Hostage Situation Protocol:

In the event of a hostage situation, take the following steps:

- Call 911. Tell the dispatcher about the events and identify an assembly area away from the hostage location for responding officers.
- Tell the EMT members to respond to a designated area. A hostage situation will be turned over to the police department.
- Gather as much information as possible and order a schoolwide lockdown. This will stabilize areas around the incident and make for an easier evacuation away from danger.
- Police liaison members of EMT should be waiting at the assembly area for police to arrive.
- When the police arrive, prepare to provide the following information to them:
 - o The number of hostage takers
 - o Description of hostage takers
 - o Type of weapons being used
 - o The number and names of the hostages
 - o Any demands or instructions the hostage taker has given
 - o Descriptions of the area

Emergency Management Team should do the following:

- In a hostage situation, the police are in charge, so follow directions given by police.
- Record event
- Prepare the off-site evacuation route and location
- Prepare the media staging area
- Account for students as they are evacuated
- Act as a police liaison when communicating between school and police officials
- Contact transportation and arrange bus staging area
- Request counseling services for the school/campus
- Make sure Critical Response Kit leaves the school during evacuation
- Establish Incident Command Post at the off-site location
- Prepare for parent reunion location

If Taken Hostage:

- Cooperate with the hostage-taker to the fullest extent possible.
- Do not panic. Calm students.
- Treat the hostage-taker as normally as possible.
- Be respectful.
- Ask permission to speak; do not argue.

17. Communicable Disease

Health Screenings

KIPP Capital Region will abide by any and all guidelines mandated by New York State Department of Health and other governmental oversight agencies.

Healthy Hygiene Practices

To prevent the spread of infection through physical contact, the following actions are being taken with regard to handwashing and hand sanitization:

- All staff, students, and visitors on campus are required to wash or sanitize their hands at the start of their time on campus, before and after eating, upon entering or reentering a classroom, and before and after using shared equipment.
- Each classroom, instructional space, common area, and bathroom on campus has soap and water or a hand sanitizer station accessible by students and adults.
- Signs encouraging frequent and thorough hand washing and sanitizing have been placed throughout campus.
- Maintenance personnel will check each bathroom and hand sanitizing station on a frequent, rotating basis (at least three times a day) to ensure stations do not run out of soap, sanitizer, or paper towels.

Identification and Tracing of Contacts

Identification of “close contacts” is important for contact tracing. Close contacts include:

- People in your home, and people who take care of you or who you take care of. This includes other family members and caregivers.
- People who stayed within 6 feet of you for more than 15 minutes, or who had direct contact while they were not wearing a face covering.
- All staff and children in the same cohort.
- People you carpool with, eat with, or socialize with outside of school.

The on-campus Health Coordinator is the primary point of contact, and will maintain tracking records in order to submit accurate and comprehensive lists in the event of a confirmed case.

To enable identification and tracing of contacts, we have adopted these tracking processes:

- Cohort attendance lists.
- Adult classroom sign-in sheets.
- Touchless employee check-in process captured at campus entrances.
- All files will be stored by the Health Coordinator for contact tracing purposes.

Communication guidelines:

- In all communications, the School will not disclose the identity of the person, as required by the Americans with Disabilities Act, and the Family Education Rights and Privacy Act.
- The Symptom Guidance email contains information on how to get tested, and additional guidance, including when they can return to campus.

Protocols for students who develop COVID-19 symptoms on campus:

- The Health Coordinator, or another staff member if the Health Coordinator is not available, will be contacted to escort the student to the isolation room.
- The Health Coordinator or administrator will use Standard and Transmission-Based Precautions when caring for sick people.
- The Health Coordinator will contact the student's parent or guardian for pick-up.
- Parents and guardians should not enter campus to pick their child up; the student will be sent outside to meet their parent once the parent arrives, unless they are already waiting outside with an adult. Since children with COVID-19 may have been infected by a parent or other adult in their home, the parent may also have COVID-19.
- Parents and guardians will be asked to consult with the child's pediatrician and seek testing as soon as possible.

Protocols for facilities following symptom incident:

- Alternate locations will be identified and used for classes when regular classrooms are being cleaned or disinfected.
- Windows will be opened in areas used by the symptomatic person to maximize outdoor air circulation. Areas used by the symptomatic person will be closed off as soon as feasible, until the spaces can be cleaned and disinfected.
- Rooms used by symptomatic people will be disinfected and deep cleaned before they are used again.

Staff Training and Family Education

To ensure community awareness and engagement, the following actions are being taken to educate and train students, staff, and families about the School's plans and procedures:

- Health and Safety training sessions will be conducted with all employees. Additional sessions will be held with instructional staff, security and maintenance staff focusing on scenario training.
- Families and students will receive the Health and Safety Plan and engage in ongoing education through community meetings, email, and website updates.
- Weekly updates will continue to be sent via KIPP Capital Region newsletter sent to all parents, staff, teachers, and trustees.
- Community meetings and informational webinars will continue to be hosted by administrators
- Ad-hoc communications will be created and sent by the Communications Office as needed.

KIPP Capital Region will comply with privacy requirements such as FERPA and HIPAA.

Equity

At KIPP Capital Region, we are committed to creating a diverse, equitable, and inclusive environment as expressed in our statement. As we work together to navigate this situation, KIPP Capital Region will continue to be mindful of equity and inclusion issues as part of our decision-making process. In particular, KIPP Capital Region has made the following considerations:

- Students who are likely to experience the greatest negative impacts due to a lack of in-person instruction, such as our youngest learners, will be prioritized to return to campus.
- Shifting students to full-time distance learning from in-person learning due to difficulty complying with safety and health plan protocols should be considered only after exhausting

efforts to encourage compliance (e.g., face coverings) and careful consideration of the unique circumstances of each individual student.

- Communicable diseases, such as COVID-19, are not at all connected to race, ethnicity, or nationality. School staff should be mindful that intimidation or harassment of students based on actual or perceived race, color, national origin, or disability (including the actual disability of being infected with a communicable disease or perception of being infected) may result in a violation of state and federal civil rights laws.
- The School will take immediate and appropriate action to investigate what occurred when responding to reports of harassment.
- If parents and families believe their child has experienced harassment or intimidation related to the COVID-19 outbreak or any other communicable disease outbreak, they should contact their child's teacher or grade level administrator.

Emergency Drills

In the event of an actual emergency, real emergency protocols must be followed.

For emergency drills to be performed safely during the school year, the following changes will be made.

Fire/Evacuation Drills (8 required)

1. Each campus will run drills in a staggered format by grade level, with each instructional group completing the entire evacuation and returning to their classroom before the next instructional group is called to initiate the drill. On each campus, the goal will be for every instructional group to complete the drill on the same day. If we are on a hybrid model, additional drills will be scheduled to give instructional groups learning remotely the opportunity to practice drills once they return to the building.
2. Individual classrooms will be called to initiate the evacuation procedure.
3. Classes will proceed one at a time, with students social distancing 6 feet apart with face masks in place, to the designated exit site and will egress out of the building to their safe spot. Students should avoid touching door handles by assigning staff members (administrators) to hold open doors.
4. Administrators with walkie talkies will direct teachers to return to the building. As students reenter the building, they will sanitize their hands before returning to classroom. Teachers will bring a bottle of sanitizer in the "go bags".
5. Fire drills will not occur during the changes of classes, including lunch and recess, to ensure adequate social distancing and minimize physical interactions.

Lockdown Drills (4 required)

1. On each campus, the goal will be for every instructional group to complete the drill on the same day. If we are on a hybrid model, additional drills will be scheduled to give instructional groups learning remotely the opportunity to practice drills once they return to the building.
2. All students will lockdown in classrooms; however, students will not move from their assigned desks or close the windows in the drill.

3. Students will be trained by their teachers and will understand that if it were a real emergency, students will break social distancing guidelines to ensure their safety. In this case, they will be directed to hide and shelter regardless of spacing.
4. Students will stay in lockdown mode until classroom doors are checked by staff for being locked and windows covered.
5. Students will stay quiet and in position until the special code is announced on the PA system to give everyone an all-clear to return to regular class time.
6. Teachers will be aware in advance of the plan, so they know it is a drill rather than a true emergency.

Emergency evacuation off-site locations

Currently all emergency evacuation sites are secured pending social distancing regulations of the State of New York at the time of the emergency.

MEDIA POLICY

No response will be given to the media until deemed necessary. Media communication will only be facilitated by regional leaders, and/or as determined by the incident commander.

STAFF TRAINING

Each school will implement own calendar for staff training, to include the following:

- Basic emergency procedures
 - Calling 911
 - Allergies and medical emergencies
 - Severe weather
 - Fire / evacuation
 - Shelter in Place
 - Lockdown
- Communicable Diseases, such as Covid-19, Health and Safety Protocols
- CPR/AED Training
- CPI Training
- Sexual Harassment Training

Additionally, each school will implement a calendar for safety drills according to state requirements, and will be required to submit drills schedules to district administrators for approval.

Individual school safety plans outline specific training schedule and requirements, and drill schedule.

Appendix A: Bomb Threat Checklist

Bomb Threat Checklist:

The following is a checklist to be utilized by an operator or person receiving a call which threatens the safety or security of the KIPP Capital Region campus.

*Complete all possible items during or immediately following the call

1. Time Call Was Received: _____ 2. Time Call Terminated: _____

3. Date: _____ 4. Telephone Extension: _____

5. Caller's Name and Address (if known):

6. Sex: Male _____ Female _____

7. Age: Adult _____ Child _____

8. Bomb Facts (Questions to Ask):

- What is your name? _____
- Where is the bomb right now? _____
- When will it explode? _____
- What kind of bomb is it? _____
- What does it look like? _____
- Why did you place the bomb? _____

Voice Characteristics: (circle all that apply):

| Tone | Speech | Language |
|-------------|---------------|-----------------|
| Loud | Fast | Excellent |
| Soft | Slow | Good |
| High Pitch | Distorted | Fair |
| Low Pitch | Cursing | Raspy |
| Stutter | Slurred | Nasal |
| Lisp | Disguised | Foreign |

Background Noise: (circle all that apply):

| | | |
|---------|------------|-------------|
| Music | Machines | Children |
| Traffic | Cell Phone | Typing |
| Voices | Quiet | Other _____ |

Name of Person Receiving Call: _____

Work Station: _____

Appendix B: Incident Report

Individual completing report:

Time of Incident:

Nature of incident:

Date of Incident:

Location:

| Student Name (First Last) | Grade | IEP (Y/N) | Role in incident (victim, offender, witness) | Current status (location, physical injury, etc.) | Provided statement (Yes verbal, yes written, no) |
|------------------------------|-------|--------------|--|--|--|
| | | | | | |
| | | | | | |
| | | | | | |

Fill out for each adult or non-KIPP Capital Region child involved. Add additional rows if necessary.

| Name (First Last) | Relationship to the school | Provided separate statement (Y/N) |
|----------------------|----------------------------|--------------------------------------|
| | | |
| | | |

Provide a complete description of what occurred. Describe the events in the order in which they occurred and include locations, if known.

Describe the process used to conduct the investigation and how/when it was completed. Note who was involved in conducting the investigation and describe the role they played.

What disciplinary action was taken, if any? Note the resolution and any follow up actions below.

Was there any involvement with the police, fire department, hospital, or media? If so, explain below. Include names of individuals and organizations if possible.

Was a police report filed?

If so, include Report #:

Date:

Signature of staff member completing report

Appendix C: Parent/Guardian Emergency Conference Notice Form: Suicidal

Student Name:

School:

DOB:

Age:

Grade:

Parent/Guardian Emergency Conference Notice Form: Suicidal

I have been informed that my child has been expressing suicidal thoughts. School staff members are concerned and want to support my child. I understand that I have a part in keeping my child safe. I have been advised to take the following steps:

- Immediately take my child to a hospital to be evaluated.
- Provide supervision for my child at all times and safety-proof my home.
- I will not allow my child to be left alone at this time or allow them access to weapons, drugs or medications.
- Help the school staff create a Suicide Prevention Plan for my child to be used at school.
- Contact professionals that can assist me and my child on a private basis:

[National Suicide Prevention Lifeline: 1-800-273-TALK \(8255\)](#)

[Crisis Text Line: Text "Got5" to 741-741](#)

- Share with the school the names of other professionals helping my child.
- Sign a release of information form so that school staff and other professionals may share information to benefit my child.
- In case of emergency, I should call 911 and take my child to a hospital emergency room.

Parent/Guardian Signature

Date

Clinician Signature

Date

School Director Signature

Date

Appendix D: Homicidal Risk Assessment

Student's Name:

School:

DOB:

Age:

Grade:

Parent/Guardian Names:

Phone:

Date:

A homicidal risk assessment should be initiated immediately whenever a student talks about inflicting egregious harm towards another person or if a student has taken action in dangerously harming another with the intent to seriously hurt or kill. Do not leave the student unattended. Do not allow the student to leave the building until this protocol is completely filled out and a plan for ensuring the student's safety is being carried out. The School Director must be informed. This Homicidal Risk Assessment will guide your evaluation, document your concerns, and help you develop a student safety plan. Contact administrative offices as necessary for guidance.

Complete the following protocol. Print out form. Print and sign team members' name. File Report as required.

Step 1: Keep the Student Safe

- Appropriately supervise the student(s).
- If there is imminent danger, call 911.

Step 2: Notify the School Director

- Report the situation to the school director immediately.

Step 3: Identify Two SPED Staff Members to Complete this Screening

It is required that this assessment process include 1 staff members with mental health training, If these individuals are not available, call _____

- | | |
|---|---|
| <input type="checkbox"/> School Psychologist | <input type="checkbox"/> School Social Worker |
| <input type="checkbox"/> School Nurse | <input type="checkbox"/> School Counselor |
| <input type="checkbox"/> School SETSS Coordinator | <input type="checkbox"/> Other: _____ |

Step 4: Notify the Student's Parent(s) or Guardian(s)

- Parents/guardians have been notified of the situation and that you will be talking to and assessing their child.
- Parents/guardians have been asked to come to the school to discuss the child's needs.
- Parents/guardians have NOT been notified because: _____

Step 5: Seek Information to Clarify Concerns

As needed, clarify current concerns by actively seeking information from:

- Interviews with school staff, teachers or students
- Other agencies: therapists, human services, etc
- Social work, health, psychologist
- Parents
- SPED records (if applicable)

Step 6: Interview and Assess the Student

The following questions will guide your assessment. Use your professional judgment and clinical skills to conduct a comprehensive and sensitive interview with the student. Describe the incident of concern. What happened? What did the student say or do? What warning signs led to this referral?

Date of incident:

Time of incident:

Place of incident:

Description of Incident:

Warning Signs for Homicide

| | | |
|--|--------------------------|---|
| Making arrangements | Family problems | Loss of an important person or relationship |
| Reading/writing/drawing about death | Limited support system | Previous homicidal attempts |
| Sad or depressed affect, hopelessness | Poor coping skills | Plan to commit homicide |
| Sexual identity issues or sexual abuse | Drug and alcohol use | Sense of desperation |
| Social withdrawal or isolation | Humiliation or rejection | Access to a means to harm others |

Questions for Beginning the Interview

1. What warning signs initiated the referral?
2. Someone has noticed: (e.g., an essay, a drawing, a statement). Can you tell me a little about this?
3. Is the student taking any medications? (If Yes) Diagnosis?
4. Is the child currently receiving counseling services? (If YES) Name/Contact info of the Provider?
5. Is the child receiving Special Education Services or have a 504 Plan? (If YES) Disability?

Questions for Assessing Current Feeling and Thinking:

1. What feelings and thoughts have you been experiencing that would lead you to consider hurting _____?
2. When do these feelings and thoughts occur?

3. For how long would you say that you have been feeling/thinking this way?
4. Can you identify/describe the specific problem that is making you feel/think this way?

Questions for Assessing Homicidal Thinking and Behavior:

1. Do you have a plan for how you would hurt _____? If so, tell me about your plans.
2. Have you ever acted on any part of this plan? If so, in what way?
3. Do you feel it is likely that you will attempt any aspect of this plan? If so, discuss the immediate danger that _____ may be in:

Questions for Assessing Protective Factors:

1. What are some reasons that would stop you or prevent you from trying to hurt _____?
2. What would need to change in order for these thoughts and feelings to go away?

Questions for Assessing Future Expectations:

1. If you were to hurt _____, how do you think people who know you would react? What would they say, think or feel?
2. What are some of the consequences that you may experience if you decided to hurt _____?

Step 7: Discuss Current Concerns with Parent(s) and/or Guardian(s)

- Share findings from the assessment with parent(s) or guardian(s) and get their input.
- In consultation with a supervisor, make a decision about the level of risk.
 - Low Level of Risk:
The student appears to be at a low risk for harming another person(s). The student is in distress but has positive supports. The student's concerns and needs may be readily addressed. The student does not appear serious about harming another person(s), nor have they thought seriously about a means to do so.
 - Medium Level of Risk:
Information suggests medium risk potential. The student is in distress. There is homicidal thinking but the student does not seem intent on harming another person(s). The problem situation can be resolved and the student appears able to use some coping skills. The student's suicidal thinking is concerning but they are not expressing a clear intent to harm another person(s). The student is open and responsive to support, or already has sufficient support.

- High Level of Risk:
Information suggests high risk potential. The student is in significant distress. There is clear homicidal thinking and warning signs are present. The student's coping skills and social supports are limited or compromised. There may be a situation that is difficult to resolve. The student appears to be in imminent danger of inflicting harm or committing homicidal actions. There is a need for immediate intervention and possibly hospitalization.

Step 8: Provide Intervention and Support

Take action to provide for the student's safety and address current concerns (i.e. schedule school counseling sessions, recommend psychiatric evaluation, contact 911 if student is in crisis)

Referrals for supportive services must be provided to parents if the student is either Medium or High Level of Risk.

- ❑ *Emergency Conference Notice* must be completed with parent/guardian.

Possible Interventions for Medium Risk

- ❑ Parent comes to school for a Parent/Guardian Emergency Conference regarding students safety (referrals can be provided by school support staff).
- ❑ Parent signs a Parent/Guardian Emergency Conference Form and returns it promptly to the school clinician
- ❑ School Leadership alerts the guardian(s) of the student(s) whose safety is being threatened without exposing any identifiable information of the student who is threatening or the incidents around the threat.
- ❑ Clinician completes the Clinician Incident Documentation Form
- ❑ The Crisis Team completes a Crisis Team Incident Documentation Form

Possible Interventions for High Risk Situations

- ❑ Parent picks child up from school for immediate intervention with a health care provider.
- ❑ Parent signs a Parent/Guardian Emergency Conference Form and returns it promptly to the school clinician
- ❑ Call 911 if child is in imminent danger of hurting/killing another person.
- ❑ School Leadership alerts the guardian(s) of the student(s) whose safety is being threatened without exposing any identifiable information of the student who is threatening or the incidents around the threat.
- ❑ Clinician completes the Clinician Incident Documentation Form
- ❑ The Crisis Team completes a Crisis Team Incident Documentation Form

Step 9: Develop a Homicidal Prevention Plan for the Student *(If Medium or High Level Risk)*
(Emergency Conference Notice form attached)

- Emergency Conference Notice* explained to parent and signed by parent (please attach).
- Referrals and resources provided to parents or guardians.
- Discussed safety and home supervision with parents or guardians (access to weapons, drugs, medications).
- Release of information forms signed by parents or guardians.
- Alerted administrator, all support staff, and teachers on a need-to-know basis.
- List the adults that the student can talk to for support at home/school (from Safety Contract):

Follow-up support to be conducted by School Clinician or Social Worker:

Daily Weekly (Title/Name Extension of Provider): _____

- Behavior plan (attach a copy if applicable)
- Referral to RtB Tier 2 or Tier 3 services for additional interventions (if applicable)
- If Special Education or 504 student, modify accommodations and consider placement (if applicable)
- Other actions:

PARENTS or GUARDIANS (attach additional pages as needed)

- Parents will provide the following supervision and/or intervention(s):

- Parents will commit to the following should the student threaten or make an attempt to self-harm while at school:

- Parents sign permission to release/share information with:

Administrator, Plan Supervisor
(Maintains responsibility until reassigned or modified) _____
Date

School Psychologist/Clinician _____
Date

Parent/Guardian _____
Date

Appendix E: Parent/Guardian Emergency Conference Notice Form: Homicidal

Student's Name:

School:

DOB:

Age:

Grade:

Homeroom/Advisory Teacher:

Parent/Guardian Names:

Phone:

Date:

Parent/Guardian Emergency Conference Notice Form: Homicidal

I have been informed that my child has been expressing homicidal thoughts. School staff members are concerned and want to support my child. I understand that I have a part in keeping my child safe. I have been advised to take the following steps:

- Immediately take my child to a hospital to be evaluated.
- Provide supervision for my child at all times and safety-proof my home.
- I will not allow my child to be left alone at this time or allow them access to weapons, drugs or medications.
- Help the school staff create a Homicidal Prevention Plan for my child to be used at school.
- Contact professionals that can assist me and my child on a private basis, as recommended by the school counselor and reflected in the individual school safety plan.
- Share with the school the names of other professionals helping my child.
- Sign a release of information form so that school staff and other professionals may share information to benefit my child.
- In case of an emergency, I should call 911 and take my child to a hospital emergency room.

Parent/Guardian Signature

Date

Clinician Signature

Date

School Director Signature

Date

Appendix F: Student Safety Plan Form

Student's Name:

School:

DOB:

Age:

School staff members are concerned and want to support me. I understand that I have a part in keeping myself and others safe, and I am making this agreement to ensure everyone's safety. I agree to comply with the terms of this safety contract throughout the 2021-2022 school-year.

When _____ arrives to school, the following action steps will take place:

- Student will:

- Administrator will:

- Teacher will:

If _____ appears agitated and is non-compliant after being provided with 3 responsive classroom interventions:

- Student will:

- Administrator will:

- Teacher will:

If _____ writes or verbally expresses threats towards self, another staff member or student:

- Teacher will:

- Administrator will:

- Clinician will:

If _____ physically threatens self, another staff member or student:

- Teacher will:

- Administrator will:

- CPI team will:

- Clinician will:

911 will be called if:

- _____ continues to assert interest in harming self or others as identified by suicidal/homicidal ideation risk assessment (medium to high risk).
- _____ demonstrates any physical threats or actions towards self or others resulting in serious injury or harm within the school-setting requiring CPI support.
- _____ brings a weapon to school.

Student's Action Steps:

At school, I will talk to: _____, or _____

Outside school, I will talk to: _____, or _____

_____ agrees to refrain from expressing harmful threats or actions towards self or others.

_____ agrees to refrain from bringing weapons or objects that can be used as weapons to school.

Signatures:

Student Signature Date

Social Worker/Clinician Signature Date

Parent/Guardian Signature Date

School Director Signature Date

Dean of Students Signature Date

Homeroom/Advisory Teacher Signature Date

Teacher Signature Date

Teacher Signature Date

Teacher Signature Date

Teacher Signature Date

Teacher Signature Date