KIPP Capital Region PUBLIC SCHOOLS

Student & Family Handbook

KIPP Tech Valley Middle School

School Year 2025-2026

Date of Board of Trustees Approval: June 10th, 2025

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Welcome to KIPP Capital Region Schools!

Welcome!

Located in both Albany and Troy, KIPP Capital Region serves almost 2,500 students in grades K-12 across seven schools. KIPP Capital Region is governed by a local Board of Directors focused on providing students with the tools they need to achieve their limitless potential in college, career, and beyond. We believe every student walks through the doors of schools bearing gifts. Talent. Perspective. Drive. Inspiration. So at KIPP Capital Region, we support every student to see those gifts, then build the skills and confidence they need to thrive.

KIPP Capital Region is affiliated with the KIPP Foundation, a national network of college-preparatory public charter schools with a 25-year track record of preparing students in educationally underserved communities for success in college and in life. We are part of a team of more than 270 schools, 6,000 educators, and 140,000 students and alumni. Together, we continually raise the bar for teaching and learning, then ensure success in one classroom travels across our network to hundreds more. And while each of our schools reflects the community to which it belongs, we are united around a shared commitment: a future without limits.

For students and families, KIPP Capital Region will provide stronger instruction and opportunities for students. For teachers, KIPP Capital Region formalizes processes to share best practices, improves access to professional development, and facilitates the creation of more robust curricula. This presents an opportunity to build a stronger teacher and leader pipeline, which is important to the success of our students and to accelerate our growth. For our community, this provides an opportunity to leverage our collective strength to better partner and work with our community allies to better serve our families and support our Capital Region community.

Every day, KIPP students and alumni here in the Capital Region and across the country deploy their smarts and heart to break through any barrier that dares stand between them and the future they want. Together, they are lighting ever-wider paths to opportunity and change. For themselves. For all those who will follow them. And for us all.

At KIPP Capital Region, we believe in the power of education to enable our students to achieve a future without limits, apply their unique talents, and change the world.

School Profile

KIPP Tech Valley Middle School	
School Mission Statement or Vision	Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose- college, career, and beyond- so they can lead fulfilling lives and build a more just world.
School Leader	Dr White *Principal*
Grades Served	5th-8th
Total Number of Students	372
School Address	321 Northern Blvd
Phone Number & Email	518-694-9494

Core Values

WHAT WE BELIEVE

Our KIPPsters' positive choices and habits lead to predictable, consistent, and appropriate privileges that promote continued excellence and character strength growth. All privileges are earned.

Core Value	Definition	Example
Empowerment	The process of becoming stronger and more confident, especially in controlling	Dj and Gabe sit next to each other and are both struggling in Science. DJ was given his assignment and shut down...." what's the point, I'm going to fail anyway"

	one's self and actions	Gabe turned to Dj and said, “I think it’s hard but we can do this. Let’s work together and use our notes”
Equity	The quality of being fair, and showing justice and inclusivity to others.	Dj is often not picked for groups and is picked on due to the way he speaks and the clothes he wears. While at lunch Gabe overheard students making fun of DJ and saying that he wasn't “normal” Gabe then stood up for DJ and stated that there is no such thing as normal and every one is unique in their own way
Empathy	The action of understanding, being aware of, being sensitive to the feelings of others	Dj’s grandmother passed away on Sunday night. While in science class, DJ was acting out and the teacher continued issuing deductions. After class Gabe went to the teacher and explained that DJ was dealing with some issues outside of class.
Excellence	Eager to learn, explore and display school culture/values	Gabe led his group in discussion during their breakout room, continually tracked the board and teacher, and completed all assignments during the class.
Effort	Going above and beyond to persevere through a challenge	DJ missed four days of school to go to his Grandmother’s funeral. When he returns to school, although being behind in the curriculum he continued to keep up with the class, ask questions, and stayed back for clarification on material

Academics & Learning

Grading Policy

At KIPP Capital, we believe that grades are a (but not the only) vital indicator of student academic performance and provide us with information that empowers us to better teach our students. Therefore, consistent and accurate grading is a tool that we can leverage to better prepare our students to pursue the paths they choose.

As a K-12 network of schools, it is important that there is a throughline and consistent grading philosophy as our students move from elementary to middle to high school. In

addition, we want our students to have an equitable academic experience across all of our schools.

The cumulative GPA of a KIPP Capital graduate is indicative of two things: how much they have learned, and how successful they were at demonstrating their learning. A high school student's GPA can open up choices for them after graduation and is one of the most important criteria for their acceptance to colleges and universities . For these and other reasons, the method of determining grades must be consistent from class to class and aligned throughout our schools

Grading Principles

1. **Our grading must support student learning** in that it is: timely, accurate, provides feedback on student progress, and transparently communicated to all stakeholders.

2. **Our grading must be based on clearly defined, established, and communicated success criteria.** These include:
    - Foundational Literacy Skills
    - State/Common Core/Next Generation Standards
    - AP Learning Outcomes
    - SAT Topics

3. **Our grading must be equitable across classrooms.** The same work completed in different classrooms or different schools should receive the same grade on the same grading scale.

4. **Our overall grading must be based on a wide body of evidence that is aligned to a set of standards, not a single assignment.** There needs to be enough evidence across multiple different strands to communicate to students areas of strength and areas for growth.

5. **Our grading is not a form of punishment, control, or compliance.** As such, we do not:
    - Add or deduct points in response to either general or specific behaviors (extra credit will not be assigned).
    - Add or deduct points for attendance.

6. **Grading modifications will be provided for exceptional learners as indicated in their individual plan.**
    - Students will receive all required learning accommodations and modifications to ensure that grades properly reflect student ability when receiving those necessary supports
    - Accommodations and modifications will be provided before grading to ensure that grades reflect student ability with necessary supports.

7. **Our students deserve multiple opportunities to demonstrate mastery.** This includes:
    - Whole-group reassessments
    - Individualized re-assessments
    - Projects and portfolios
    - Intentional "spiraling" in future assessments
    - Through formative assessments and in the moment feedback

8. **Schools share frequent progress reports with students and families to ensure that students are supported and can take ownership of their grades.**

K-12 Grade Scales

Elementary School

General Education Course Grade Scale		
Grade	Description	Range
4	Exceeds grade level expectations	100-90
3	Meeting grade level expectations	89-80
2	Approaching grade level expectations	79-70
1	Performing below grade level standards	69-50

Specials/Electives Course Grade Scale	
Grade	Description
A	Achieving

NA	Not Achieving
E	Exempt

Middle School

Middle School Course Grade Scale				
Grade	Counts in GPA	Receive Credit	GPA Points	Range
A+	Yes	Yes	4.33	100-97
A	Yes	Yes	4	96-93
A-	Yes	Yes	3.67	92-90
B+	Yes	Yes	3.33	89-87
B	Yes	Yes	3	86-83
B-	Yes	Yes	2.67	82-80
C+	Yes	Yes	2.33	79-77
C	Yes	Yes	2	76-73
C-	Yes	Yes	1.67	72-70
D	Yes	Yes	1.00	69-65
F	Yes	No	0	64-0

High School

General Education Course Grade Scale				
Grade	Counts in GPA	Receive Credit	GPA Points	Range
A+	Yes	Yes	4.33	100-97
A	Yes	Yes	4.00	96-93
A-	Yes	Yes	3.67	92-90
B+	Yes	Yes	3.33	89-87
B	Yes	Yes	3.00	86-83

B-	Yes	Yes	2.67	82-80
C+	Yes	Yes	2.33	79-77
C	Yes	Yes	2.00	76-73
C-	Yes	Yes	1.67	72-70
D	Yes	Yes	1.00	69-65
F	Yes	No	0	64-0

AP Course Grade Scale				
Grade	Counts in GPA	Receive Credit	GPA Points	Range
A+	Yes	Yes	5.33	100-97
A	Yes	Yes	5.00	96-93
A-	Yes	Yes	4.67	92-90
B+	Yes	Yes	4.33	89-87
B	Yes	Yes	4.00	86-83
B-	Yes	Yes	3.67	82-80
C+	Yes	Yes	3.33	79-77
C	Yes	Yes	3.00	76-73
C-	Yes	Yes	2.67	72-70
D	Yes	Yes	2.00	69-65
F	Yes	No	0.00	64-0

Pass/Fail Course Grade Scale				
Grade	Counts in GPA	Receive Credit	GPA Points	Range
P (Pass)	No	Yes	0	100-65
F (Fail)	No	No	0	64-0
E (Exempt)	No	No	0	0

K-12 Special Service Grading

At KIPP Capital Region, we believe all students can lead rewarding lives filled with options. While our grading policies support most students, children with a 504 plan or an Individualized Education Plan (IEP) may have modified grading criteria. Your child's individual school is responsible for working within state and federal law to comply with the grading policies articulated by your students' IEP.

Students with disabilities usually receive two type of support: accommodations and modifications.

- **Accommodations** provide students with an adjustment to the format or environment in which they access content to complete tasks.
- **Modifications** change what students are expected to learn because of their disability.

In general, accommodations are more common than modifications.

K-12 Grading Categories

Elementary School

Classwork	Unit Assessments
50%	50%

Middle School

Class Performance	Formative Assessments	Summative Assessment
50%	20%	30%
Any of the following when assigned for in-class or out of class for completion: • Independent practice problems or exercises • Notes & annotations • Questions to answer • Readings to complete	The following would represent formative assessments: • Exit Tickets • First/Rough Drafts • Quizzes • Selected problems or questions from a homework or classwork assignment	The following would represent summative assessments: • Interim assessments • End-of-Module/Unit Assessments • Final drafts or papers or lab reports • Seminar write-ups

• Group-Work (with Rubric) • Class Participation or Seminar (with Rubric) • DO NOW responses Math: • Cool Downs • Group work (with a designated rubric) • Independent practice problems given during Specialized Math Block	Math: • Section Checkpoints (gr. 2-5) • Mid-unit assessments (gr. 6-8)	• On-demand assessments • Summative seminars

High School

Class Performance	Formative Assessments	Summative Assessment
50%	20%	30%
Any of the following when assigned for in-class or out of class for completion: • Independent practice problems or exercises • Notes & annotations • Questions to answer • Readings to complete • Group-Work (with Rubric) • Class Participation or Seminar (with Rubric) • DO NOW responses • Homework	The following would represent formative assessments: • Exit Tickets • First/Rough Drafts • Quizzes • Selected problems or questions from a homework or classwork assignment	The following would represent summative assessments: • Interim assessments • End-of-Module/Unit Assessments • Final drafts or papers or lab reports • Seminar write-ups • On-demand assessments • Summative seminars

Report Cards

Report cards are distributed four times during the academic year, at the end of each academic quarter. Report cards are important opportunities for our students, families,

and teachers to develop a shared understanding of the student's academic performance and progress.

Honor Roll: In Middle School and High School, students may achieve Honor Roll status each quarter by earning at least all B's on their report cards or High Honors by getting straight A's. This distinction is also recorded on their permanent report card.

Promotion & Retention Policies

KIPP Capital Region is committed to making sure that our students are prepared both socially and academically for success in the immediate future and beyond; therefore, KIPP Capital Region does not practice social promotion. Students who do not meet academic standards for their given grade will be retained.

Elementary School	• Elementary School Promotional Policy: Promotion in the elementary grades is determined through a holistic evaluation of the student's academic and social readiness for the next grade level. Schools take into consideration the following criteria in determining whether a student would benefit from retention in the current grade level: ■ Academic Assessments: Performance on academic assessments are used to determine the student's readiness for the next grade level's content. ■ Attendance & Work Completion: Attendance and work completion are taken into consideration and used with assessments to determine the student's readiness for the next grade level's content. ■ Overall Learning Profile: In determining whether retention in the current grade level would support the student's long-term achievement, the student's holistic learning profile is taken into consideration (e.g. educational history, disability, special services, etc.).

Middle School	• Middle School Promotion: Middle school students will be promoted based on their academic performance in core courses (English, Math, History, Science) • Middle School Failure of a Course Policy: Any student who fails two core courses (English, Math, History, Science) may be retained. Any student who fails one core course may be retained. When a student is retained and repeats the grade, it is required that all courses, even those passed from the failed year, be retaken.
High School	• High School Promotion: High school students will be promoted based on their progress towards graduation requirements, which centers around their academic performance in core courses (English, Math, History, Science, Foreign Language). More details on the HS retention policy can be found in Appendix B. • High School Failure of a Course Policy: Any student who fails one or two core courses (English, Math, History, Science) must attend and pass Summer School to earn promotion to the next grade. Any student who fails a core course and does not attend or pass Summer School will be retained. Any student who fails three or more core courses will be retained. When a student is retained and repeats the grade, it is required that all courses, even those passed from the failed year, be retaken. • High School Summer School: Summer School is held for two full weeks (20 hours total) over the summer as an opportunity for credit recovery for students who failed a Regents-tested course and/or Regents exam or for seniors that are needing to make up missing credit. • Students will be in class each day during Summer School for at least 4 hours. • Summer School credit recovery grades will replace the original course grades on the transcript. Summer School will begin in early August to ensure students are prepared

	for the Regents exam. To pass Summer School and earn credit recovery, students are required to: ■ Be present for at least 90% of all Summer School class time ■ Fully complete at least 90% of all Summer School classwork, homework assignments, and assessments. ■ Earn a grade of 70% or higher for the summer. • Summer School Credit Recovery Scale: ■ HP (High Pass) = replacement grade on transcript of 75 =C ■ P (Pass) = Replacement grade on transcript of 70 = C- ■ F (Fail) = No replacement grade, student must repeat the course or repeat the grade

Homework

Why homework? Homework is important because it teaches students to work independently, develop self-discipline, and learn time management skills. It is also an opportunity to reinforce important skills and content learned during the instructional day. It also encourages students to take initiative and responsibility for completing a task. Homework is also an effective way for families to have an active role in their child's education and helps them to evaluate their child's progress and curriculum over time.

- **Supporting Homework Success** In order to support, families/guardians can:
  - Provide a time and quiet place for study.
  - Help the student develop responsibility for completing the assignments.
  - Talk to their child about what they learned at school and encourage their child to develop a positive attitude about learning.
  - In Elementary school, read to or with their child every night for at least 20 minutes
  - Check your younger child's assignment pad to make sure they did all of their assignments or discuss assignment completion with older students
  - Review assignments for neatness and accuracy

- Contact your child's teacher if you feel that your child is having a homework problem
- Help your child get started by asking questions:
  - Do you understand what you are supposed to do?
  - Do you need help in understanding how to do your work?
  - Have you done any problems like the ones you're supposed to do now?
  - Do you have everything you need to complete the assignment?
  - Do your answers make sense to you?

KTVM: Students will receive one homework assignment per class, per week (example: one ELA assignment per week)

Attendance

Regular attendance at school is a primary factor in student success. We believe that in order for students to succeed, they must attend school and arrive on time. The following section outlines policies and procedures governing attendance.

School Start and End Times

Monday through Friday, our arrival window takes place from 7:30am and 8:00am (meaning doors open at 7:30am, and students are considered late beginning at 8:00am).

Monday through Thursday, our dismissal window takes place between 3:10pm and 3:25pm (meaning we board buses and dismiss students that are picked up at 3:10pm, and all buses will leave by 3:25pm and students must be picked up by 3:25pm).

On Fridays, all KIPP Capital Region schools dismiss early to provide weekly professional development to all teachers. Our dismissal window takes place between 11:40am and 12:10pm (meaning we board buses and dismiss students that are picked up at 11:40am, and all buses will leave by 12:10pm and students must be picked up by 12:10pm).

Excused Absences

Excused absences are absences incurred due to personal illness or serious illness in the family (documented by acceptable excuse), which are not considered for purposes of truancy. Students with excused absences are eligible to make up work and tests, and receive credit for work completed on those days. Both excused and unexcused absences appear in a total count on report cards. Absences are excused for the following reasons:

1. Personal illness (as verified by a written note from a healthcare provider or parent/guardian)
2. Death in family (Not to exceed one week, as verified by a written note from the parent or guardian)

3. Natural catastrophe and/or disaster
4. Absence for the observance of recognized holidays of the child's own faith (as verified by a written note from the parent or guardian)
5. Absence related to issues of legal custody
6. If a student is sent home by our school nurse due to illness and is directed to stay home the following day due to specific symptoms (fever, vomiting, etc), that absence will be counted as an excused absence. However, any additional missed days thereafter will require a doctor's note or note from the parent or guardian in order to be excused.

Unexcused Absences

Unexcused absences are any absence not meeting the requirements set forth in the excused absence definitions above. All absences are considered unexcused until documentation of an excused absence is provided to the school. Students are required to make up work missed during unexcused absences.
Unexcused absences are considered when determining student promotion to the next grade.

Procedure for Excusing Absences

If a child is going to miss school for any reason, it is the parent/guardian's responsibility to contact the school by 8:00am to report the absences. For an absence that was not ordered by the school nurse to be marked excused, parents are required to submit the appropriate documents to the child's teacher the day the child returns to school or deliver it to the main office. Absences, late arrivals and early dismissals will not be considered excused until proper documentation is provided to the school.

Tardiness

8:00 AM is late! School starts at 8:00am each day. Students who arrive after 8:00am will be marked as tardy and must be signed in at the front desk. If the tardy is due to any of the same reasons as an excusable absence, please provide the office with appropriate documentation as outlined above. Tardiness due to a late school or district-provided bus will be excused.

Checkout from school

1. Students who leave school for any reason must sign out through the Main Office.
2. Students may only be signed out by persons whose name(s) appear on the student's birth certificate or approved pick up list. For any other individuals, the school requires permission in writing by the parent/guardian in advance.

3. Written permission is to be given by the parent/guardian or "emergency person" shown in the approved pick up list before each checkout. *Picture identification must be presented.*
4. If you wish to pick your child up, but they normally take the bus, we ask that you call the school's main office before 2:30 pm that day. This allows us to prepare accurate information to the classroom teachers for the dismissal process.

School Assignments During Absences

All missed work should be completed. The time generally allowed to complete this work will be the number of days the student was absent. For example, if a student was absent for one day, then s/he will have one day to make up any missed work.

Late, incomplete, or missing assignments (for unexcused absences) should be made up immediately. The teacher may give a reduced grade or a zero on the assignment.

Absences/Retention

Students with more than eighteen (18) unexcused absences per year (or the equivalent based on their date of enrollment) could be considered for a Promotion in Doubt Plan, and may be retained.

School Responses to Unexcused Tardiness, Early Checkout, and Absences

Schools will regularly be reviewing attendance data for each child and following up with families accordingly.

Logistics, Facilities, & Schedule

School-Day Hours

Monday-Thursday | 7:30am-3:10pm
Friday | 7:30am-11:40am

Friday Dismissal

On Fridays, students are dismissed at 11:40am in order to make time for teacher professional development meetings. Bus transportation will be available to students on all early dismissal days. Please make sure to make transportation arrangements for your child on Fridays if you anticipate needing to make alternate arrangements on early dismissal days.

Transportation

Bus transportation will be provided by the student's home school district. Buses will pick up and drop off students at the designated location as determined by the school district. We ask parents who are dropping off and/or picking up students to avoid the designated bus lanes as noted by the street signs.

KIPP Capital Region works in partnership with the school district to ensure transportation procedures are followed. School districts require bus applications be submitted to their district office by April 1st each year by NYSED guidelines. Transportation forms must be submitted by the April 1s deadline otherwise you may risk eligibility for district bus transportation which is subject to home school district discretion.

Students are not permitted to ride in KIPP Capital Region employee vehicles unless there is expressed consent from both KIPP Capital Region and the parent. Please note that in cases of emergency, consent will be assumed if a student riding in a staff member's vehicle is necessitated.

Provider	**District**	**District Number**
Albany - Durham	Albany - Durham	518-598-0600
Albany - First Student	Albany - First Student	518-445-6372
Bethlehem (District)	Bethlehem	518-439-3830
East Greenbush (District)	East Greenbush	518-477-9288
Lansingburgh - First Student	Lansingburgh	518-556-6667
Menands (District)	Menands	518-465-4561 x101
Niskayuna (District)	Niskayuna	518-370-0160
North Colonie (District)	North Colonie	518-785-9486
Shenendehowa (District)	Shenendehowa	518-881-0240
South Colonie (District)	South Colonie	518-869-8527
Troy (District)	Troy	518-266-9330

Bus Behavior Policy

Behavior aligned with our Code of Conduct is expected at all times while riding school buses. No adult besides a school staff member may board the bus for any reason without the explicit permission of the bus driver. Violation of this policy may result in suspension from transportation and/or other consequences.

Snow Closings

In the event of poor weather conditions such as heavy snow, please listen to your local television or online source for school closings in the Capital Region (such as: https://wnyt.com/closings/) for relevant information regarding school cancellation. In addition we will post on Facebook, email families and send an autocall. The school will be listed as KIPP Tech Valley Middle School on the news.

Student Meals

We believe student meals are an essential part of their ability to stay healthy and engaged in their learning and are pleased to offer that all KIPP Capital Region students have the option to eat a free school breakfast, snack, and lunch. If a student does not like a particular meal, they may bring in their own.

Families/guardians are required to notify the school of any food allergies and provide documentation from a doctor for the student's health file. Families/guardians should also notify the school of any other food restrictions due to religion or customs. Food alternatives will be provided for students with proper documentation on hand.

Arrival & Breakfast: The purpose of morning procedures is to establish strong engagement and high student achievement at the onset of the day. It is also an opportunity to greet students with a smile and meal so they can maintain a positive mindset during the school day. Your student's school will share the exact arrival and breakfast schedule prior to the start of the school year.

Lunch: At KIPP Capital Region, lunch is served each academic day. Lunch is a moment where students may interact with their peers but must remain seated and follow all other school protocols.

Food delivery (ie Grubhub, DoorDash, etc.) is not permitted for students due to safety concerns. However, family members are permitted to drop off lunch for students. Please coordinate with your child's school to ensure that food is dropped off in time for the student's scheduled lunch block.

Breakfast & Lunch Fees: All Capital Region families will receive free meals, which includes breakfast, lunch and snack, regardless of your lunch status, no fees are required.

Health Snack/Food Policy

If you would like to send your child to school with lunch even though it is provided by the school daily at no charge, we ask that it is reasonably healthy. Specifics about allowable snacks and foods that students will be discouraged to eat at school are below:

Reasonably Healthy Snacks	Snacks DISCOURAGED at school
Pretzels	Sugary Juices/KoolAid
Veggie Straws	Potato Chips or Pringles
Popcorn	Cookies of any kind
100% Juice	Takis, Funions, or similar snacks
Flavored Waters	Gushers
Natural Fruit Snacks	Candy of any kind
Cheese	Cakes/Pies
Fruit	Honey Buns/Sticky Buns
Yogurt	Sugary or Frosted Donuts
Tortilla Chips	Pudding
Cheez-its	Soda
Whole Grain Pop Tart, Nutrigrain Bar	Candy that comes in Lunchables
Crackers, Cereal	Snacks that are not in single serve packaging

A note about snacks: Our strong preference is that students eat the snack that is provided by the school in the morning (Primary School) and afternoon in order to ensure timely distribution and avoid potential distractions or allergic reactions during learning time.

Peanut & Pork Free Policy

All KIPP Capital Region schools are peanut and pork free schools.
If you would like to send your child to school with a lunch or snack, please be sure that it does not contain peanuts or any peanut-by-products. Any food brought from home containing peanuts will be discarded and a school meal/snack will be provided. This policy has been implemented to keep our schools safe for our students, faculty and staff with peanut allergies. Additionally, we ask that you do not send home-made treats to share as the school cannot guarantee that they are peanut free.

We do not prepare or serve pork products in any of our schools.

Additional Exclusions

Kipp Troy Prep Middle is nut free. All nuts, including tree nuts are excluded from this school. Please see the peanut free policy above as it applies to ALL nut products.

Kipp Troy Prep Elementary School is mango free. Due to severe allergies, mango is not allowed in this building.

Please note that as student allergies are updated, other exclusions may apply. Please contact your child's school directly if you have any questions.

Student Belongings

Students are not permitted to bring toys, electronics, or other personal items to school unless they are instructed to do so by their teacher, because they can be a distraction or can be easily lost. KIPP Capital Region is not responsible for lost or stolen items.

For additional information regarding cell phones and personal electronic devices, please see the section Use of Technology, Electronic Devices, and Cell Phones.

Enrichment Programs & Celebrations

- After School Enrichment: Some schools within KIPP Capital Region Schools may conduct several after-school activities.
- Students are encouraged to participate in enrichment activities.
    - Students may be removed from enrichment activities temporarily due to behavioral concerns or academic performance.

- Events & Celebrations
    - Birthday Celebrations are welcome and must be scheduled in advance with your child's teacher.
    - We ask that families to not send in home-made treats to share as the school cannot identify allergens such as a peanut products in home-made treats

Additional Policies

Uniform

KTVMS Polo Shirt: This shirt is either long or short-sleeved.

- Howard (5th)–Light Blue
- Hampton (6th)–Navy Blue
- NC A&T (7th)–Gray
- FAMU (8th)–Black

Khaki, Blue, or Black Colored Pants: Pants must be khaki-material - no jeans of any kind or color. A khaki skirt or shorts may be worn that hangs no higher than three inches from the knees.

Head Coverings and Headbands:

- Full head coverings should only be worn for religious purposes.
- If a student chooses to wear a headband at school, it can either be a KIPP headband or another normal-sized headband.
- Du-rags, bandanas, and bonnets *are not allowed.*

Shoes:

- Students are allowed to wear any closed-toed shoe of their choice (excluding Crocs and slippers such as UGG slides). Open-toed shoes, such as sandals or slides, are not allowed.

Social Media

Social Media is a powerful and effective tool for keeping people connected and the School respects the rights of families/guardians to engage in free and open communication of their personal information through personal online activities. When posting classroom photos, please be respectful of the fact that other families/guardians may not want their

child's photograph posted to your Social Media site(s). Do not post photos of your child's classmates without their permission.

Health Policies

KIPP Capital Region provides the health services required by law. Students with serious injuries are taken to the hospital for emergency medical care and the family member(s) or guardian(s) are notified immediately. If a student requires medication of any kind (including Tylenol, aspirin, and asthma inhalers), the student's family member/guardian must submit a Medication Administration Form and must give the medication in the original container to the nurse. Students are not permitted to carry or self-administer over-the-counter OR prescription medication without a family member or guardian permission and doctor's written order.

A family member/guardian of any student who is required to carry an asthma inhaler on his/her person must provide a Medication Administration form specifying that the student needs to carry the inhaler with them and a second inhaler that is kept in the nurse's office.

- The school abides by all New York State immunization requirements. Each new student must have a certificate of immunization at the time of registration or no later than the first day of school. Family members/guardians must present documentation that their children have received all required doses of vaccines or are waiting to receive the subsequent doses at the appropriate time intervals.
- The school will contact family members/guardians or a designated relative or family friend if a student becomes ill or suffers an injury. Be sure to list all emergency telephone numbers on your child's enrollment information.
- Please be advised: Nurses are not allowed to give out any medication (prescription or over the counter) without a doctor's written order & pharmacy label. This includes all medicines, including aspirin or Tylenol, given for any reason. This consent—which you will receive from your child's doctor—will state the name of the medication, dosage, and frequency of dosage.
- Students are not permitted to carry or self-administer over-the-counter OR prescription medication without family or guardian permission and doctor's written order.

Sudden Cardiac Arrest

Students that exhibit symptoms of sudden cardiac arrest (SCA) during any physical

activity– which includes recess, PE, and athletics, should be removed from that activity and cannot resume any physical activity until cleared by a healthcare provider.

Symptoms that indicate a risk for SCA

- Fainting or seizure, especially during or right after exercise or with excitement or startle
- Racing heart, palpitations, or irregular heartbeat
- Dizziness, lightheadedness, or extreme fatigue with exercise
- Chest pain or discomfort with exercise
- Excessive shortness of breath during exercise
- Excessive, unexpected fatigue during or after exercise

If a student exhibits symptoms, the student should immediately stop the physical activity and the school nurse should be alerted to assess symptoms.
The school nurse will reach out to the family and manage communication of school policies.
Once the student is cleared by a healthcare provider and that clearance is provided to the school nurse, the student may return to physical activities.

Opioid Overdose Prevention Policy

KIPP Capital Region recognizes that the use of opioids can lead to overdose and death of district students and staff. The Board wishes to minimize these deaths by the use of opioid overdose prevention measures.

Administration of Opioid Antagonist Pursuant to Non-Patient Specific Order
KIPP Capital Region and the Board of Trustees approves the following program for the use of opioid antagonists on students or staff suspected of having opioid overdose whether or not there is a previous history of opioid abuse.

Opioid antagonists shall be limited to naloxone and other medications approved by the Department of Health for such purposes, and administered only to students and staff.

The District Operates a NYSDOH Registered Opioid Overdose Prevention Program
All middle and high schools within KIPP Capital Region will participate as an opioid overdose prevention program registered with the New York Department of Health (NYSDOH) as an opioid antagonist recipient.

The clinical director of a NYSDOH Registered Opioid Overdose Prevention Program will:

- be the program's clinical director for the program;
- issue a non-patient specific order for the administration of an opioid antagonist (naloxone); and
- provide oversight of the clinical aspects of the program.

Naloxone will be stored in secure but accessible locations consistent with the district's emergency response plan. Such locations shall be designed to provide ready and appropriate access for use during emergencies, consistent with the district's emergency response plan.
Any school staff members may volunteer to participate in the program. Once trained by using a NYSDOH approved training program, staff members may administer intranasal (in the nose) naloxone in the event of an emergency, on-site during the school day or at any on-site school sponsored activity.

School nurses may also participate in the program. Pursuant to a non-patient specific order and protocol issued by a NYS licensed physician or certified nurse practitioner, school nurses may administer intranasal naloxone or, if allowable per their training, intramuscular (in the muscle) naloxone, on school premises or at any school-sponsored activities occurring off school grounds.

The non-patient specific order and protocols must meet the criteria established pursuant to the regulations of the commissioner of education (8 NYCRR §64.7).

The district will maintain a log of trained school personnel and report newly trained personnel on a quarterly basis to the NYSDOH. Any staff member wishing to participate in the program shall contact the program director.

The school district will designate a program director for its opioid prevention program, who shall be the KIPP Troy Prep Middle School school nurse. The program director will, among other things:

1. Ensure approved policies and procedures are in place to provide guidance on how the program will be administered;
2. Ensure that there is a clinical director who oversees the clinical aspects of the Program;
3. Establish training consistent with the school or school district's policies and the NYSDOH guidance.

FINAL

4. Ensure that responders complete a NYSDOH approved training prior to receiving a certificate of completion; and dispense and/or provide shared access to naloxone kits to trained responders in accordance with laws, rules and regulations;
5. Establish/maintain a recordkeeping system for training and opioid antagonist inventory and use according to the NYSDOH requirements;
6. Act as a liaison with emergency medical services and emergency dispatch agencies;
7. Assist the clinical director in collecting, reviewing and reporting information on overdose, and naloxone administration; and,
8. Report to the NYSDOH on a quarterly basis the number of doses of naloxone available in the school or district and the number or overdose responders trained.

The school district will comply with the requirements of Public Health Law section 3309 including, but not limited to, appropriate clinical oversight, recordkeeping and reporting.

Documentation and Other Provisions

School nurses will document the administration of naloxone in accordance with the non-patient specific order and protocol that authorized the nurse to administer the naloxone, and report the administration of the naloxone to the district's medical director.

If there is a patient specific order for a particular student, the district will refer to the current New York State Education Department Guidelines for Medication Management in Schools as Appropriate.

Those trained as volunteer responders in the administration of naloxone will be required to review training every year.

Ref: Education Law §§902 (requires public schools to employ medical director); 922 (volunteer naloxone responder); 6527 (emergency treatment of anaphylaxis and opioid overdose); 3023 (liability coverage); 6509-d (protection from liability for professional misconduct); 6909 (administration of naloxone by nurses)

Public Health Law §3309 (volunteer naloxone responder)

FINAL

8 NYCRR §64.7 (administration of naloxone); Part 136 (school health services program, including naloxone)

10 NYCRR §80.138 (volunteer naloxone responder)

Guidance for Implementing Opioid Overdose Prevention Measures in Schools, New York State Education Department, updated 3/2019, https://www.schoolhealthny.com/cms/lib/NY01832015/Centricity/Domain/85/NYSED_%20Opio
idGuidance_3.2019.pdf

Opioid Overdose Prevention: Guidelines for Policies and Procedures, New York State Department of Health, March 2014, www.health.ny.gov/diseases/aids/general/opioid_overdose_prevention/docs/policies_and_procedures.pdf

Adoption date: August 30,2023

Student Records

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 Parent/students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a written request for access. A parent or student should submit the request to KIPP Troy Prep Elementary School at 3055 6th Ave, Troy, NY 12180, KIPP Troy Prep Middle at 2 Polk Street, Troy, NY 12180, KIPP Tech Valley Primary School at 1 Dudley Heights, Albany, NY 12210, KIPP Tech Valley Middle School at 321 Northern Blvd, Albany, NY 12210 KIPP Albany Community Charter Elementary School at 65 Krank Street, Albany, NY 12202, KIPP Albany Community Charter Middle School at 42 S Dove St, Albany, New York 12202 or KIPP Capital High School at 296 Northern Blvd., Albany, NY 12210. The written request should identify the record(s) he/she wishes to inspect. KIPP Capital Region Public Charter School will make arrangements for access and

notify the parent or student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the Student & Parent believes are inaccurate or misleading. A parent may ask the school to amend a record that he/she believes is inaccurate or misleading. The student should write the School Principal, clearly identifying the part of the record he/she wants changed, and specifically why it is inaccurate or misleading. If the Principal decides not to amend the record as requested by the parent/student, the School will notify the parent/student of the decision and advise the parent/student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/student when notified of the right to a hearing.

3. 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 of the exceptions which permit disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the KIPPCapital Region Charter School in an administrative, supervisory, academic or research, or support staff position (including health staff); a person or company with whom the School has contracted (such as an attorney, auditor, or collection agent); or a person serving on the Board of Trustees. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by KIPP Capital Region Public Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Charter Schools Institute
353 Broadway
Albany, New York 12246

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.

Transfer Policies

Within KIPP Capital Region

If a family is interested in transferring to another school within KIPP Capital Region, an application must first be submitted via the online enrollment portal, SchoolMint. Upon acceptance of the application at the new school, the parent or guardian is required to submit a transfer form to the school their child is exiting, which will initiate the process of transferring records and enrollment to the transfer school. .

Outside KIPP Capital Region

If a family desires to leave a school within KIPP Capital Region and transfer to another school outside of the education corporation, the parent or guardian should complete the registration process with the new school and complete a records request. Once KIPP Capital Region receives the records request from the new school, the student's records will be released and the student will be officially transferred out of KIPP Capital Region. A completed withdrawal form or receipt of a records request is required to make the withdrawal official.

If the family is interested in returning to KIPP Capital Region, the family will be required to reapply via the online enrollment portal, SchoolMint.

High School Enrollment

Students who are promoted from 8th grade at KIPP Troy Prep Middle School, KIPP Albany Community Middle and KIPP Tech Valley Middle will be offered a 9th grade seat at KIPP Capital High School.

KIPP Capital High School offers the same i) rigorous college preparatory curriculum, ii) opportunities for students to explore passions and interests, iii) individual support and planning on students' paths to college, iv) alumni support, and v) commitment to meeting student needs.

Family Members/guardians and students should contact the Director of Operations at their school with additional questions about high school enrollment.

Discipline of Students with Special Needs

The School recognizes and supports that students with disabilities have rights to certain procedural protections whenever school authorities intend to impose discipline upon students with disabilities. The School also recognizes that it may be necessary to discipline students with disabilities to address disruptive behavior, up to and including suspension. The School is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

Public Display of Affection Policy

KIPP Capital Region is a professional environment and as such all students must conduct themselves appropriately. Therefore, students must show respect for themselves and others by restraining from inappropriate public displays of affection. These actions include, but are not limited to kissing, extended hugging, and sitting on another student's lap.

Safety Expectations

KIPP Capital Region has drills throughout the year to practice safe, speedy, and calm evacuation of the building in case of an emergency. If you are in the building at the time of an emergency, please familiarize yourself with all emergency exits and safety procedures.

Fire Drills

In the event of a fire emergency, faculty and all other personnel are expected to activate the building fire alarm system. The fire alarms in the hallways and rooms will continuously ring to sound an alarm. Evacuation should continue even if the alarm is discontinued. All occupants must evacuate upon initiation of the fire alarm bells. Re-entry into the building will only be allowed after the evacuation is complete.

If the fire alarm is not operable, such as in the event of an explosion or gas leak, the office staff will be deployed to all areas of the building to evacuate students, faculty and staff.

Other Evacuations

If evacuation is called for, due to a bomb threat or suspicious package, the method and extent of the evacuation will be determined on a case-by-case basis. Once the emergency situation has been mitigated, an "ALL-CLEAR" will be issued by administration, and students and staff may return to the building. Teachers are responsible for making sure all students in their class evacuate the building in an orderly and quiet fashion. Administrators are responsible for ensuring that all offices and restrooms are cleared.

Teachers and Staff will close the doors after an area is cleared. Teachers and Staff will initiate emergency procedures as directed in the plan below. All occupants should know the location of the exits and the procedures to follow when they hear the fire alarm. Once the fire department arrives, the fire official in charge will assume command.

Lockdown / Secure Campus

If there is an immediate threat to the school due to an emergency outside of the building, an intruder or threat of violence within the building, school leaders may enact a school-wide lockdown. During this time, parents or guardians will not be able to enter the school building and may not be able to contact their child. KIPP Capital Region will run lockdown drills to practice expectations for this type of emergency response.

Visitor Policies

To ensure building safety for all staff and students, all schools within KIPP Capital Region have set visitor policies in place.

- All visitors must have an appointment
- All visitors must sign in and have a visitors badge
- No propping open doors
- Parents/guardians must have clearance before going to a classroom
- With the exception of mail delivery– all packages/deliveries must be left at front table
- No visitors, including parents/guardians, are allowed beyond the front door without an appointment or clearance from a school leader.
- All visitors must sign in on the iPad in the vestibule and receive their badge from the Main Office

Volunteers and Field Trip Chaperones

KTVM is excited to welcome family volunteers for different events and as field trip chaperones throughout the year! The School Leaders will work with the regional team to ensure safety protocols regarding volunteers and chaperones are followed and implemented with fidelity. Sign-up for volunteers will be on an event basis throughout the school year.

Meeting with Teachers or School Leadership

Families have the liberty to contact staff members as needed. To formally request a meeting or contact, families will complete the link below and receive correspondence within 48hrs. This will allow us to ensure parents receive proper communication in a timely manner. Paper copies will also be available in the main office.

Code of Conduct

Introduction

At KIPP Capital Region, our goal is to provide a safe, rigorous, joyful, and culturally responsive learning environment where all students can thrive. Our student discipline policy must be restorative, providing opportunities for students to pause and reflect, recognize the impact their behaviors have on the community, and commit to repairing any harm through positive future actions. Student disruptions may lead to disciplinary action, such as in-school and out-of-school suspensions. These decisions are made with the utmost consideration for the social and emotional wellbeing of all students. This is the basis of our student Code of Conduct.

The Code of Conduct applies to school grounds, school sponsored events, and school buses. It will be equitably applied without regard to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability or by any other legally protected distinguishing characteristics. The School reserves the right to amend, supplement, or rescind provisions of this Code of Conduct at any time as it deems appropriate, in its sole and absolute discretion, consistent with applicable law and regulations.

Disciplinary Procedures

The School believes in the importance of setting forth clear behavioral expectations to ensure a safe, equitable, respectful, and supportive environment for every student. These expectations are outlined in the Code of Conduct, and it is the collective responsibility of students, staff, and families to uphold these expectations. The School has put in place systems to reinforce positive behavior and academic success. When student behaviors negatively impact the school environment, behavior interventions and supports will be used to remediate problem behaviors, enabling students to learn from their mistakes and be accountable for their misconduct.

The following disciplinary procedures apply to behaviors that occur on school grounds, at school-sponsored events, or on school buses. Additionally, students may be disciplined for behavior that occurs off of school grounds if it jeopardizes the safety or well-being of other students, teachers or school property or when such behavior can reasonably be expected to impact the educational process and/or create a risk of substantial disruption within the School environment.

Consequences

There are a series of consequences that the school uses to ensure that the school environment is safe, equitable, respectful, and supportive. In administering consequences, school personnel will take into account such factors as (i) the type and severity of the conduct; (ii) the harm or potential harm of the conduct (including the disruption of educational processes, physical harm or Emotional Harm to others, damage to property, *etc*.); (iii) the student's prior disciplinary and academic record; (iv) the student's age; (v) deterrence; (vi) the student's honesty and cooperation when confronted with the violation; and (vii) the future protection of persons and property.

The School reserves the right, in its sole discretion, to amend or discontinue any of the policies, procedures, practices or general descriptions set forth in this policy, including to take immediate action when required, and to create alternatives to disciplinary protocols when in the best interests of our students, staff members and/or the School.

The following is a non-exhaustive list of possible consequences that may be issued to a student who is determined to have broken the School's Code of Conduct:

1) Oral or non-verbal warning
2) Written warning
3) Loss of school privileges
4) Written notification to family/guardian
5) Conference with families/guardian(s)
6) Confiscation of property
7) After-school detention
8) Suspension, exclusion and/or removal from a particular class or School Function
9) Suspension or revocation of School privileges related to the violation (e.g., revocation of computer uses privileges)
10) Suspension from transportation
11) Suspension from social, athletic, after-school, field trip, extracurricular, or other School Functions
12) In-school suspension
13) Short-term suspension (ten days or less) from school
14) Long-term suspension (more than ten days) from school*

15) Expulsion from school*

* Certain violations, such as bringing a firearm to School, may legally require suspension for a certain time and require reporting to law enforcement agencies.

<u>Students may be subject to disciplinary actions, up to and including suspension and/or expulsion from school, for:</u>

- Open defiance of the Code of Conduct that threatens safety
- Skipping class or truancy
- Skipping detention or tutorial
- Excessive disrespect of staff, teachers, peers, or other adults that significantly disrupt the classroom or school community
- Attempted or actual theft, loss, or destruction of personal or School property
- Mistreatment or inappropriate use of technology
- Inappropriately using a cell phone in school
- Presence on school property or at a school function without permission of a staff member
- Blocking access to any part of the school building:
- Trespassing
- Possession of inappropriate or prohibited property/material
- Academic integrity violations
- Profane language or gestures
- Physical contact, fighting or physical assault of another student
- Physical harm or assault of a teacher, staff member, or other adult at school
- Harassment or violent threats, including cyber bullying of any kind and/or creating images or videos of another student in a manner intended to harass or exacerbate an incident of harassment
- Gang recruitment and/or expression of gang membership through symbols, jewelry, insignia, etc.
- Possession of a weapon
- Arrest for criminal activity
- Possessing, using, or dispensing controlled dangerous substances without legal authority, alcohol, tobacco or nicotine products, vaping products, any marijuana products, or illegal substances
    - Any illegal substances will also be reported to the police, as required by law
- Engaging in sexual activity or inappropriate touching
- Harassment, discrimination, bullying, and hazing

- Gambling
- Open flame/arson
- Setting off a false alarm or making a threat
- Other actions deemed suspendable offenses by a School Leader

Conduct Off of School Grounds

A student may be subject to appropriate discipline for a violation of this Code of Conduct which occurs off school grounds if the school determines that the violation jeopardizes the physical or emotional safety, security, and well-being of the student, any other student, staff or school grounds, and/or materially and substantially interferes with the orderly operation of the school and a positive school environment.

Long-Term Suspensions and Expulsions For Serious Offenses

In order to maintain a safe learning environment, there will be zero tolerance for weapons at school. Students who violate this Code of Conduct shall be immediately removed from school and disciplined as appropriate. This includes but is not limited to any of the following offenses:

- Conviction or adjudication of delinquency for possession of a deadly weapon, or for committing a crime while in possession of a deadly weapon, on any school grounds, on a school bus or at a school-sponsored function.
- Possession of a firearm on any school grounds, on a school bus or at any school- sponsored function
- Assault with or without a weapon upon a student, teacher, administrator, other employee, or board member on any school grounds, on a school bus or at any school- sponsored function.

This policy will be interpreted as broadly as necessary to ensure a safe environment for our students and staff.

Seclusion and Restraint

As part of our emergency procedures, physical restraint is permitted in limited circumstances where a student is in imminent risk of injury to their or others and the student is not responsive to less intensive behavioral interventions, including verbal directives or other de-escalation techniques. No student will be placed in seclusion and/or restrained by school staff as a form of discipline or punishment. As soon as possible, during or after any such use of restraint and/or seclusion, family member(s)

or guardian(s) will be informed when any of these actions have occurred and will be provided with an account of the incident, including the circumstances that led to the use of seclusion and/or restraint. Additionally, situations where there is the potential for significant harm may be reported to crisis services for additional support.

Procedures for Certain Types of Discipline

Suspension from Transportation

Students who do not conduct themselves properly on School transportation may have their riding privileges suspended by the Principal or the Principal's designee(s), as outlined below. In such cases, the student's families/guardian(s) will become responsible for ensuring that his or her child gets to and from School safely.

Bus Consequences

KIPP Capital Region reserves the right to suspend the privilege of bus transportation for students who threaten the safety and well-being of themselves, other children, the bus driver or the bus itself.

Our guiding principle for student discipline on buses is to follow the consequence ladder, as laid out below. Ultimately, consequences will be determined by the severity of the incident(s) and there may be insistence when an alternative consequence may be administered.

Incident #	Consequence
1	Warning
2	1 Day Bus Suspension
3	3 Day Bus Suspension
4	5 Day Bus Suspension and Family Meeting
5	2 Week Bus Suspension
6-8	1 Month Bus Suspension
9+	Bus Transportation revoked for the remainder of the year

During a bus suspension, families are responsible for providing transportation to the school. Absences during a bus suspension due to a lack of transportation will be considered unexcused.

Please be aware that video cameras may be used on buses to help monitor activities and to reinforce acceptable behavior.

Short Term In-School Suspension or Short-Term Suspension from School (ten days or less)

When the Principal and/or Director of Operations or their designee (referred to as the "Suspending Authority"), such as a Dean of Students, determines that a student should be assigned in-school suspension or should be suspended on a short-term basis for ten days or less, the Suspending Authority will provide notice (by telephone or in writing) of such suspension decision to, in the first instance, the student in terms of the student infractions and allow the student an opportunity to give the student's side of the story, and then to the student's family or guardian, and afford the family or guardian an opportunity for an informal conference.

The student also may be removed from class and/or School immediately if, in the sole discretion of the suspending authority, it is determined that the student's presence in class or School poses a continuing danger to persons or property or risks disruption of the academic process. Proper authorities will be notified if students who are suspended out of School return to school during a period of suspension.

The purpose of the informal conference, if the family or guardian chooses one, is to discuss with the family or guardian the circumstances that led to the suspension decision and to explore proactive steps to ensure the student's misconduct that led to the suspension does not reoccur. The informal conference may be held in person or by telephone. Any written notice and informal conference shall be in the dominant language or mode of communication used by the family or guardian(s). The opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

If family member(s)/guardian(s) choose to contest the suspension decision, they may file a written appeal to the Board of Trustees via the Principal and/or Director of Operations within five business days of the date of the Suspending Authority's decision, or if an informal conference has been held, within five days of such informal conference. The suspension will take place while such a challenge is made.

The appeal to the Board will be handled by the Board's designee, currently the School's Chief Executive Officer from KIPP Capital Region. If the Board's designee upholds the challenge to the suspension, any portion of the suspension already served will be expunged from the student's records and any portion of the suspension not yet served will be nullified and canceled. The Board's designee will promptly communicate his or her decision in writing to the family member(s)/guardian(s).

Long Term In-School Suspension, Long Term Suspension from School (more than six days) and Expulsion

When the Instructional Leader and/or Operations Leader or their designee determines that a suspension for more than ten days or expulsion may be warranted, the student may be removed from class and/or school immediately if the student's presence in school poses a continuing danger to persons or property or is an ongoing threat of disruption to the academic process. The Instructional Leader and/or Operations Leader or their designee shall give reasonable written notice to the student and the student's family member(s)/guardian(s) of the charges against the student, the proposed penalty and the right to a fair hearing within ten days unless the family member(s) or guardian(s) consent to an adjournment. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for a family member(s) or guardian(s). The notification provided shall be in the dominant language used by a family member(s) or guardian(s). The student, a family member(s) or guardian(s) shall also have an opportunity to tell the student's side of the story. A short-term suspension will be imposed until the hearing on the long-term suspension or expulsion. Every effort will be made to ensure that the hearing is held as soon as practicable in order to limit the amount of time the student spends outside the classroom, but not so soon as to prevent the family/guardian from seeking counsel and making arrangements to attend the hearing.

At the hearing, the student shall have the right to be represented by counsel or advocate (at the student's/family's expense), the right to question witnesses against their, confront evidence against their and the right to present witnesses and other evidence on his/her behalf. The Board's designee, currently the School's Chief Executive Officer from KIPP Capital Region, shall personally serve as hearing officer or may, in his/her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and make determinations on evidentiary issues. A record of the hearing shall be maintained, but no stenographic

transcript shall be required. An audio recording shall be deemed a satisfactory record. The hearing officer shall make written findings of fact and recommendations as to the appropriate measure of discipline. The report of the hearing officer will be final, and the Board's designee may accept all or any part within three days. A written statement will be provided to the student and family member(s) and guardian(s) stating the decision. This statement will also be placed in the student's permanent record.If a family member(s)/guardian(s) fail to attend the hearing and fail to notify a school official of the need to reschedule the hearing prior to its start, or if the student withdraws from the School prior to occurrence of the hearing, the School may conduct the hearing in a family member(s)'/guardian(s)' absence. In such an event, the School shall notify a family member(s) /guardian(s) in writing of the School's determination, the student's placement (if applicable) and their appeal rights, if any.

In the event a student is expelled from the School, they are not eligible to transfer to or enroll in any other charter school operated by the School's education corporation, KIPP Capital Region.

If a family member(s)/guardian(s) are not satisfied with the decision of the Board's designee, they may file a written appeal to the Board of Trustees via the Instructional Leader or Operations Leader within five business days of the date of the decision of the Board's designee. The Board may adopt in whole or in part the decision of its designee and will make its decision based solely upon the record before it. Final decisions of the Board alleging a violation of the school's charter or of applicable law may be appealed to the school's authorizer, the State University of New York. The Charter Schools Institute, acting on behalf of the Board of Trustees of the State University of New York, shall investigate and respond.

If a family member(s) / guardian(s) are not satisfied with the decision of the authorizer, the matter may be further appealed to the New York State Board of Regents. The State Education Department, acting on behalf of the New York State Board of Regents, shall investigate and respond.

Alternative Instruction

For any suspension (in-school or out of school) of one day or more, or any suspension of less than one day when the student has not yet received 120 minutes of instruction in grades K-6 or 180 minutes of instruction in grades 7-12, student has a right to live alternative instruction by qualified staff of at least 60 minutes (grades K-6) or 120

minutes (grades 7- 12). The character of the instruction shall be such that the student receives all homework, takes all tests and quizzes and is able to keep pace with the student's class toward promotion in grade or graduation. The instruction shall be provided as soon as feasible after the suspension. The School may provide alternative instruction in-school or out-of-school at the School's discretion. If the student does not attend alternative instruction, the student shall be marked absent. If the School does not offer alternative instruction the student may not be recorded as absent.

In the case of an expulsion, alternative instruction will be provided for a reasonable period of time or until the student is enrolled at another accredited school, or otherwise participating in an accredited program to the extent the provision of such services is required by law. If the expulsion is in close proximity with the end of the school year, then the School will provide alternative instruction until the end of the school year.

Gun Free Schools Act

Federal law (20 USC §7961) requires suspension from school for a period of not less than one year for a student who the School determines to have brought a firearm to school, or to have possessed a firearm at school, except that the School's Chief Executive Officer from KIPP Capital Region may modify in writing such suspension requirement for a student on a case-by-case basis with the consent of the Board of Trustees. "Firearm" as used in this law means a "firearm," or "destructive device" as defined by 18 USC § 921(a), and includes firearms and explosives (New York Education Law § 3214 effectuates this federal law).

The School may also permanently expel a student for bringing a firearm to school.

It is the policy of the School that in the event a student brings a firearm to school or possesses one at school, the Chief Executive Officer will refer the student to local law enforcement or to the NYS Office of Children and Family Services or NYC Administration for Children's Services or other presentment agency as a juvenile delinquent. In addition, the police department should be contacted to take possession of any firearm.

The provisions of the Gun Free Schools Act shall be construed in a manner consistent with the Individuals with Disabilities Education Act. Therefore, the CSE will be consulted, even after a manifestation determination that the student's behavior was not a manifestation of the student's disability, regarding placement and services for such student.

Dignity for All Students Act Policy

In accordance with New York State's Dignity for All Students Act ("DASA"), the School is committed to providing its students, Employees, volunteers and visitors with an educational and working environment that is safe and secure, promotes respect, dignity and equality, and is free from bullying, discrimination or other forms of harassment or intimidation.

Bullying

Bullying is strictly prohibited on school property and at any school function, as well as any other place or time when the effects of such conduct would reasonably be expected to impact the educational process or create a risk disruption within the School environment. "Bullying" for the purpose of this policy is defined as harassment, aggressive behavior or other intentional action, whether verbal or physical, which is intended, or could reasonably be expected, to cause Emotional Harm, distress, fear, ridicule, humiliation and/or intimidation. Bullying can be face-to-face, or carried out by phone, over the internet and other ways directed at another person through the "posting" of sensitive and/or private information, including Cyberbullying: "Cyberbullying" means Bullying through any form of electronic communication, such as email, text, and social media (e.g., Facebook, Twitter, Snapchat, and Instagram). Bullying can take many forms, such as slurs, jokes, innuendos, demeaning comments, cartoons, pranks, gestures, and physical attacks. ("Intentional action" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).)

This policy includes Bullying of students (by other students, employees, volunteers and visitors) and by students (of employees, volunteers and visitors).

Bullying by students will result in discipline, up to and including expulsion. Bullying by employees will result in disciplinary action, up to and including termination of employment.

Harassment and Discrimination

All students are entitled to a learning environment free from harassment and Discrimination. No student or employee shall be subjected to discrimination or harassment by other students, employees or visitors on the basis of physical, cultural or even social differences, including, without limitation based on his or her actual or

perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, sex, gender identity, or gender. "Harassment" includes any action (verbal or physical) which tends to create a hostile environment (including Bullying and Cyberbullying) and has substantially interfered with a student's educational opportunities or benefits or the terms and conditions of an employee's employment, reasonably causes a student or employee to fear for his or her physical safety, or reasonably poses a risk to a student's or employee's physical or emotional well-being. Just like Bullying, harassment that occurs off School Property is prohibited when the effects of such conduct would reasonably be expected to impact the educational process or create risk of disruption within the School environment.

Harassment by students will result in discipline, up to and including expulsion. Harassment by employees will result in disciplinary action, up to and including termination of employment.

KIPP Capital Region values and embraces its inclusive and diverse school communities and strives to provide a welcoming, safe and supportive environment for all students and families regardless of their race, color, ethnicity, religion, gender, disability, sexual orientation and gender identity. If a student or his or her family would like to explore a particular accommodation based upon cultural or religious practices, or due to one's disability, sexual orientation, or gender identity, the student or the student's families or guardian should contact a School Leader or adult the student feels comfortable with to schedule a meeting to discuss a plan to address the student's particular circumstances and needs.

Reporting and Investigation of Complaints

Any staff member who witnesses, receives an oral or written account of, or otherwise reasonably suspects the occurrence of, any act constituting Harassment, Discrimination or Bullying *must* promptly notify the School Leader, superintendent, or the Dignity for All Students Act (DASA) Coordinator of such occurrence as soon as reasonably practicable, but no later than one school day of witnessing or receiving a report of Harassment, Discrimination or Bullying. Such staff member is required to file a written report with the School Leader, superintendent or the DASA Coordinator no later than two school days after such oral report or notification. Reporting forms shall be made available in the school's main office.

Please contact your school's main office for the name and contact information of the DASA Coordinator. The DASA Coordinator is trained to handle human relations in the

areas of race, color, weight, national origin, ethic group, religion, religious practice, disability, sex, sexual orientation, gender and gender identity. The DASA Coordinator will be accessible to students and staff members for consultation and advice.

All students, families/guardians, visitors and others are *strongly encouraged* to report any such conduct. Retaliation or reprisal by any staff member, student or family/guardian against any individual who, in good faith, reports or assists in the investigation of Harassment, Discrimination or Bullying is strictly prohibited (and, for students and staff members, will result in severe discipline). All complaints will be treated in a confidential manner. Please note that anonymous reports may limit the School's ability to effectively and efficiently respond to the complaint.

The Principal, Managing Director of Schools, Managing Director of School Operations, or the DASA Coordinator will lead or supervise the prompt and thorough investigation of all such reports. If such investigation results in a finding of a violation of the School's anti- Harassment/Discrimination/Bullying policies, the School will take prompt action, reasonably calculated to end the Harassment/Discrimination or Bullying, eliminate any hostile environment, prevent recurrence of the behavior, and ensure the safety and educational opportunities of the student(s) or staff member(s) against whom such behavior was directed.

The School reserves the right to notify an appropriate law enforcement agency when it is believed that any Harassment/Discrimination/Bullying constitutes criminal conduct. Material incidents of discrimination and harassment will be reported to the State Education Department as required by law.

Discipline of Students with Special Needs

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. If a student is not specifically identified as having a disability but the School, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists, the student may request to be disciplined in accordance with these provisions. The School shall comply with sections 300.530-300.536 of the Code of Federal Regulations and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

If a student identified as having a disability is suspended during the course of the school year for a total of eight (8) days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten (10) days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to family notification and involvement.

Due Process

If discipline which would constitute a change in placement is contemplated for any student with an IEP, the following steps shall be taken: (1) not later than the date on which the

decision to take such action is made, the family member(s) or guardian(s) of the student with a disability shall be notified by the school of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon CSE review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

Family member(s) or guardian(s) may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a family or guardian requests a hearing or an appeal to challenge the interim alternative

educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless a family member or guardian and School agree otherwise.

Provision of Services During Removal

Those students with special needs removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide additional alternative instruction within the ten (10) days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten (10) or more school days during the School year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal to an interim alternative educational setting not to exceed 45 days for weapon, drug or infliction of serious bodily injury-related offenses pursuant to 34 CFR §300.530(g) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The School will, in consultation with the CSE, place students in interim alternative educational settings as appropriate per 34 CFR §300.520(g). The student should receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be

provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination. The student should receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Compliance with the Child Find Requirements of IDEA

The School will comply with the federal Child Find requirements (34 CFR §300.111), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or Individualized Education Program, or referral to the CSE of the student's district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist, and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

Student Interview and Searches

Student Interviews

School staff may question or interview students and/or take statements from students regarding violations or potential violations of the Code of Conduct without the consent or presence of families or legal guardians unless otherwise required by law.

Searches of Property

Students have no reasonable expectation of privacy rights in school lockers, cubbies, desks, or other school storage places. The School exercises overriding control over such school property, which may be opened and subjected to inspection at any time by school officials.

Searches of the Person

The School authorizes the Instructional Leader and/or Operations Leader or their

designee to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the School's Code of Conduct or otherwise constituted a threat to the health, safety, welfare, or morals of the School, other students, school personnel, or any other person lawfully on school property or attending a School Function. An authorized school official, with minimal suspicion, may also conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag for a security check so long as the school official has a legitimate reason for the very limited search, including investigative purposes.

An authorized school official may search a student or the student's belongings based upon information received from an informant who is deemed reliable, in the official's sole discretion. Individuals, other than the School's staff members, will be considered reliable informants if they have previously supplied information that was accurate and verified, they make an admission against their own interest, they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. School staff members will be considered reliable informants unless they have knowingly supplied information in the past that was not accurate.

Before searching a student or the student's belongings, the authorized school official should seek an admission from the student that they possess physical evidence that they violated the law or the school code or request the student to voluntarily consent to the search. Searches will be limited in scope to that which is necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices with more than one witness present, and students will be present when their possessions are being searched.

Student Use of Technology Policies

Use of Technology, Electronic Devices and Phones at School

We understand that many of our students have phones or other electronic devices, and we have created the following policies for the sake of ensuring that students and families clearly understand school expectations. These policies have been created

with the goals of minimizing distraction to our students or risk of loss or theft.

- Students who use cell phones at unauthorized times will have the devices confiscated until the school leader returns the cell phone or determines a family member/guardian needs to pick it up. Egregious or repeated violations of the cell phone policy may result in additional consequences, including suspension.
- KIPP Capital Region does not accept financial responsibility for cell phones reported missing during school hours. Students who bring cell phones or other electronic devices to school do so at their own discretion, and the school will not reimburse for phones or other electronic equipment reported as missing while on school grounds.

Elementary School	• Cell phones: In the interest of student safety during commuting, students are permitted to bring cell phones and smart watches to school. However, the following conditions apply:
	  ○ Cell phones must be stowed away during the school day according to school procedures. Additionally, cell phones should remain in backpacks when on the bus.
	  ○ With a teacher's permission, at the end of the day, students are permitted to make phone calls after school or receive text messages from their families/guardians to coordinate their ride home. Students are not permitted to use cell phones for any other purpose during the school day.
	• Smart watches and earbuds are not to be used on campus

Middle & High School	• Cell phones, smart watches, and earbuds: In the interest of student safety during commuting, students are permitted to bring cell phones and smart watches to school. However, the following conditions apply: ○ Cell phones must be stowed away according to school procedures. ○ Earbuds are permitted on campus but to be stowed during the day ○ Except as noted below, cell phones and smart watches must be completely turned off during the school day from the start of instruction until dismissal. ○ With a teacher's permission, at the end of the day, students are permitted to make phone calls after school or receive text messages from their families/guardians to coordinate their ride home. Students are not permitted to use cell phones for any other purpose during the school day.

Student Technology Acceptable Use Policy

KIPP Capital Region Public Charter Schools ("KIPP") is committed to providing a learning environment designed to meet the needs of students and building a culture of openness, trust and integrity. Students and staff need the ability to use and access a variety of technology resources, including the Internet, as part of their educational process.

Conditions for Technology Use

Purpose: To support its commitment to providing access to information necessary for education, KIPP's system of electronic communication shall include access to the Internet for students and instructional staff.

Acceptable Use

The purpose of information technology is to facilitate communications in support of education by providing access to informational resources and the ability to collaborate. All users of information technology must follow the existing rules and acceptable use policies incorporated into this document. Transmission of any material

in violation of any United States or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secrets. Use for commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited.

Access to Technology Resources

The use of KIPP's information technology is not a right. Access is provided in a manner that is at KIPP's discretion in order to support educational outcomes for our students. Inappropriate use, including any violation of these conditions and rules, may result in cancellation of access. KIPP may determine appropriate use and may deny, revoke, or suspend any user access based upon a determination of inappropriate use.

Oversight

In order to comply with State and Federal regulations, KIPP reserves the right to review any material accessed or transmitted by users, including email, therefore users should have no expectation of privacy. Certain aspects of your use are being recorded in logs either for the purpose of system performance monitoring or for assistance in authorized legal investigations of alleged misbehavior under the policy. The actual contents of these logs or email will only be reviewed by authorized personnel. In accordance with the law, messages relating to, or in support of illegal activities will be reported to the authorities and may result in the loss of user privileges.

Each school shall coordinate access to technology resources in each school by ensuring that teachers and students receive proper training in the use of the system and ensuring that students are adequately supervised when using the system.

User Expectations

All users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not send harassing, obscene, offensive, threatening, sexually oriented or otherwise illegal or inappropriate messages or depictions to other users.
- Use appropriate language.
- Do not engage in activities that are prohibited under state or federal law.
- Do not reveal full name, personal address or phone numbers of yourself, other students, staff or colleagues.

- Do not attempt to read, delete, copy, modify, view, send or otherwise use, without permission, another user's account.
- Do not use the Internet in such a way that you would disrupt the use of the network by other users.
- Do not install unauthorized software.
- Do not attempt to harm, modify, or destroy data of another user, KIPP information systems, or the information technology provider. This includes, but is not limited to, the uploading or creating of computer viruses or other malicious software.

No Warranties

KIPP makes no warranties of any kind, whether expressed or implied, for the service it is providing. KIPP will not be responsible for any user damages including, but not limited to, loss of data resulting from delays, no-deliveries, misdeliveries, or service interruptions caused by KIPP's negligence or by the user's errors or omissions. All users need to consider the source of any information they obtain and how valid the source of that information may be. Use of any information obtained via information technology is at the user's own risk. KIPP is not responsible for the accuracy or quality of information obtained through its services and shall not be responsible for any financial obligations arising through the unauthorized use of the system.

Security

Users should never share their passwords or allow others to use their password. Users should also protect their password to ensure system security and their own privileges and ability to continue their use of the system. Attempts by a student, or non-authorized user, to log on to any KIPP information systems as another user may result in the cancellation of user privileges. Users shall not install or download software or other applications without permission of the supervising staff person.

Procedures for Use

While using school equipment, a student or staff member may only use KIPP information technology accounts. Student users must always get permission from their instructors before using information technology or accessing any specific file or application. Users shall not use computer resources for nonacademic activities.

Controversial Material

While access to the Internet, through school computers, is administered by school personnel, KIPP may not be able to technologically limit access to only those online services that have been authorized for study.

KIPP has installed technology protection measures for all computers in the school district that block and/or filter visual depictions that are obscene as defined in the United States Code. Although KIPP has installed filtering software, it is impossible to control the content of all data and a user may discover controversial materials when using the Internet. Users may be able to access services and communicate with people on the Internet that the district has not authorized for educational purposes. Also, by participating in the use of the Internet, students may intentionally or unintentionally gain access to information and communications that they or their families or guardians find inappropriate, offensive, controversial, or otherwise objectionable. By consenting to allow your child to use the Internet, you assume the risks spelled out in this paragraph.

Improper Use

Any violation of these rules, or applicable state and federal laws, may result in revocation of a user's access to district technology and/or discipline, up to and including suspension or expulsion.

Notification

Students must sign a "Technology Use Agreement" in order to use KIPP technology resources. Students must also have the form signed by a family member or guardian.

Student Use of Technology Agreement

KIPP authorizes students to use technology owned or otherwise provided by KIPP as necessary for instructional purposes. The use of KIPP technology is permitted at KIPP's discretion and is subject to the conditions and restrictions set forth in applicable policies, administrative regulations, and this Acceptable Use Agreement. KIPP reserves the right to revoke access at any time, without notice, for any reason.

KIPP expects all students to use technology responsibly. KIPP may place reasonable restrictions on the sites, material, and information that students may access through the system.

Each student, and a family member or guardian, who is authorized to use KIPP technology must sign this Acceptable Use Agreement as an indication that they have read and understand the agreement.

Definitions

KIPP technology includes, but is not limited to, KIPP-owned computers, servers, data storage devices, tablets, smart phones, other smart devices, and servers; KIPP's wired and wireless computer networks; KIPP's Internet connections and services including email, telephony, and Web services. This definition applies whether accessed onsite or offsite, and whether using KIPP-owned or personally-owned devices.

Student Obligations and Responsibilities

Students are expected to use KIPP technology safely, responsibly, and for educational purposes only. The student in whose name KIPP technology is issued is responsible for its proper use at all times. To ensure security, students should not share their assigned account information, passwords, or other information used for identification and authorization purposes, and should use the system only under the account to which they have been assigned.

Students are prohibited from using KIPP technology for improper purposes, including, but not limited to:

- Access, post, display, or otherwise use material that is discriminatory, libelous, defamatory, obscene, sexually explicit, or disruptive.
- Bully, harass, intimidate, or threaten other students, staff, or other individuals.
- Disclose, use, or disseminate personal identification information (such as name, address, telephone number, Social Security number, or other personal information) of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person.
- Infringe on copyright, license, trademark, patent, or other intellectual property rights.
- Intentionally disrupt or harm KIPP technology or other operations (such as destroying KIPP equipment, placing a virus on computers, adding or removing a computer program without permission from teacher or other KIPP personnel, changing settings on shared computers).
- Install unauthorized software.
- Unauthorized manipulation of KIPP data or other users' data.
- Engage in any activity that is unethical or violates any law or KIPP policy.

Privacy

KIPP technology is intended for educational purposes. In order to comply with State and Federal regulations, KIPP reserves the right to review any material accessed or transmitted by users, including email, therefore users should have no expectation of privacy.

KIPP reserves the right to monitor and record all use of KIPP technology, including, but not limited to, access to the Internet or social media, communications sent or received from KIPP technology, or other uses. In order to comply with State and Federal regulations, monitoring, review or recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution or investigation of improper, illegal, or prohibited activity.

All passwords created for or used on any KIPP technology are the sole property of KIPP. The creation or use of a password by a student on KIPP technology does not create a reasonable expectation of privacy.

Personally Owned Devices

If a student uses a personally owned device to access KIPP technology, the student must still follow all applicable policies, administrative regulations, and this Acceptable Use Agreement. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

To ensure the security of our computer network, personally-owned devices are only permitted to connect to KIPP's "guest" wireless network.

Reporting

If a student becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of KIPP technology, the student must immediately report such information to teacher or other KIPP personnel.

Consequences for Violation

Violations of the law, policy, or this Agreement may result in revocation of a student's access to KIPP technology and/or discipline, up to and including suspension or

expulsion. In addition, to comply with the law, violations may be reported to proper authorities as appropriate.

Parent/Guardian Code of Conduct

Purpose and Scope

At KIPP Capital Region, we have a deep belief in the power of partnership and that it is in everyone's best interest when the school and family work together in partnership.

The purpose of the Parent/Guardian Code of Conduct is to provide a mutual understanding to all parents/guardians and visitors to our school about conduct expectations while on school property, at regional events, and when interacting with KIPP Capital Region employees and/or students.

General Propositions

We expect parents/guardians and visitors to have a fundamental understanding and commitment to the following general propositions:

- Teachers, administrators, and parent/guardians want all children to learn in a safe environment;
- Teachers, administrators, and parent/guardians must work together for the benefit of all students;
- All parents/guardians and visitors, as well as all members of the school community, deserve to be treated with respect; and
- The school should be provided an opportunity to resolve issues of concern before public criticism.
- Parents/guardians should reach out to school leaders when there is a concern

Prohibited Behaviors

In order to provide a peaceful and safe school environment, KIPP Capital Region prohibits the following behaviors by parents/guardians and visitors:

- Abusive, threatening, profane or harassing communication, either in person, by email or text/voicemail/phone or other written or verbal communication
- Disruptive behavior that interferes or threatens to interfere with school operations, including, but not limited to, the effective operation of a classroom, an employee's office or duty station, a campus lobby, or school grounds, including sporting events, parking lots and car-pickup

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- Threatening to do bodily harm to an employee, visitor, fellow parent/guardian or student
- Threatening to damage the property of an employee, visitor, fellow parent/guardian or student
- Damaging or destroying school property
- Excessive unscheduled campus visits, emails, text/voicemail, phone message or written or oral communication
    - School staff and administration may not always be immediately available to speak with you. The only way to *ensure* that you are able to speak with a staff member or administrator is to schedule an appointment. Staff administrators have a practice of attempting to return all phone calls/emails within 24 hours with great success. Your calls and visits will be responded to consistently with this practice if someone is no immediately available to speak with you

Any concerns that you may have must be made through the appropriate channels so they can be dealt with daily, appropriately, and effectively for all

Consequences

Depending on the severity of the incident, parents/guardians or visitors may be ejected from or otherwise have limited access to school buildings and from campus and participation in school-sponsored events. In situations involving lesser infractions or where remediation is viable, a warning will be provided, either verbal or in writing, prior to issuance of a formal limit of access to school buildings and events. Should a parent/guardian or visitor fail to heed the direction issued in the warning, limited access or other restrictions designed to deter the conduct will follow. Our goal is to avoid an ejection or limiting access of a family, however, the School may need to institute an ejection or access limitations if all other attempts at a solution fail. No restriction, however, will prevent the parent/guardian from working collaboratively with KIPP Capital Region to meet the child's education needs, nor will a parent/guardian be excluded from a child's IEP meeting.

Appendix A- Miscellaneous

Informal Complaint Procedures

An informal complaint is a complaint that does not concern the alleged violation of law

or charter (examples include, but are not limited to, the following: a concern about an academic grade, the school's uniform policy, the school's cell phone policy, or the bus schedule, etc.). If you have an informal complaint, you are encouraged to contact the appropriate staff member at the School by telephone. All staff members are committed to responding promptly to informal complaints, either in person, by telephone, or in writing.

If an informal complaint is not responded to and resolved promptly or satisfactorily, you may contact the Principal or Director of Operations to discuss the matter; the Principal or Director of Operations shall respond in person, by telephone, or in writing.

Formal Complaint Procedures

If your complaint alleges a violation of the school's charter and/or law, you may file a formal complaint in writing to the Chair of the School's Board of Trustees. The contact information for the School's Board of Trustees designee can be obtained in person at the School's main office.

Upon receipt of a formal complaint, the Chair of the Board of Trustees shall appoint the School's Chief Executive Officer from KIPP Capital Region Public Charter Schools or another designee to review the complaint. If the substance of the complaint directly involves the School's Chief Executive Officer, the Chief Executive Officer shall not be appointed as the designee. After reviewing the complaint, the designee(s) will respond in writing to the complainant within a reasonable amount of time (within forty-five (45) days from the date of receipt of the complaint by the Board of Trustees).

If you are not satisfied with the response from the Chair of the Board of Trustees and/or the Chair's designee, you may submit a formal complaint to the School's authorizer, the SUNY Charter Schools Institute. Instructions on how to submit a complaint to the SUNY Charter Schools Institute can be found in the Institute's grievance guidelines available at www.newyorkcharters.org/contact/. The Charter Schools Institute, acting on behalf of the Board of Trustees of the State University of New York, will investigate and respond.

If, after presentation of the complaint to the Charter Schools Institute, you determine that the Charter Schools Institute has not adequately addressed the complaint, you may present the case to the State Education Department, acting on behalf of the Board of Regents, which shall investigate and respond. The Charter Schools Institute and the State Education Department each has the power and the duty to take

remedial action to resolve the complaint, as appropriate.

If you elect to follow the informal complaint procedures to resolve a formal complaint, you shall be permitted at any time to stop the informal complaint procedures and initiate formal complaint procedures.

If an individual or group voices a complaint at a public meeting of the School's Board of Trustees or to individual trustees, trustees shall not respond to the substance of the complaint, but instead shall thank the individual or group for their time and direct them to the relevant complaint procedures.

Board of Trustees

The school is governed by a Board of Trustees that brings educational and professional perspectives to maintaining a viable and thriving school.

Title I Family Involvement Policy

As a Title I Schoolwide district, each KIPP Capital Region charter school implements a family engagement policy in adherence to the Elementary and Secondary Education Act, providing for outreach to all family members and offering programs, activities and procedures for the involvement of families in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures are planned and operated annually with the consultation of a familial representative group and Title I Stakeholders Committee. This Family Engagement Policy amends and restates the policy set forth in the Student and Family Handbook, previously distributed to all families. Each KIPP Capital Region school commits to the following:

In carrying out the Title I, Part A family involvement requirements, to the extent practicable, each KIPP Capital Region school will provide full and meaningful opportunities for the participation of all families, including without limitation, family members with limited English proficiency, family members with disabilities, and family members of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language families or guardians understand.

- KIPP Capital Region defines family involvement as the participation of families

in regular, two- way, and meaningful communication involving student academic learning and other school activities, including ensuring—

1. that family members play an integral role in assisting their child's learning;
2. that family members are encouraged to be actively involved in their child's education at school;
3. that family members are full partners in their child's education and are included, as appropriate, in decision-making and on committees to assist in the education of their child;
4. the carrying out of other activities, such as those described in section 1118 of the ESEA.

- KIPP Capital Region implements effective family involvement activities throughout the year to improve student academic achievement and school performance. These activities include but are not limited to periodic Report Card Nights, Parent University orientations, math and literacy nights, and college prep evening events for family members. KIPP Capital Region recognizes the important role that family member(s) play in their child's success and requires family member(s) to meet with teachers at the end of each grading period to monitor their child's progress.

KIPP Capital Region as part of its Title I schoolwide plan, will involve the family member(s) of all children in decisions about how the 1 percent of Title I, Part A funds reserved for family involvement is spent, and will ensure that not less than 90 percent of the one percent reserved goes directly to the schools, with priority given to high need schools. This discussion will generally take place at the annual Title I meeting. Funded family engagement activities will include not less than one of the following:

- Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and family members.
- Supporting programs that reach family members at home, in the community, and at school.
- Disseminating information on best practices focused on family engagement, especially best practices for increasing the engagement of economically disadvantaged families.
- Collaborating, or providing subgrants to schools to enable such schools to

collaborate, with community-based or other organizations or employers with a record of success in improving and increasing family engagement.

- Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's family engagement policy.

Families of students are actively involved in the KIPP Capital Region community. KIPP Capital Region families are all eligible to participate in the family representative group, Parent Partners for Advocacy (PPFA) and attend its activities, events, and workshops. PPFA is comprised of family members from all KIPP Capital Region K-12 schools, they meet regularly and at varied days of the week and times in order to ensure maximum participation to organize events and advocate for KIPP Capital Region. PPFA members sit on the Title I Stakeholder committee, which, along with the KIPP Capital Region leadership members, annually develops, reviews, and improves KIPP Capital Region Title I schoolwide plan family involvement plan.

KIPP Capital Region will conduct an annual evaluation of its Parent and Family Engagement Policy. At the annual Title I Stakeholder Committee meeting, PPFA representatives participate actively in this evaluation of family involvement events, communication, and policies, in addition to the thorough evaluation of KIPP Capital Region Title I Schoolwide program as a whole.

During this review, the committee will also review the plan to continue to identify barriers to greater participation especially for family members with limited English proficiency, family members with disabilities, family members of migratory children, family members with limited literacy or who are economically disadvantaged or family members of any racial or ethnic minority background. The committee will seek to continue to identify the needs of families to assist with the learning of their children and identify strategies to support successful school and family interactions as per ESSA Section 1118(a)(2)(D)(i-iii). These findings will be used to design evidence-based strategies for more effective family engagement and will revise the policies as necessary.

Each KIPP Capital Region school will build a capacity for strong family involvement and engagement, in order to ensure effective involvement of family members and to support a partnership among the school, family, and the community to improve student academic achievement, through the following activities specifically described below:

A. Each school will provide assistance to families of children, in

understanding topics such as a description and explanation of the curriculum, the challenging State's academic standards and the form of academic assessments, including alternate assessments utilized. A brief overview of these assessments and standards can be found in the Student and Family Handbook, and these topics are also reviewed at the Annual Title I Meeting. In addition, Troy Prep will work with family members to help them monitor their child's progress and collaborate with educators to further their child's progress.

B. Each school will provide materials and training to help family members work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster familial involvement. This includes the periodic offering of Parent University orientations, as well as college- prep evening events, which are open to all families.

C. KIPP Capital Region will educate its teachers, specialized instructional support personnel, principals and other staff, on how to reach out to, communicate with, and work with families as equal partners, the value and utility of contributions of families, and how to implement and coordinate family programs and build ties between families and schools. These trainings will focus on the school's ongoing familial involvement events, including Parent University, Report Card Nights, and college-prep evening events. This will happen annually during August Professional Development.

D. KIPP Capital Region will ensure that information relayed at school and family programs, meetings, and other activities, is shared in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the families can understand.

E. KIPP Capital Region will, to the extent feasible and appropriate, coordinate and integrate family engagement programs and activities with other Federal, State, and local programs including pre-school programs.

F. KIPP Capital Region will ensure that resources are provided to families that encourage full participation including staggered start times for different meetings, family selected report card conference times and childcare support during conferences.

KIPP Capital Region will make available a copy of the Family Engagement Policy to all families as required by law. This will be distributed annually in the Student and Family Handbook as well as posted on each school's website.

Nondiscrimination

KIPP Capital Region does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to KIPP Troy Prep Charter Schools on the basis of race, sex, color, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. No person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by KIPP Troy Prep on the basis of race, sex, color, religion, national origin, or sexual orientation. Finally, pregnant students are allowed to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave (Title IX). The contact information for the School's Title IX Coordinator to whom complaints may be directed will be provided by the school annually.

Freedom of Information Policy

KIPP Capital Region Public Charter Schools (the "School") complies with the following in order to abide by theNew York State Freedom of Information Law (Article 6 of the New York Public Officers Law):

Any requests for school records or information from the School must be in writing or via e- mail and submitted to the Records Access Officer, who will be the Director of Operations. Within five business days of receipt of a written request, the school, depending on the requested information, responds by:

- Making the information available at the school itself during normal business hours to the person requesting it or, if requested, sending existing electronic documents via email;
- Denying the request in writing; or

- Providing a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied, which date will be reasonable under the circumstances of the request.

If a request will be granted in whole or in part but cannot be granted within 20 days of the date of the school's acknowledgement of the request, the school shall state in writing the reason why it cannot be so granted and give a date certain when it will be granted in whole or in part, which date will be reasonable under the circumstances of the request.

If the person requesting information is denied access to a record, s/he may, within 30 days, appeal such denial to the School Leaders. (The records access officer and the appeals entity shall not be the same person.) Upon timely receipt of such an appeal, the School, within 10 business days of the receipt of the appeal, fully explains the reasons for further denial or provides access to the record(s) sought. The School also forwards a copy of the appeal, as well as its ultimate determination, to the Committee on Open Government immediately after receipt or determination, respectively. If further denied, the person requesting information may further appeal through an Article 78 proceeding. Likewise, if the School does not follow the FOIL appeal procedures, it will constitute a denial of the FOIL appeal for purposes of allowing the requester to bring as Article 78 proceeding.

The School may deny access to requested records if:

- Such records are specifically exempted from disclosure by state or federal statute;
- Such access would constitute an unwarranted invasion of personal privacy;
- Such records, if disclosed, would impair present or imminent contract awards or collective bargaining negotiations;
- Such records are trade secrets and which, if disclosed, would cause substantial injury to the competitive position of a commercial enterprise;
- Such records are compiled for law enforcement purposes and which, if disclosed, would meet the conditions set forth in Public Officers Law §87(2)(e);
- Such records, if disclosed, would endanger the life or safety of any person;
- Such records are computer access codes; and/or
- Such records are internal materials which are not statistical or factual tabulations of data, instructions to staff that affect the public, a final policy, nor external audits.

The School maintains:

- A record of the final vote of each trustee in every proceeding in which the trustees vote;
- A record setting forth the name, public office address, title and salary of every officer or employee of the education corporation; and
- A reasonably detailed current list, by subject matter, of all records in the school's custody or possession.

There is no fee to inspect or search for records. Photocopies of records can be made on-site for 10 cents per page. By law, the fee for copying records shall not exceed 25 cents per page for photocopies not exceeding 9 by 14 inches. The fee for photocopies of records which are not an appropriate size for the School's photocopy equipment shall not exceed the actual reproduction cost, which is the average unit cost for copying a record, excluding fixed costs of the agency such as operator salaries.

The School will publicly post a notice setting forth the name and address of its records access officer, its records appeals officer, and the location where records will be made available. In addition to providing this policy in the family handbook, the school will make these regulations available in the office upon request.

Open Meeting Law

The Board of Trustees opens its meetings to the general public, except when an executive session is called. Reasonable efforts are made to provide access to anyone interested in attending a meeting. If videoconferencing is used, Board provides an opportunity for the public to attend at any site where a member participates. A calendar of regular meetings is posted at the school in a location that is open to the public. In addition to this posting, notice of all meetings scheduled one week in advance is provided to the news media at least 72 hours in advance. Notice of meetings scheduled less than one week in advance, is provided to the news media within a reasonable time prior to the meeting to the extent practicable. If videoconferencing is used, public notice will say so, identifying the locations from which members may participate, and will state that the public has a right to attend from any of these locations. This policy applies with equal force to Board committee meetings.

Executive Sessions

An executive session may be held with a majority vote of the trustees taken in an opening meeting, identifying the areas of consideration. Provided no formal action shall be taken to appropriate public moneys, an executive session may be held for:

- Matters which will imperil the public safety if disclosed;
- Matters which may disclose the identity of a law enforcement agent or informer;
- Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
- Discussions regarding proposed, pending or current litigation;

Student Handbook Updates

The School reserves the right in its sole discretion, to amend or discontinue any policies, procedures, practices or general description set forth in this handbook.

FINAL

Parent/Guardian Acknowledgement

By signing this form, you are acknowledging that you have read, understand, and are willing to adhere to the policies listed within the parent handbook.

Student Name(s): _____

Parent/Guardian Name: _____

Parent Guardian Signature: _____

Date: _____

FINAL