KIPP: CAPITAL HIGH SCHOOL

Student & Family Handbook

9th - 12th Grade

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Dear KIPP Capital High School Families,

The new school year always brings excitement for the road ahead. This year is even more exciting with the launch of KCAP HS! I am filled with enthusiasm, optimism and confidence in our future together. We have an incredibly talented and diverse staff team. We believe in the spirit of team and family, and we believe in the importance of community, and having alumni in the classroom teaching students is another way we live out our mission and ensure your children are in the best hands as we support them to navigate the world.

Our handbook describes KCAP HS's basic commitments to you as a parent or guardian and member of our school community. It reviews how we operate to ensure that we create positive educational environments and outcomes for all our students. Our promise to you is to support all our students to reach their fullest potential and live choice-filled lives.

This handbook emphasizes our commitment to elevating student and family voice, becoming a more restorative system, and continuing our work to be anti-racist educators. We strive to live up to these principles and values.

We hope you find this handbook helpful. Thank you for being our partners in this work, for your continued engagement in our planning efforts, and for entrusting your children with us.

With gratitude,
Derrick Bass
Principal

Stephanie Valle
Chief Executive Officer

KIPP CAPITAL HIGH SCHOOL

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ABOUT KIPP CAPITAL REGION

KIPP Capital Region Mission

Together with families and communities, we create joyful, educationally excellent schools that prepare scholars with the skills and confidence to pursue the paths they choose - college, career, and beyond - so that they can lead fulfilling lives and build a more just world.

School History ("Our Beginning")

KIPP Capital High College Prep High School is part of KIPP Capital Public Schools, which currently serves over 2,500 scholars at three elementary schools, three middle schools, and one high school, as well as continuing to support our alumni through our KIPP Forward program.

KIPP Capital Region is the result of the rich histories of three separate charters: KIPP Tech Valley, KIPP Albany Community, and KIPP Troy Prep.

- KIPP Tech Valley opened in 2005 with a middle school and added an elementary school in 2016.
- KIPP Albany Community opened with an elementary school in 2005 and added a middle school in 2012.
- KIPP Troy Prep (formerly part of Uncommon Schools) opened in 2009, expanding first to elementary school in 2011 and then to high school in 2017.

In 2020, KIPP Tech Valley and Albany Community merged to become KIPP Albany, which merged with Troy Prep in 2022 to become KIPP Capital. We are proud to continue to honor our individual and collective history with the opening of KIPP Capital High School.

In August 2025, KIPP Capital High School opened its doors to serve scholars graduating from KIPP Capital Region middle schools and other programs who are seeking a rigorous, college and career preparatory high school program. Our high school builds on the key elements of our successful elementary and middle schools, including more time in school, a focus on student achievement and results, highly qualified and committed faculty, strong teamwork of families, scholars and teachers working together, and a school culture that supports learning and success.

KIPP Capital High School Mission

We are a joyful, inclusive community that supports every scholar's academic potential and personal growth while fostering critical thinking. Through strong family and community partnerships, we provide comprehensive academic programs and support systems, and enriching activities that prepare scholars to lead with their innate brilliance and courage to pursue the paths of their choosing, impacting the Capital Region and our world for the better.

KIPP Capital High School Vision

We are a community lighthouse where academic excellence meets inclusion and support, empowering scholars to celebrate their innate brilliance, pursue their post-secondary passions, and contribute to a just society inside and outside our school's walls.

KIPP Capital High School Core Values

Student Core Values

- Bold. To be bold means stepping outside your comfort zone and facing challenges with courage. You will set ambitious goals, ask tough questions, and take ownership of your future. You won't be afraid to try, fail, and try again because that's how true success is achieved.
- Leaders. You are not just a student—you are a leader. At KIPP Capital High, you will develop the skills to lead in your school, community, and future career. Leadership means setting an example for others, standing up for what's right, and inspiring those around you.
- Accountable. Accountability is key to growth. You are responsible for your actions, your learning, and your success. You'll meet high expectations by showing up, putting in the effort, and taking responsibility when things don't go as planned. Accountability will help you grow academically and personally.
- Zealous. Being zealous means bringing passion and energy to everything you do. You will embrace your education with excitement and curiosity, making the most of every opportunity to explore new ideas and skills. Your zeal for learning will open doors to endless possibilities.
- Excellent. Excellence is the foundation of everything at KIPP Capital High. You'll strive to give your best effort every day—whether in academics, sports, the arts, or leadership. You'll learn that true excellence is not perfection, but the continuous drive to improve and achieve your highest potential.
    - At KIPP Capital High School, being a student means blazing your own trail, with the courage to dream big and the determination to make those dreams a reality. You will leave a lasting impact on your school, your community, and beyond. We are excited to walk this journey with you!

Parent/Guardian Core Values

- Bold. To be bold means advocating for your child and encouraging them to dream big. You play a key role in helping them push beyond their limits, embrace challenges, and confidently pursue their goals. Your belief in their potential will empower them to take courageous steps forward.
- Leaders. You are a leader in your child's life and in our school community. By actively engaging in school activities, meetings, and events, you show your child the importance of leadership through participation and example. Your involvement helps shape a thriving, supportive environment for all scholars.
- Accountable. Accountability means staying connected to your child's learning and growth. You'll partner with teachers and staff, monitor progress, and support both academic and personal development. By being present and engaged, you help ensure that your child remains focused and on track to meet their goals.
- Zealous. Zeal is demonstrated through your passion for your child's success. Your encouragement and enthusiasm for their achievements—big or small—fuel their motivation. You celebrate their wins and stand by them through challenges, showing them that learning is an exciting and rewarding journey.
- Excellent. Excellence starts at home. You set the tone for high expectations by reinforcing the importance of hard work, responsibility, and perseverance. Your dedication to your child's education helps them understand that excellence is a habit they can develop in every aspect of life.
    - At KIPP Capital High School, we value and honor the role you play in your child's future. Together, as bold and supportive partners, we will work to

ensure that every student reaches their full potential, blazing a trail of opportunity, success, and greatness. We look forward to growing with you on this journey!

Parent/Guardian Code of Conduct

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.

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

Family & Guardian Communications

KCAP HS seeks to remind all families that our Student & Family Handbook is a living document that will be revisited regularly, and revised as needed. We invite parents and guardians to offer suggestions in the service of its improvement. Please reach out to the operations team recommendations for amendments.

The KCAP HS webpage: https://www.kippcapital.org/kipp-capital-high-school-1/ includes links to important documents, contact information, and describes the school's program.

We also communicate with parents and guardians via email and text, dean's list, and School Messenger. Emails may come from our staff members or KIPP Capital Region regional leaders. School Messenger is used to send the same message to all families in the school at once. For individualized messages, we will use the contact information (e.g., phone number, email) you provided to us at the beginning of the year.

We use social media, namely Facebook & Instagram to communicate with families. Typically, our accounts feature students and families participating in school activities; however, we will also include messages about events and other information, such as community resources, that are available to families.

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
- 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 not 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.

Who to Contact

At times, you may have questions about KCAP HS. The best place to start is by calling the Main Office at: 518-242-7600.

EDUCATIONAL EXPECTATIONS

Grading System

Academic Expectations and Graduation Requirements

KIPP Capital HIgh School is committed to providing students with the knowledge and skills they need to support their post-secondary plans. We provide a college preparatory curriculum with a variety of electives to meet the complex needs of all students. As an AP for All school, students engage in a variety of Advanced Placement courses to provide a

comprehensive education. To receive a High School Regents or Local Diploma, students must complete the credits listed below (required by the state of New York).

Course	Number of Credits Required
English Language Arts	4
Math	3
History	4
Science	3
World Language (Spanish)	1
Health	.5
Visual and Performing Arts	1
Physical Education	2
Electives	3.5
Total	22

Students must also pass five Regents Exams (one in Math, English, History, Science, and one additional). We currently offer the following courses for the additional Regents: US History, Geometry, Earth and Space Science, or Spanish. In order to take the Spanish Checkpoint B Exam to qualify for Regents Credit, students must earn three credits in Spanish.

Quarterly Grade Reports

KCAP HS issues report cards on a quarterly basis. The grading scale is based on the students' mastery of the content standard. Family-Teacher Conferences will be held in-person for each report card. Progress reports will be also provided to parents at the midpoint of each quarter to update them on their child's academic progress. Progress reports provide a detailed picture of a student's academic performance based on assignments and assessments administered in a given period. Grades can also be viewed at any time in PowerSchool Student and Parent Portals.

Q	Timing	Progress Reports	Report Card Nights
Quarter 1	Sept – Nov	Oct	Nov
Quarter 2	Nov – Jan	December	Feb
Quarter 3	Jan – Apr	March	April
Quarter 4	Apr – Jun	May	Report Card Emailed Home

KIPP CAPITAL HIGH SCHOOL

Grading Scale, Grade Point Average (GPA) and Earned Credits

A grade point average (GPA) is a calculated average of the letter grades a student earns in school. Every quarter students receive a GPA based on the grades they earned in all of their classes during that marking period which get averaged into their annual GPA each year. Throughout high school, students also maintain a cumulative GPA, which is an ongoing average of all their annual grades beginning with 9th grade.

A few important things to note about GPA:

- KIPP Capital High School uses a cumulative weighted and unweighted GPA system. Please see the chart below for the GPA scale for both general and AP courses. The unweighted system is with all courses using the 4.33 scale, while the weighted GPA counts AP courses (because they are college-level) with one additional point.
- Pass/ Fail grades are not factored into the grade point averages.
- Regents Exams are not calculated into grades or GPA.

Colleges may use both the weighted and unweighted GPA to measure students' overall performance in school and compare them to other prospective students. We know that in order to be competitive candidates for colleges, students must maintain the highest GPA possible. Students should monitor their grade point average regularly and strive to maintain at least a 2.5. All students take a challenging course load that includes Advanced Placement Courses, so they are encouraged to reach out for support if their GPA falls below a 2.5. Students must earn a grade of 65 or higher to earn a credit. Please see the grade scale below:

Grading Scale			
Numeric Grade	Letter Grade	Unweighted	Weighted
97-100	A+	4.33	5.33
93-96	A	4.00	5.00
90-92	A-	3.67	4.67
87-89	B+	3.33	4.33
83-86	B	3.00	4.00
80-82	B-	2.67	3.67
77-79	C+	2.33	3.33
73-76	C	2.00	3.00
70-72	C-	1.67	2.67
65-69	D	1.00	2.00
0-64	F	0.00	0.00

Academic and Grading Policies

Grading Categories and Weights

KIPP Capital High School teachers employ a common set of grading categories and weight for all courses. This is to ensure school-wide consistency, preserve the distinctive nature of each course, codify the rigor of college-preparatory coursework, and effectively communicate academic expectations to students and families. As a result, transcripts reflect a clear and accurate record of student achievement. The names and weights of each category, as well as the appropriate categorizations of typical assignments and assessments are detailed in the table below.

	Class Performance	Formative Assessment	Summative Assessment
9th-12th Grade	**20%**	**50%**	**30%**
Assignment Types	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 • Group-Work (with Rubric) • Seminar or Discourse participation with rubric • DO NOW responses • Homework	The following would represent formative assessments: • Exit Tickets • First/Rough Drafts • Quizzes(mid-topic) • Selected problems or questions from a homework or classwork assignment	The following would represent summative assessments: • Thursday Exit Tickets • End-of-Unit Assessments • Final drafts of papers/essays or lab reports • CIAs • Teacher-Created Assessments

Course Grades

Mastery Matters. Teachers will be honest with students and families about the academic progress of their students. Grades must reflect what our students can do and what they cannot yet do. Teachers will grade all work based on the standards used to assess their course. Students are not graded on attendance, behavior, or participation. Grading practices support students meeting their full potential and provide clarity on their performance. The grading practices at KIPP Capital High School will ensure that graduates have completed the work necessary to build essential skills and develop the knowledge base that promotes post-secondary success including college.

Students must earn at least a 65% or D to pass a KIPP Capital HS course. A final score of <65% is considered a failing grade and will not count for credit towards graduation requirements. Failed courses will receive a GPA weight based on the grading scale which will be factored into a student's GPA until the class has been recovered. Once the course is recovered, the GPA weight of the failed class will be manually omitted from the student's overall GPA and replaced with the GPA weight of the passing scale. If the class is

not ever recovered, e.g. non graduation required elective, the failing grade and GPA weight will remain.

Advanced Placement Courses have a level of rigor which is higher than that of a traditional high school course. As a result, a weighted GPA will be calculated for students who pass Advanced Placement Courses. Weighted GPAs are calculated by adding 1.0 to the point value awarded for a grade in an AP course. Students who recover an AP course during summer academy will not receive the added 1.0 point.

Only the final grade for the year is posted to the transcript. Midterms and final exams will be factored into the final grade of each quarter. Grading for each of the four quarters is worth 25%. There are no semester grades for full year courses. Progress Reports are a snapshot in time and reflect a scholar's true grades in each course. This will allow for a true calculation of what a student has mastered at that point in the course.

Regardless of the student's final percentage, the lowest grade a student can receive per quarter is 55%. At the end of each quarter, school administrators will audit gradebooks to ensure that grades do not fall below this threshold.

KIPP Capital High School gradebooks will be accurate and up to date in PowerSchool. They will be updated each week with at least 3 grades on Thursday by 5:00 PM so that students and families can see timely and accurate achievement information.

Homework

Homework gives students an opportunity to practice what they have learned in class and to prepare for upcoming classes. It gives students the opportunity to apply their skills in ways that build independence, time management, and commitment.

Our rigorous ELA program requires students to read outside of class so that they can fully engage in the analysis of the texts. We understand that students have many responsibilities in addition to school, so reading assignments will be posted each Friday so that students can plan their upcoming week. Students who do not complete their required reading will attend the Homework Center during their lunch block in order to prepare for class.

AP courses prepare students to access advanced coursework while they are in high school. AP students will have homework four times per week. Students who do not complete their homework will be assigned to complete it during their lunch block. This will provide all students the opportunity to be prepared for class discussion and other activities.

Late & Make-Up Work Policy

Students are expected to turn in late or to make-up work that they have missed. Each assignment is aligned to a particular learning standard or group of standards, and successful completion prepares students to demonstrate mastery on their summative assessment. Following an absence, it is recommended that students take the number of days they were absent to complete their late work. If they missed one day, they should take an extra day to complete their late work. Missing work will be available in Google Classroom and students should make arrangements with their teacher to receive support if necessary. No late work should be turned in more than 2 weeks after an absence. If

two weeks go by, teachers may decide to exempt this assignment and provide another way for students to practice this skill. Missed Summative Assessments will be made-up in class to assure that students have the opportunity to complete them.

Re-do and/or Re-assessment

KIPP Capital High School strives to ensure that students are meeting course expectations while at the same time understanding that students are on a journey to meeting their post-secondary goals. To that end, teachers will give students the opportunity to re-do an assignment and/or re-assess students on a group of standards until that student meets mastery. There is no maximum number of times that this can be done within the learning cycle. Teachers will support students in learning the material they have not yet mastered by re-teaching and providing homework and classwork assignments aligned to the standards that are not yet met and will build the knowledge and skills necessary for mastery. We understand that learning is a continuum and commit to supporting students in mastering the foundational skills and content that will allow them to access rigorous grade-level material in order to be successful on Regents Exams, AP Exams, and to broaden their choices for post-secondary experiences.

Academic Support Program

KIPP Capital High School is committed to providing every opportunity for students to succeed academically and to develop the skills necessary for higher education. All students have access to iPads which they will use for class assignments and academic research. All assignments will be posted on Google Classroom.

Our Academic Intervention Program is in place to meet students where they are and support them in growing their academic skills.

Regents Preparation: Regents preparation is available for Algebra 1, Living Environment, Global History, English, and US History. Students who have not yet met their graduation requirement by passing particular Regents Exams will take the one semester course in preparation for the next administration of the exam.

Unfinished Learning: All 9th Grade students who have unfinished math and reading learning from middle school will be placed in an appropriate intervention course to support their growth toward being on grade-level. Reading Intensive and Reading Intervention courses will support students in mastering academic reading skills. Reading Support will guide students in accessing their grade-level ELA texts in preparation for being successful in class. Math Intervention courses will support students in gaining grade level math skills. The Algebra 1 Support Class will teach students prerequisite skills that will increase their success in their Algebra 1 Class.

Participation in all intervention courses is based on student assessment data and will be reviewed each semester.

Summer Academy

One of the goals of KIPP Capital High School is to prepare our students for the academic rigor necessary to be successful in college. In keeping with our goal, it is our policy to inform parents and guardians when their child is not meeting expectations in their classes and work with you to develop solutions. If a student fails a class, they may not earn the requisite credits to advance to the next grade level. Summer Academy is an opportunity for students to make up a limited number of credits towards their graduation requirements and become academically prepared and eligible for future classes. Summer Academy dates will be released during the third quarter. Students who have not yet passed a Regents Exam that was taken during the January or May administrations are also welcome to attend Regents Preparation during the summer and take the exam in August.

Promotion

Students are promoted based upon the number of credits that they earn. If needed, students will have the opportunity to complete 2 classes in Summer Academy in order to recover credit from that school year. Students' records will reflect the grade that they are in according to credits earned, but they will not be required to retake courses where credit has already been earned. Should students need credit recovery, careful four year planning will be required in order to assure that they are able to graduate in four years. The table below details the amount of credits a student must earn at the end of each grade to move to the next grade.

Grade	Credits
9	4
10	10
11	15
12	22

In addition, specific core classes must be passed in order to set students up for success to graduate in four years. Please see the information below:

To be promoted from 9th to 10th grade:

- Students must have earned 4.0 credits.

To be promoted from 10th to 11th grade:

- Students must have earned a minimum of 10.0 credits.
- Students must have at least 2.0 credits in Global History.
- Students must have at least 2.0 credits in English.

To be promoted from 11th to 12th grade:

- Students must have earned a minimum of 15.0 credits.

Services for Students with Different Abilities

KIPP Capital High School is committed to serving all students with exceptionalities. We offer Integrated Co-Teaching (ICT) classes in core content areas for ELA and Math in 9th grade, as well as Resource Room for ELA and Math in 9th-12th grades. We also have social workers on our staff who provide mandated counseling services to those students who

need them. We work closely with the student's District of Residency to implement all related services on a student's Individualized Education Program (IEP), including speech and language therapy, occupational therapy, physical therapy, and paraprofessional support. Families are encouraged to contact their school's Director of Student Support Services to discuss their child's IEP, share more about their child's strengths, areas for growth, and goals, and learn about how the IEP will be implemented.

Counseling Services

KIPP Capital High School understands that students may experience personal, social, or family issues that can affect their academic performance. We have made a strong commitment to meet any needs that students and their families may encounter. KIPP Capital High School has social workers or counselors who will help students and families overcome any obstacles that can affect a student's learning. The counseling team may provide 1:1 counseling sessions as well as running small support groups with students. If a challenge cannot be solved within our counseling team, external partnerships and referrals with other social service agencies and organizations can be made to help find solutions. In an effort to support and educate our students, we provide information and an array of preventative materials. Parents have the opportunity to opt out of any of these services and information.

Services provided by the Counseling Team include:

- Individual Counseling, formal and informal
- Small group counseling and lessons
- Peer Mediation, training and conflict resolution
- Referral to external medical, social service, and mental health agencies when necessary.

Academic Integrity

Honor Code

We expect all KIPP Capital High School students to adhere to the highest standards of academic integrity. Every student will produce their own educational work and will neither receive nor give assistance without prior permission from the teacher.

Academic Dishonesty: Cheating & Plagiarism

To be prepared educationally for college one must be able to perform without cheating, plagiarizing, or copying another person's work. When using sources for papers and projects, students should properly use citations giving credit to the appropriate origin of information. Also, a student may not improperly assist another student on an assignment/test or allow another student to copy their work. Students who violate this policy will be subject to consequences consistent with KIPP Capital HIgh School's discipline policy.

Use of AI

- AI use and academic integrity: KCAP aims to leverage AI responsibly for

educational purposes while emphasizing student learning and critical thinking.
- AI transparency and accountability: Students must disclose when they use AI tools and how they were used in assignments.
- No submission of AI-generated work as original: Presenting AI-generated content as one's own is a violation of academic honesty.
- Critical evaluation of AI output: Students are encouraged to critically assess AI-generated content, recognizing it may contain biases or inaccuracies.
- Restrictions on AI use: Use of AI for generating harmful, inappropriate, or discriminatory content is prohibited.
- Monitoring and enforcement: KCAP reserves the right to monitor AI tool use on its networks and devices, and violations of the policy may result in disciplinary action.

Students who engage in Academic Dishonesty will be required to repair the harm caused to themselves and to their community. The consequences may include the following:

1st Offense
- The student will be required to complete the assignment or re-take the test.
- The student will be able to earn a grade of no higher than 70.
- Additional work or an alternative assignment may be assigned by the teacher.
- Conference with the teacher and any other school staff.
- Parents/Guardians will be notified about educational dishonesty.

2nd Offense
- No credit or a zero will be given on the test, paper, or project.
- The student will be required to complete the assignment or re-take the test.
- Additional work or an alternative assignment may be assigned by the teacher.
- Student assigned to the Homework Center during lunch.
- Parent/Guardian meeting will be scheduled.
- Possible removal from Extracurricular Activities/Special Events or sports team for a period of time.

3rd Offense
- Out of school suspension.
- Removal from Extracurricular Activities/Special Events/or sports team for the remainder of the semester/season.
- Parent/Guardian meetings will be scheduled with school staff.
- Offense will be noted on the student's permanent record and colleges will be notified.

EDUCATIONAL CALENDAR AND SCHOOL DAY

School Schedule

Monday - Friday Bell Schedule
- 7 Blocks (52 minutes)
- 2 Lunch blocks (25 minutes)
- 4 minute transitions

M - F	
8:35 - 8:55	Arrival
8:55 - 9:00	Homeroom
9:00 - 9:52	Block 1
9:56 - 10:48	Block 2
10:52 - 11:44	Block 3
11:48 - 12:13	**Lunch A**
12:17 - 1:09	Block 4B
1:13 - 2:05	Block 5
2:09 - 3:04	Block 6
3:08 - 4:00	Block 7
4:00 - 4:15	Dismissal

M - F	
8:35 - 8:55	Arrival
8:55 - 9:00	Homeroom
9:00 - 9:52	Block 1
9:56 - 10:48	Block 2
10:52 - 11:44	Block 3
11:48 - 12:40	Block 4A
12:44 - 1:09	**Lunch B**
1:13 - 2:05	Block 5
2:09 - 3:04	Block 6
3:08 - 4:00	Block 7
4:00 - 4:15	Dismissal

Half Day Bell Schedule

- 7 Blocks (30 minutes)
- 2 Lunch blocks (27 minutes)
- 3 minute transitions

Half Day Bell Schedule	
8:35 - 8:55	Arrival
8:55 - 9:00	Homeroom
9:00 - 9:30	Block 1
9:33 - 10:03	Block 2
10:06 - 10:36	Block 3
10:39 - 11:06	Block 4A / Lunch A
11:09 - 11:36	Block 4B + Lunch B
11:39 - 12:09	Block 5
12:12 - 12:42	Block 6
12:45 - 1:15	Block 7
1:15 - 1:30	Dismissal

Academic Calendar

The calendar below provides you with confirmed dates for school breaks, as well as trimester and report card dates

KIPP CAPITAL HIGH SCHOOL

2025-2026 Family Regional Calendar

Please note: Fridays are early dismissal days for K-8 Only

July '25

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

0 School Days

August '25

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

5 School Days (K-8)

- 21-22 K, 5, 6 Grades Orientation (1/2 Days)
- 25 First Day K-8
- 25-27 9th Grade Trail Blazer Camp (1/2 Days)
- 28 9th-12th Grade Orientation (1/2 Day)

- 1 Labor Day (School Closed)
- 2 First Day Grades 9-12

September '25

S	M	T	W	Th	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

20 School Days (K-12)

October '25

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

22 School Days (K-12)

- 2 Superintendent's Conference Day
- 13 Indigenous People's Day (School Closed)
- 24 End of Quarter 1 (K-12)

- 7 Superintendents Conference Day, No Students Report
- 11 Veteran's Day (School Closed)
- ~~13~~ Early Dismissal K-12
- 13-14 Q1 Report Card Conferences
- 26-28 Thanksgiving (School Closed)

November '25

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	~~13~~	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

15 School Days (K-12)

December '25

S	M	T	W	Th	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

15 School Days (K-12)

- 22-31 Winter Break (School Closed)

- 1-2 Winter Break (School Closed)
- 5 Superintendents Conference Day, No Students Report
- 16 End of Quarter 2
- 19 MLK Day (School Closed)
- 20-23 NYS January Regents

January '26

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

18 School Days (K-12)

February '26

S	M	T	W	Th	F	S
1	2	3	4	~~5~~	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

15 School Days (K-12)

- 5 Early Dismissal K-12
- 5-6 Q2 Report Card Conferences
- 16 President's Day (School Closed)
- 16-20 February Break (School Closed)

- 6 Superintendents Conference Day, No Students Report
- 27 End of Quarter 3

March '26

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

21 School Days (K-12)

April '26

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

16 School Days (K-12)

- 1 Lottery Application Deadline
- 3 Good Friday (School Closed)
- 6-10 Spring Break (School Closed)
- 14 New Student Lottery
- 22-23 NYS ELA Exams (3-8)

- 6-7 NYS Math Exams (3-8)
- 12 NYS Science Exam (5)
- 25 Memorial Day (School Closed)

May '26

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

20 School Days (K-12)

June '26

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
29	30					

13 School Days (K-8)
19 School Days (9-12)

- 9 ELA and Algebra II Regents Exams
- 10 Physics and Chemistry Regents Exams
- 12 End of Quarter 4
- 17-26 NYS Regents Exams
- 17 Last Day of School (K-8)
- 19 Juneteenth Observed (School Closed)
- 26 Last Day of School (9-12)

180 School Days (K-8)
181 School Days (9-12)
4 Superintendents Days
184/185 Total School Days

Student Arrival & Dismissal

Arrival

Students and families must remain outside the building until doors open at 8:35AM. No visitors will be allowed into the building until after student arrival unless a meeting was scheduled prior. Students must arrive before their 1st period to be considered on time for school. Students arriving after 8:55AM will be marked tardy, unless arriving by school bus. Students arriving by school bus after 8:55AM will be marked tardy excused.

All students will enter the school through the designated entrance determined by how they arrive at school. Upon entering the building, parents/guardians must sign in at the main office (must have proper ID) and wait for appropriate staff members to transition.

Dismissal

All students will begin dismissal at 4:00PM Monday-Friday except for scheduled half days. Dismissal will occur through the same designated doors as arrival. No visitors will be allowed into the building until after student dismissal unless a meeting was scheduled prior.

School 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 Troy Prep on the news.

SCHOOL POLICIES AND PROCEDURES

Dress Code

At KIPP Capital High School, we aim to promote a safe and academically focused environment for our students. Our dress code is designed to build a sense of pride within our school community and will ensure that our students look professional, yet remain comfortable as they learn.

Students are responsible for attending school in accordance with the KIPP Capital High School dress code. Students that do not adhere to the dress code may be subject to disciplinary action and will not be permitted to enter the school without proper attire. They may be required to purchase the appropriate uniform or a family member may be asked to come to the school with proper dress code attire for the student.

Professional Dress will be expected for special school events. Students will be notified in advance of these days.

Every entering student will receive 2 KIPP HS-Branded Tops (1 polo, 1 T-shirt). Additional uniform items will be available for purchase online using the following link. https://kippcapitalhigh.spiritsale.com

Consequences for Uniform Violations

- Any student wearing an accessory or article of clothing that becomes a distraction will be asked to contact a parent to bring them a replacement clothing article or asked to come pick the student up.
- Students who attend school dressed improperly will be required to call their parents/guardians to bring clothes meeting dress code requirements.
- Students will be given warnings on inappropriate accessories; if worn again they will be confiscated and only returned to parents/guardians.

KIPP Capital High school will adhere to the student daily dress code below:

Clothing Item	Dress Code
Student ID	All KIPP Capital Students will be issued and required to wear their student identification cards. • Cards may NOT be altered with stickers or markers. • If the card is lost, then it must be replaced at a fee.
Tops	Any KIPP Capital HS branded T-shirt, polo, crewneck sweatshirt Flashback Fridays ONLY • any college top (t-shirt, long sleeve, crew neck sweater) must be worn as the student's top layer at all times. • any tops from any KIPP Capital middle/high school, or college/career program.
Bottoms	• Jean pants, skirts or shorts • Pants, skirts or shorts • Skirts and shorts must be fingertip length • KIPP Capital HS sweatpants or joggers, Must have the KIPP Capital HS logo All pants should be worn at waist level with undergarments not visible. No rips, tears, shreds, holes or skin exposed.
Shoes	shoes, sneakers, or boots must cover the entire foot.
Gym Attire	All students must be wearing the appropriate attire to participate in PE class KIPP Capital HS branded t-shirt KIPP Capital HS branded shorts **Non-branded shorts or jogging pants (Navy, Grey or Black)**
Headgear	Religious head garments

	Scarves worn in a professional manner
Not Permitted	• Non-KIPP Sweatpants (Except for PE, but must be changed once gym is over.) • Track/athletic pants • Nylon/yoga pants • Leggings • Pajama pants • Any bottoms with rips, holes, tears, shreds (even if skin is not exposed) • All other head coverings not included under permitted headgear (including sheisty & baseball caps) • Sunglasses may not be worn over the eyes or as an accessory during the school day • Crocs, open toed shoes and heels

Distraction-Free Learning Environment Policy

KIPP Capital Region is committed to creating distraction-free learning environments by requiring personal electronic devices, such as cellphones and smart watches, bluetooth/wireless headphones or other mobile communication devices be put away from the start of the school day until the end of the regular school day.

By removing the devices that detract from students' academic performance and contribute to higher rates of bullying and youth mental health issues, KIPP Capital Region is strengthening its commitment to a joyful, rigorous, and supportive learning environment and also ensuring compliance with New York's Distraction-Free School Policy which prohibits the use of electronic devices at any K-12 statewide.

In accordance with state law, KIPP Capital Region students will not be allowed to have any device with them during the school day unless it has been issued by the school.

How to Contact your Student

We know ensuring you have a reliable way to reach your student during the day is important. Our main office will be able to relay critical messages to your student if ever needed.

Cell Phone/Device Usage

In the interest of student safety during commuting, students are permitted to bring cell phones to school. However, devices must be stowed away at the start of the school day according to school procedures outlined below. Only with a teacher's permission, at the end of the day after classes have ended, will students be permitted to make phone calls after school or receive text messages from their families/guardians to coordinate their ride home.

Students who use devices at unauthorized times will have the devices confiscated until the end of day. Depending on the circumstance, a family member/guardian may be asked to pick up the phone. Egregious or repeated violations of the cell phone policy may result in additional consequences.

Students who bring devices to school do so at their own discretion. KIPP Capital Region does not accept financial responsibility for devices reported missing or damaged during the school day or during the commute to/from school.

Exemptions to this policy will include:

- Instances where necessary for the management of a student's health;
- Usage during an emergency event;
- Usage for translation services, if designated by a child's individual learning plan;
- Usage on a case-by-case basis, upon review and determination by a school psychologist, school social worker, or school counselor, for a student caregiver who is routinely responsible for the care and wellbeing of a family member;or,
- Where required by law
- Additionally, the policy may not prohibit the use of an internet-enabled device where it is included in either the student's individualized education program (IEP) or Section 504 plan.

Device Collection/Storing Procedure

KIPP Capital High School students must store their phones and any other electronic devices in their locked Yondr bags upon entrance into the school building and it must remain out of sight during the school day. Electronic devices are only permitted in the school building after Block 7.

Lost or Damaged YONDR Bag: If a student's Yondr bag is lost or damaged, they will be required to pay a fee of $20. Additional consequences may include: community service, detention, and/or suspension.

Food Services

With a new state of the art kitchen and cafeteria, students will be able to enjoy a multitude of options for meals during the day.

Breakfast and lunch will be provided Monday – Friday for all students at no cost. Families are encouraged to send a bag lunch, if your child frequently chooses not to eat the school lunch offered. The school will be unable to assume responsibility for refrigerating or warming lunch brought from home.

Afternoon snack will be provided at no charge. In terms of other foods/beverages that are permitted at school, students are encouraged to bring water, 100% juice, fruits, and healthy snacks. Any unhealthy food or beverage options (i.e. cookies, coffee, hot chocolate, donuts, soda, drinks that are not 100% juice, etc.) are not permitted.

Food Allergies

It's important to inform the school if your child has any food allergies. Allergies must be documented by a health care professional with the school nurse. We also ask that you inform the school if your child will not eat the school breakfast and/or lunch on a regular basis.

Transportation: Getting to and From School

KIPP Cap Students get to and from school in a variety of ways - walking, being dropped off and picked up by parents/guardians, yellow school bus and CDTA.

KIPPsters are expected to be positive members of their communities, even when their families and teachers are not present. We appreciate your support in recognizing getting to and from school are important times to think about safety.

The KIPP Capital Region Code of Conduct applies to behavior while traveling on vehicles provided by the Durham School Services, First Student, Small-District Bus Companies or CDTA and on other-than-school property when such behavior negatively affects the educational process or to endanger the health, safety, morals or welfare of the school community.

KIPP staff are prohibited from transporting students in their private vehicles. KIPP chaperones and volunteers are prohibited from transporting students in their private vehicles to/from KIPP-sponsored field trips. Please note that in cases of emergency, consent will be assumed if a student riding in a staff member's vehicle is necessitated.

Pick-Up/Drop Off

Parents/Guardians must provide contact information for any person authorized to pick up their child. If the person picking up the child is not the parent/legal guardian of the child, they must be a) given explicit written permission to pick up the child and b) be 18 years or older. Please speak to the operations team if you have any concerns.

We ask parents who are dropping off and/or picking up students to avoid the designated bus lanes as noted by the street signs.

District Yellow School Buses

We partner with local districts to transport KIPP Capital Region students via yellow school buses. Buses will pick up and drop off students at the designated location as determined by the school district. At KIPP Capital High School, the following transportation services are available:

Home School District	Transportation Provided
Albany CSD *Living more more than 1.5 miles away from KCAP HS*	CDTA Bus Pass *Pass provided by Albany CSD*
Albany CSD	CDTA Bus Pass

Living less than 1.5 miles away from KCAP HS	*Provided by KIPP Capital High School*
Troy CSD	Yellow School Bus - Durham School Services *Provided through Troy CSD*
Lansingburgh CSD	Yellow School Bus - First Student *Provided through Lansingburgh CSD*
Cohoes CSD, Green Island UFSD, Watervliet CSD	Yellow School Bus - Durham School Services *Provided by KIPP Capital High School*
Schenectady CSD Rensselaer CSD	CDTA Bus Pass *Provided by KIPP Capital High School*
All other school districts	Vary based on location proximity to the school

Student CDTA Cards

Schools distribute student CDTA Bus Pass Cards to eligible students at the beginning of each semester and as needed during the school year.

- Good for three trips each school day; allowing a student to travel to school, from school to an after-school activity, and from that activity to home
- Only to be used by the student to whom it was assigned
- For traveling to and from school and school-related activities between 5:30AM and 8:30PM
- For traveling only on days when the student's school is open for classes
- Will be reloaded every quarter (if issued by school district)
- Will be reloaded monthly (if issued by the school)

Type of CDTA Cards

Albany CSD issued CDTA Swiper

- Quarterly pass
- Issued by Albany City School District quarterly
- Issued to students who reside in Albany CSD and live outside 1.5 miles from KCAP HS
- Paper CDTA pass

KCAP HS Issued Swiper

- 30-day pass
- Issued by KIPP Capital High School and renewed monthly
- Issued to students who:

  - Albany CSD resident who lives inside 1.5 miles from KCHS
  - Rensselaer CSD resident
  - Schenectady CSD resident
- Plastic Navigator Card

Student Enrollment

Every year, beginning in December, KIPP Capital Region will begin accepting applications for the following year. Admissions preference will be granted to siblings and children of KIPP Capital Region staff, and students receiving free or reduced lunch living in Troy CSD or Albany CSD as a 2nd priority. The lottery will be held in April.

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

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

Enrollment Forms

Upon enrolling at KIPP Capital High School the following documents must be submitted for each student to our operations team via SchoolMint:

- Registration form
- Emergency contact form
- Proof of birth
- Proof of address
- Copy of Parent or Guardian State Identification
- Previous School's Academic Records (Latest Report Card or Transcript)
- Immunization records
- *If applicable*, additional medical forms
- *If applicable,* Individualized Education Program/504 Accommodations

STUDENT ATTENDANCE

Even as children grow older and more independent, families play a key role in making sure students access learning opportunities and understand why attendance is so important for success in school and on the job.

- Students should miss no more than 5 days of school each year to stay engaged, successful and on track.
- Frequent absences can be a sign that a student is losing interest in school, struggling with schoolwork, dealing with a bully, or
- facing some other difficulty.
- Missing 10% or 2 days a month over the course of the school year, can affect a student's academic success.
- Chronically absent students are less likely to attend or complete college, with only

11 percent of chronically absent students persisting to their second year of college.

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:

- Personal illness (as verified by a written note from a healthcare provider or parent/guardian)
- Death in family (Not to exceed one week, as verified by a written note from the parent or guardian)
- Natural catastrophe and/or disaster
- Absence for the observance of recognized holidays of the child's own faith (as verified by a written note from the parent or guardian)
- Absence related to issues of legal custody
- 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 main office the day the student returns to school. Absences, late arrivals and early dismissals will not be considered excused until proper documentation is provided to the school.

Tardies

8:56 AM is late! School starts at 8:35am each day. Students who arrive after 8:55am will be marked as tardy. 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.

Absences due to Illness

If your child is going to miss school because of illness, please call the school as soon as possible. All student absences should be followed up the next day with a note signed by a parent, guardian or doctor. KIPP staff will call to verify all student absences. Please let the operations team know if there are any medical concerns or special circumstances of which we should be aware.

Early Dismissal

We aim to ensure that students are in school for the full duration of the school day to maximize their learning opportunities. Early dismissal is defined as any pick-up prior to the official school dismissal time.

To help us maintain a productive and safe environment for all students, we kindly ask that early dismissals be communicated to the Main Office as early as possible.

A child will only be dismissed early to a parent/guardian or a properly authorized and identified adult. If the adult picking up your child is not previously listed as an authorized adult, a letter from you authorizing this individual is required.

Due to operational needs and to ensure the safety of our students, we do not allow early dismissals within 15 minutes of regular dismissal time. This policy helps ensure that staff can properly manage the end-of-day procedures and student safety.

HEALTH AND SAFETY

The first priority for school staff during an emergency is to ensure the safety of students, other staff members and any guests who are on campus at the time. Emergency situations can cause disruptions to regular communication, schedules, and plans. We have provided information on what families can expect during emergency situations and how to best support the safety of students and staff.

Closed Campus

Under no circumstances are students to leave their assigned floor of the building or use any exit other than the School's designated entrance/exit without permission. Once in school, a student may only leave under the escort and supervision of an authorized adult – who has physically come to the Main Office to sign a student out. Once students have entered in the morning, they may not leave the building unless a staff member escorts them or without written permission from a parent/guardian. In addition, our campus is closed to visitors during morning arrival (8:30am - 9:30am), Student lunch (11:48am -

1:15pm), and student dismissal (3:45pm - 4:30pm)

Family Emergencies

In case of an emergency, parents or guardians should contact the Main Office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms or attempt to withdraw students from the building without notifying and receiving permission from staff members in the Main Office.

Illness During School Hours

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. It is necessary to have updated emergency contact numbers on file in the school office in case no one can be contacted at home. If the person picking up the child is not the parent/legal guardian of the child, they must be (a) given explicit written permission to pick up the child and (b) be 18 years or older.

Medical Emergencies

As a school, the safety of all of our students, staff members and families is of the utmost importance. If an emergency arises that requires urgent medical attention which the nurse cannot attend to, we will call 911. We will immediately then call all contacts on the emergency contact list until we are able to speak with someone who can meet us at the school or the hospital. If a family member cannot make it to the school, a staff member will accompany the student to the hospital and will remain with them until the family member arrives. KCAP HS is not financially liable for any emergency medical services. If you have questions regarding school insurance coverage, please contact the Director of Operations for your campus.

Safety & Evacuation Procedures

The School follows the General Response Protocol for all building-related safety drills and emergency events, as required by the NY State Department of Education. Below are the common emergency responses to understand and review with your child.

- Hold: occurs when we may need to clear the hallways to attend to a medical emergency
- Secure Campus: occurs when there may be a threat in the area surrounding the school. No one will be allowed in or out of the building during this time.
- Shelter-In-Place: occurs when a hazard is outside the building and it is safer to remain inside. School staff will secure the building by locking all building exits and secure students inside in safe and situation-appropriate locations. No one will have access to the school building until the shelter-in-place status has been lifted.
- Lockdown: occurs when there is a hazard or emergency inside of the school. In this instance, students and staff are trained to remain in secured rooms and out of sight from any possible intruders.
- Evacuation: occurs when there is a serious emergency and it is necessary to evacuate the school, like a fire or other facility related emergency.

Throughout the school year, students and staff will participate in a minimum of 12 emergency drills, including fire, lockdown, and shelter-in drills to ensure that the entire school community is familiar with the appropriate response in the event of each type of emergency.

Reunification Procedures

In the event of an emergency, the school will activate an emergency response plan which may include alternative dismissal processes in order to keep our students accounted for and safe. To be reunified with your child during this time, please use the following steps:

1. Come to the designated pick-up site identified in the communications from the school or KCAP HS.
2. Bring your ID. If someone else besides a parent/guardian is picking up your child, they MUST be on your emergency contact list and they MUST bring their ID.
    a. As noted, during an emergency, we might not be able to answer our office phone. As such, it is important to always keep your emergency contact information updated with the main office.
3. Once your identity is verified, you will be handed a Release Card to complete.
4. Once this happens, a runner will go get your child and bring them to the appropriate meeting point.
5. Hand your release card to the KCAP HS staff member. Once verified, your child will be released to you.

In the event of an evacuation and we are unable to return to the school, our primary reunification area is: KIPP Tech Valley Middle School, 321 Northern Blvd, Albany, NY 12210.

Please ensure that the school always has your accurate / current contact information so that you may receive the most up-to-date information from your child's school.

Emergency Communications Protocol

The means and immediacy of communication will depend on the scope of the event and on the potential or actual impact to the safety of the students. While it's difficult to describe all possible scenarios, the following can be used a guide to gauge the level of notification and systems used to communicate with families:

Impact Level	Notification Response
A Low Impact Incident: Poses no or minimal risk to the safety of the school. There are no disruptions to regular school activities, and the incident is isolated and does not impact more than one student. Example: A small issue in the	Potential SchoolMessenger notification sent via email NOTE: Not every incident will warrant a notification.

school. A last minute change in the schedule.	
A Moderate Impact Incident: Poses a moderate risk to the school and results in some disruption to school activities. Example: Weather cancellations or delays, a change of schedule or cancellation of some activities, or a utility disruption.	SchoolMessenger notification sent via email, phone and text Will be posted on website and social media accounts Email letter may be sent
A High Impact Incident: The incident poses a significant risk to the safety of the students, which results in a significant disruption to school activities, change of schedule, evacuation, cancellation of activities and impacts many students. ** Any instance where we have a lockdown, shelter-in-place, or evacuation. Example: An intruder in school or the use of a weapon in school resulting in injuries to students or staff.	SchoolMessenger notification sent via email, phone and text Will be posted on website and social media accounts Email letter sent

Immunizations

According to the New York State Public Health Law, all students need to be immunized per the New York Health Department guidelines and have a physical examination each year.

Before a child can be permitted to enter and attend school, parents/ guardians must present
documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Please review your child's immunization history with your child's healthcare provider. Your healthcare provider can tell you whether additional doses of one or more vaccines are required for your child to attend child care or school this year. All KCAP HS students must be up-to-date with their immunizations in order to attend school.

For more information on immunization requirements, please visit the NY State Department of Health website.

Student Medication

No medication can be administered or consumed at school unless both a doctor and a parent/guardian have completed the appropriate forms. KCAP HS strongly encourages families to dispense both temporary and maintenance medications outside of school hours. Ask your physician for a medication schedule that will accomplish this. In those few cases where this is not possible, please alert the main office.

Important Notes:

- Medication may not be given without the completion of the Medication Administration Form in the appendix, which must be completed by a healthcare provider. Families can get a copy of this form by calling or stopping by the school. This policy and the requirement to have a form on file applies to all medicine, including aspirin, Tylenol and other over-the-counter medicines. Staff at the school are NOT authorized to administer medication.

- The medication needs to be in the original container with the appropriate prescription label (including the name of the student, the name of the medicine, the date, the dosage information, and directions for administering the medication) and the appropriate Student Health Authorization for Administration of Medication Form. We store and administer the medicine in a secure location. Please be aware that the medication cannot travel back and forth to school – once it's given to us for your child's use, it must remain with us until it needs to be refilled. Therefore, we strongly encourage you to ask for two separate prescriptions when at the doctor's office with your child. Students are not allowed to have medication (prescription or non-prescription) of any kind in their possession at school and it should not be placed in their book bags. Adults should bring the medication to the nurse. For further information on medication or any health related issues, please contact the Main Office to be put in touch with the School Nurse.

- Students with asthma should bring an inhaler prescribed by their doctor to school each day. Asthmatic students should notify a KIPP staff member as soon as breathing becomes difficult. If there are any concerns about medicine, allergies and overall health, please let your child's counselor and the operations team know.

Please notify the operations team if your child has any food allergies, so that we provide your child with the necessary accommodations.

Privacy

KIPP Capital Region Public Schools respect the right to privacy of any student who has a communicable disease, including COVID-19. All student records or information regarding communicable diseases will be confidentially maintained by each school's Director of Operations and Principal. The student's medical condition will be disclosed only to the extent necessary to minimize the health risks to classmates, school staff, and the greater school community.

What To Do When Sick

If your child is too sick to come to school, please call the Main Office to let us know your child will not be in school. Best practices include:

- Children with diarrhea should stay home until the diarrhea has stopped (stools are formed).
- Anyone with a fever should stay home until, for at least 24 hours, they have had no fever without taking fever-reducing medicine and symptoms are improving, or until their doctor says it is okay to go back to school or daycare.
- Please note that based on your child's symptoms, your school nurse may determine your child must stay home for other reasons based on their professional judgement.
- Please call your school or school nurse to let them know if your child has a confirmed diagnosis of an illness that can spread to others.
- If your child is having difficulty breathing, call your doctor right away.

Respiratory Illness Guidance

- Respiratory illnesses include flu, RSV, and COVID-19
- Based on updated health guidance, people with respiratory illnesses should stay home and away from others based on their symptoms.
- If your child has COVID-19 symptoms, they should get tested and separate from others right away. You should speak to a provider to see if treatment is appropriate for your child.
- Your child should stay home until, for at least 24 hours, they have had no fever without taking fever-reducing medicine and other COVID-19 or other respiratory symptoms, such as cough, are getting better.
- If your child tests positive for flu, RSV, or COVID-19 but has no symptoms, they do not need to stay home but they still need to take the below steps for five days to prevent spreading the virus to other (see Avoid Getting Others Sick section below).
- Avoid getting others sick Your child should follow these precautions when home sick and for the next five days after they return to school, work, and other activities, as they still may be contagious.
- Wear a well-fitting mask that covers both the nose and mouth whenever around other people.
- Continue to keep a distance from others, especially those at higher risk of serious illness. This includes people age 65 and older, people who have a weakened immune system, and people with underlying health conditions that increase the risk of serious illness.
- When indoors and around others, take steps to improve ventilation if possible, such as opening windows and using an exhaust fan.
- Practice good hygiene by covering coughs and sneezes, washing hands often, using hand sanitizer, and cleaning frequently touched surfaces.
- If your child develops a fever or starts to feel worse after they have gone back to normal activities, they should stay home and away from others again until, for at least 24 hours, their symptoms are improving overall and they have not had a fever (and are not taking fever-reducing medicine). Then take the above additional precautions for the next 5 days.

KIPP CAPITAL HS CODE OF CONDUCT

Code of Conduct Philosophy

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:

KIPP CAPITAL HIGH SCHOOL

Incident Level	Conduct	Intervention
Level 1	• Eating in class • Lost Student ID or altered Student ID • Off-task during instruction • Not following first time directions • Unpreparedness or lack of materials • Causing a disturbance in any location • Refusing to follow teacher directions • Refusing to participate in class or complete assignments • Skipping class without a valid excuse • Repeated tardiness to school or class • Entering or leaving the classroom without permission • Disruptively Speaking loudly in class or hallways • Making disruptive noises • Name-calling or using hurtful language • Using profanity or obscene language • Eating in prohibited spaces without permission • Dress code violations • Using or displaying a cellphone without permission • Cheating, copying, or allowing others to copy work • Plagiarism (copying work from a source without citation) • Minor damage to school property	Typical Interventions include • Parent communication • Re-direction by classroom teachers/staff in the moment • Repeated behaviors may result in additional interventions
Level 2	• Repeated acts of Level 1 behaviors • Bullying/Harassment of another scholar or teacher • Repeated defiance of school personnel directives • Outside of designated space, not in the assigned area. • Repeated offense of entering/leaving the classroom without permission. • Repeated refusal to participate in classroom	Typical Interventions include: • Parent communication • Restorative Conferences to restate/reset the expectations for the scholar

	activities or complete academic assignments. • Repeated Cheating, Plagiarism, or copying others' work, or allowing others to copy work. • Violation of a Behavior Contract • Persistent tardiness to school. • Participation in acts designed to disrupt the classroom or school activities. • Any act that leads to the disruption to the learning environment • Repeated use of profane, vulgar or obscene words, gestures or other actions that disrupt the school environment. • Fighting or unwanted physical contact or threatening of any student or staff member. • Failure to follow school stated rules, instructions, or directions of school personnel resulting in disruption to the educational process. • Failing to comply with dean imposed consequences. • Repeated failure to follow teacher stated rules and procedures. • Theft and destruction of personal or school property that costs less than $150.00. • Possession, usage, distribution of tobacco or marijuana products. • Threats of violence to staff or students. • Creating a false fire alarm or making a threat to create a false fire alarm • Gambling • Participating in gang activity or overt displays of gang affiliation-writings, drawings, representation • Persistent or severe acts of sexual harassment – unwelcome sexual or gender-based conduct. • Violation of KCAP Acceptable Use of Technology guidelines, including campus WiFi.	• Behavior Contract • Student reflection • Detention (Lunch or ***Saturday Detention***) - If applicable • Suspension, exclusion and/or removal from a particular class or School Function • Suspension or revocation of School privileges related to the violation (e.g., revocation of computer use privileges) • Suspension from transportation • Suspension from social, athletic, after-school, field trip, extracurricular, or other school functions

	If a student is assigned a Saturday Detention, and does not attend due to an approved reason, the student will receive an Out of School Suspension.	
Level 3	• Repeated acts of Level 2 behaviors • Skipping class or truancy • Inappropriately using a cell phone in school • Skipping detention or tutorial • Refusal to turnover an electronic device, that is asking to be confiscated • Any act that leads to the disruption to the learning environment • 3 or more times leaving/entering class without permission • Repeated refusal to follow classroom or school rules • 3rd offense of Cheating, plagiarism, or helping others cheat • Disrupting class or school activities on purpose • Using profanity, vulgar language, or obscene gestures repeatedly • Leaving class or school grounds without permission • Fighting, unwanted physical contact, or threatening someone • Damaging or stealing property under $150 • Using, selling, or having tobacco or marijuana products • Making credible threats of violence • Creating or threatening a false fire alarm • Blocking access to any part of the school building: • Gambling • Physical contact, fighting or physical assault of another student • Academic integrity violations • Gang-related activity or symbols (drawings, clothing, gestures) • Severe or repeated sexual harassment	Typical Interventions include any or all of the above plus: • Short-term suspension ○ 0-5 days for the first offense ○ 6-10 days for the second offense • Re-entry meeting once the student returns from suspension

	• **Breaking technology rules, including campus WiFi misuse** **Could lead to possible financial loss to the parents.**	
Level 4	• Repeated acts of Level 4 behaviors • Open defiance of the Code of Conduct that threatens safety • 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 • Presence on school property or at a school function without permission of a staff member • Trespassing • Gang fights, which are defined by a fight that involves two or more people • Possession of inappropriate or prohibited property/material • Profane language or gestures • 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,	Typical Interventions include any or all of the above plus: • Long-term suspension 10+ days • Expulsion • Certain violations, such as bringing a weapon to School, legally require suspension for one year and require reporting to law enforcement agencies

	tobacco or nicotine products, vaping products, any marijuana products/paraphelia, 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 • Mob Action • 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.

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 themselves 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.

Suspension Procedures

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

When the Principal, AP of Culture or their designee (referred to as the “Suspending

Authority"), such as a Dean of Students or Director of Operations, 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 and 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 or their designee 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 or Out-of-School Suspension (10+ days)

When the Principal 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 Principal 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 Chief Executive Officer from KIPP Capital Region, shall personally serve as hearing officer or may, in their 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 Hearing Officer 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.

Expulsion

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.

Suspension from Transportation

We partner with local districts to provide transportation and as such students must follow their local district transportation rules and regulations in addition to KCAP HS's Code of Conduct. 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).

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.

Alternative Instruction

NY State requires that any suspension (in-school or out of school) of one day or more, students in secondary grades 7-12 are required to have fifteen hours of instruction weekly.

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. 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.

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 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 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 ten (10) days, such student will immediately be referred to the CSE of the student's district of residence for a Manifestation Determination Review (MDR) meeting and a review of the student's educational plan and 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 disciplinary 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, and computer instruction.

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.

Identification Cards

Every student is issued an identification card. This card is used to scan them in the building every day and also to monitor their lunch intake. It is mandatory that scholars have their ID card every day during arrival and lunch. If a student loses their ID card he/she is required to pay $5 to replace the card.

Lockers/Personal Belongings

Every student is issued a locker at the beginning of the school year. The locker is to help scholars secure their personal belongings and valuables. If a locker issued to a student is malfunctioning in any way, it is the responsibility of the student to inform a member of KIPP Capital High School Administration that it needs to be replaced or repaired. Book Bags (i.e. backpack, knapsack) must remain in lockers during the school day. A Book Bag is defined as a bag large enough to hold your books. Students may carry a small bag with them during the school day. Please be advised that KIPP Capital Region reserves the right to search any locker at any time.

Do's	Don't
- Take valuables with you everyday - Keep a clean locker	- Give access to another student - Share a locker with another student - Leave food in your locker - Vandalising and/or defacing the locker

Detention Policy

KIPP Capital High School has implemented detention in the disciplinary policy to develop and correct the behavior of scholars. Detention may be required for scholars skipping classes, discipline problems, dress code etc. Students are expected to reflect on their choices and complete school work during detention. Parents and scholars will be communicated with prior to detention (Lunch or Saturday Detention).

Removal of Students from Classrooms by Teacher

When a student engages in misbehavior that does not warrant suspension, but is still disruptive of the educational process, the student may be removed from the classroom by the teacher. The teacher must inform the Principal or another member of the School Leadership Team (Principal/designee) of the removal no later than the end of the school day. As soon as possible, the Principal/designee should confer with the teacher to review the circumstances leading to the removal and determine the professional, pedagogical and classroom management criteria and standards that were used in deciding that a removal was to be imposed. The student should be removed from the class/classes for as

little time as possible (with a maximum of up to 4 days) with continuous assessment of readiness to return to class, as determined by the Principal/designee in consultation with the teacher. In determining the number of days, consideration will be given to the student's age, maturity, previous disciplinary record, the circumstances surrounding the incident and, if applicable, the student's IEP, Behavioral Intervention Plan ("BIP"), or a section 504 Accommodation Plan ("504 Accommodation Plan"). In addition, consideration shall be given to whether, because of the student's grade, the removal will result in the student being removed from the classroom for a single class period or for the entire day. During the period of removal from class, the child will be present for the full school day and be provided with on-site supervision as well as the opportunity to continue with schoolwork.

The alternative instruction program will include counseling support, services as required by a student's IEP, and the same or substantially similar academic curriculum that students would receive if attending regular classes. Prior to any removal from class, the student will be advised of the behavior that led to removal and will be provided an opportunity to respond to the teacher and to the Principal/designee. If the Principal/designee, after hearing the student's explanation, believes that removal is warranted, the Principal/designee will make the necessary arrangements and notify the student's parents/guardians who will also have an opportunity to review the facts.

Parents/guardians will be notified of any removal from class. Any removal from class for multiple instructional periods will be tracked centrally by the school as a Removal from Class.

If a student who is removed from class on more than one occasion does not have an IEP and BIP, and the facts surrounding the removal suggest that the student's behavior is impeding learning, the Principal/designee may coordinate with the Director of Student Support, the student's deans, school social worker, and/or other teachers who support the student (the "Child Study Team") to determine if the student qualifies for additional interventions. These interventions may be informal, or could result in a referral to the Committee on Special Education ("CSE") for an IEP or for a Functional Behavior Assessment ("FBA"), which could then lead to a BIP. If the student already has an IEP and BIP, either of these documents may need to be reviewed and updated in order to better serve the student's needs. Families will be informed of each step named above and invited to participate in the determination of interventions and, if needed, in the creation of a BIP or IEP.

KIPP is committed to providing staff with Crisis Prevention Intervention (CPI) training which has been shown to be the most effective way to remove a student from a classroom while ensuring the safety, security, respect and welfare for student and classroom. In the few instances a student's behavior presents a safety or severe disruption risk. a small team of CPI-trained school-based staff will respond utilizing CPI techniques. Supportive de-escalation techniques are initially used so that classroom removal is a last resort. Parents/Guardians will be notified when this happens and staff carefully documents what happened in order to learn from the experience and adjust student support if necessary.

Additional Protections for Students with Disabilities

Discipline of a student with a disability will be consistent with federal and state laws and may be adjusted to reflect individual needs. Federal and state law protections will apply whether the disability has been formally identified by the CSE or the parent/guardian has

asserted the right to these protections and the school is deemed to have had knowledge of a disabling condition before the behavior occurred that is the subject of the disciplinary proceeding. The following guidelines will be followed:

1. A student whose IEP includes a behavior intervention plan which identifies specific consequences for certain kinds of conduct will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is concern for the health and safety of the student or others, the school will begin the process of re-evaluating the plan to ensure it reflects the needs of the student. Should the student's IEP need to be re-evaluated, the school will work in conjunction with their district's CSE to do so. This process may result in updated services and/or a change in recommended placement.
2. A student whose IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy, but may not be suspended for more than ten days except as described in Paragraph 3, below.
3. If a student with an IEP has been referred for suspension for a violation of the code of conduct punishable by more than ten days, KIPP Capital High School will immediately refer the student to the CSE for a Manifestation Determination Review ("MDR") to determine whether the conduct which is the subject of the suspension is connected to the student's disability. KIPP Capital High School will notify the parent(s)/guardian(s) about the suspension in writing and will also notify them of the referral to the CSE and will provide them with access to the Procedural Safeguards Notice. If a disciplinary removal in excess of ten days is contemplated, KIPP Capital High School may also initiate the process of re-evaluating the student's IEP and/or initiating or re-evaluating an FBA.
4. If a student with a Section 504 Plan is referred for suspension for a violation of the code of conduct that is punishable by more than ten days, KIPP Capital High School will convene a meeting of its Section 504 Team to determine whether the conduct which is the subject of the suspensions is connected to the student's disability.
5. If a student identified as having a disability is suspended repeatedly and a further suspension might result in a total of more than ten days out of school during the school year, the student will be referred to the CSE for an MDR. An FBA may be initiated or a current BIP may be re-evaluated. In considering the placement of a student referred because of a series of disciplinary problems, the CSE will be expected to follow its ordinary procedures with respect to parental notification and involvement. If the CSE finds that the conduct in question was caused by, or had a direct and substantial relationship to the child's disability, the student will return to school and KIPP Capital High School will work with the CSE to conduct a FBA on school premises. If the student's IEP is deemed insufficient for meeting the student's needs by any party: the family of the child, the CSE, or KIPP Capital High School, then the child may be referred for a re-evaluation of the IEP. This process may result in a change of services and/or in a change of recommended placement. If the behavior is not a manifestation of disability, the suspension may continue and KIPP Capital High School may refer the student to the school's Child Study Team to determine if additional interventions are needed. This process may result in a referral for an FBA.

A student whose conduct is a manifestation of a disability (as determined by the CSE or a Section 504 Team) will be returned to class as soon as possible (but should not exceed ten days in any event) unless the student's parent(s)/guardian(s)' consent to a change of placement or unless the student is found guilty of one of the following three offenses which are punishable by long-term suspension, whether or not they are a manifestation

of the student's disability:

- Carrying a weapon to or possessing a weapon at school, on school premises, or at a school function;
- Knowingly possessing or using illegal drugs or selling or soliciting the sale of a controlled substance at school, on school premises, or at a school function;
- Inflicting serious bodily injury upon another person, while at school, on school premises or at a school function.

If the Chief Schools Officer or other hearing officer appointed by KIPP Capital High School finds that the student was guilty of any of these three categories of offenses, KIPP Capital High School will work with the CSE to transfer the student to an interim alternative educational setting for up to forty-five days. KIPP Capital High School and the CSE will arrange for instruction for the student in this alternative setting. Instructional services should be adequate to enable the student to appropriately progress in the general curriculum and to achieve the goals of their IEP. Students will have access to their mandated special education services during this time, or to a comparable service that provides a similar level of service to what is stated on the student's IEP. Some of these services may be provided remotely. The student may also be referred for an FBA. If, upon review, it is determined that the student's behavior was not a manifestation of the student's disability, the student may be disciplined in the same manner as a student in accordance with standard school policy.

Parent(s)/guardian(s) may request an Impartial Hearing to challenge the manifestation determination. The Request will be made in accordance with procedures developed by the Department of Education for appeals from decisions of a CSE. The student will remain in their current educational placement pending the determination of the hearing, but if the student is attending classes in an alternative setting at the time of the appeal from the manifestation determination, the student shall remain in the 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.

Restorative Re-Entry Process

Prior to returning from a suspension, the student should participate in a harm circle. Stakeholders (or school administrators) provide an opportunity for community members involved in the incident to come together to address harmful behavior in a process that explores harms and needs, obligations, and restoration.

Dignity for All Students Act (DASA)

KIPP Capital High School will provide training to staff each year on the Dignity for All Students Acts (DASA) and its zero tolerance policy against harassment, discrimination, or bullying for any civil liberty. The Dignity Act Coordinator (DAC) at your school is your school-based Social Worker.

KIPP Capital High School is committed to creating and maintaining a safe and supportive environment. Acts of bullying (including cyberbullying), discrimination and harassment which create a hostile school environment are prohibited, and students who commit such acts are subject to the disciplinary procedures described above in the KIPP Capital High School Code of Conduct.

Upon receipt of a report of a material incident of harassment, bullying, and/or

discrimination, the Principal shall take prompt action to intervene. After receiving a complaint, the DAC will conduct an investigation to determine whether the incident was a DASA incident (discrimination based on a civil liberty) or another type of behavior. The DAC will conduct the investigation with the complainant, target, and witnesses first, and then the alleged aggressor and their parent or guardian.Intervention may include one or more of the following:

1. Initiating disciplinary proceedings, as above, and/or engaging the student who has done the bullying in a restorative activity such as writing a statement about the misbehavior and how it might affect others;
2. Providing supportive intervention and mediation to assist in conflict resolution;
3. Assigning adult mentors to the student who has been bullied and to the student who was responsible for the conduct;
4. Arranging class discussions or school meetings to re-emphasize behavioral expectations; and/or 5. Referring any student who has been a victim of bullying to counseling; notifying parents/guardians of all students involved.

Retaliation against any student or teacher who reports or assists in the investigation of harassment, bullying or discrimination is strictly prohibited and will be subject to disciplinary measures. The investigation and resultant plan to mitigate the situation will be formally written up and stored.

Title IX

Title IX of the Education Amendments of 1972 (20 U.S.C. 1681) and its implementing regulations (34 C.F.R. 106) prohibit sex discrimination. KIPP Capital Region does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates. Please see the Title IX Policy available on the KIPP Capital Region website for more details.

TECHNOLOGY USE

Technology can be a great learning tool. However, KIPPsters should use technology safely and responsibly.

By “technology” we mean computers, tablets, phones, mobile devices, the Internet, social media (which includes Facebook, Twitter, Snapchat, etc), blogs, email, chat rooms, and other online services, including ‘Artificial Intelligence’ (AI) services, ‘Large Language Model’ (LLM) services, and similar services.

KIPP Capital Region Schools is committed to providing students with an education that allows them to grow up free to create the future they want for themselves and their communities. The iPad is a vital part of KIPP Capital Region’s learning experience, as it prepares you for the digital-first world you are growing up in. KIPP Capital will issue an iPad to each high school student at the beginning of the school year. Students are required to follow these guidelines with their assigned iPad.

Generally, students may not use employee devices for Internet or iOS App access due to the requirements of the *Children’s Internet Protection Act* (CIPA) and *Protecting Children in the 21st Century Act*. If a student is using an employee cell phone to call a parent/guardian,

the employee must be present to monitor the usage of the device to ensure that the student is not using the phone for Internet browsing or App Access.

Students must use the iPad and all other Technology Equipment & Services in alignment with the KIPP Capital Region 1:1 iPad Expectations which is part of the Enrollment Packet and this Handbook, a copy of which is included for reference later in this handbook. Violations of the *Acceptable Use Agreement* may result in revocation of privileges on the hardware, network, or tech services, and/or fee assessment for repair of damaged hardware or systems.

KCAP HS's Acceptable Use Agreement covers the use of ANY technology (not just technology owned by the school), including off-campus use and use of social media, which could disrupt the school or KIPPsters' education and/or interfere with others' rights. This policy is meant to be representative, and does NOT cover every single situation.

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.

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.

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.

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.

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.

The acceptable use of technology resources at KIPP Capital High School is designed to protect students, staff, and the school’s digital infrastructure, and to ensure technology is used as an educational tool that supports learning, creativity, and responsible digital citizenship.

This policy applies to all students using:

- School-owned devices (e.g., iPads, laptops, tablets, desktops)
- School networks, including Wi-Fi and internet access
- Online platforms or digital tools provided by the school (e.g. Google Apps, Clever, Microsoft 365, Powerschool)

Students must:

- Use devices and the internet for school-related purposes only during class time, unless given explicit permission.
- Log in only using their assigned accounts and protect passwords at all times.
- Respect others' privacy by not accessing, modifying, or deleting files or accounts that are not their own.
- Report any security issues or inappropriate content to a teacher or school staff member immediately.
- Cite sources and respect copyright laws when using online content in assignments.
- Use school-approved apps, websites, and tools during instruction.
- Communicate respectfully in all online interactions

Students may not:

- Use technology to harass, bully, or threaten others.
- Access, share, or store inappropriate content (e.g., pornography, hate speech, graphic violence).
- Use devices to cheat or plagiarize (e.g., using AI or online tools to complete assignments dishonestly).
- Attempt to bypass internet filters, access restricted sites, or use VPNs/proxies on school networks.
- Download or install unauthorized software or apps on school devices.
- Record, photograph, or livestream, without permission from all involved parties.
- 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.
- Bring their own personal device to school unless instructed by KCAP HS staff.

Digital Privacy at KCAP HS means that:

- The school reserves the right to monitor all technology use on school networks and/or devices
- Students should not expect privacy when using school resources or logging into school accounts.
- School administrators may inspect personal devices if there is a reasonable suspicion of policy violations.

Violations of this policy may result in:

- Temporary or permanent loss of school privileges
- Disciplinary action per the school's code of conduct
- Parent/guardian meeting
- Replacement or damage fee of $50
- Legal action, if warranted

Personally Owned Devices

On occasion, with permission of KCAP HS Staff a student may use a personally owned device to access KIPP technology. The student must still follow all applicable policies,

administrative regulations, and the Technology Use Policy. 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.

KIPP CAPITAL REGION POLICIES

FERPA

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 Capital High School at 296 Northern Blvd, Albany, NY 12210, KIPP Albany Community Charter Elementary School at 65 Krank Street, Albany, NY 12202 or KIPP Albany Community Charter Middle School at 42 S Dove St, Albany, New York 12202. 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 KIPP Capital 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.

McKinney-Vento / Services to Students in Temporary Housing

The McKinney-Vento Act, under the Every Student Succeeds Act, provides special protections for students in temporary housing. It defines students in temporary housing as those lacking a fixed, regular, and adequate nighttime residence. This includes those:

- sharing the housing of others due to loss of housing or economic hardship
- living in emergency or transitional shelters
- living in motels, hotels, cars, parks, train stations, abandoned buildings, etc.

Every student has the option to complete a housing questionnaire upon enrollment at a KIPP Capital Region school to identify students who may be in temporary housing. Additionally, teachers and staff are trained to also be aware of signs that a student has moved into temporary housing, and will work to make sure that student addresses are regularly updated as families move during the year. Students in Temporary Housing are entitled to protections related to enrollment, transportation, and meals. Please contact your school Social Worker / McKinney Vento Liaison should you have any additional questions.

Mandated Reporters

Preserving the safety and wellbeing of every KIPPster is central to the work of KIPP Capital Region. If at any time a KIPP Capital High School employee becomes aware that a student may have been harmed or is in danger of being harmed—physically, sexually, or through neglect—and that a caregiver either committed the harm or should have taken steps to protect the child from harm, they are required by law to report the behavior or incident to the New York State Central Register of Child Abuse and Maltreatment (SCR). The KIPP Capital High School employee is also required to notify their Principal/Designee and school Social Worker/School Counselor of the situation. Staff must also refer students to the Principal/MD and a school Social Worker/School Counselor if they exhibit signs of hurting themselves or others.

KIPP Capital Region Family Feedback Sharing Process

KIPP Capital Region strives to create school communities where disputes can be collaboratively solved. Listed below in order of escalation, are the ways in which you can share your concerns with us.

- Step 1: Generally, the first best place to turn when you have a matter to discuss is to your school's principal. Complaints regarding a teacher, class, issues with grades, promotion, retention, suspensions and other school policies, are handled at the school level. It is recommended that your complaint be in writing and sent to the principal who will schedule time to meet.

- Step 2: Beyond your school Principal, you may use: family.support@kippcapital.org as a place to share your thoughts and concerns (goes directly to CEO & COO).

- Step 3: If that still doesn't yield results you may file a formal complaint in writing to KCAP's Board of Trustees: board.feedback@kippcapital.org .

- Step 4: In the case where the Board of Trustees does not satisfactorily address the issue, you may appeal the decision, in writing, to the SUNY Charter School's Institute. You must send a written copy of the school board's decision along with your complaint. Please complete the SUNY Formal Complaint Form and email it along with the school board's decision to: charters@suny.edu or by mail to:

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway, Albany, NY 12246

For more information about the Institute's complaint process please visit the SUNY Charter School Institute's website.

Step 5: Beyond the Institute you can appeal to the New York State Board of Regents through the NY State Education Department ((518) 474-3852). Submit written appeals by mail to:

New York State Education Department
Charter Schools Office, Mezzanine
89 Washington Avenue
Albany, NY 12234

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.

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, the 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;

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—
    - that family members play an integral role in assisting their child's learning;
    - that family members are encouraged to be actively involved in their child's
    - education at school;

    - 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;
    - 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 agencies 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.

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.

KIPP CAPITAL HIGH SCHOOL

Provider and Parent Permission to Administer Medication at School/School Sponsored Events

To Be Completed By Parent

Student Name: _____ DOB: _____

Grade: _____ Teacher/HR: _____ School: _____

I request the school nurse give the medication listed on this plan; or after the nurse determines my child can take their own medications; trained staff may assist my child to take their own medications. I will provide the medication in the original pharmacy or over the counter container. This plan will be shared with school staff caring for my child.

_____ _____

Parent/Guardian Signature Date

_____ _____

Email Phone Where We Can Reach You □ Check if Cell

To Be Completed By Health Care Provider-Valid for 1 Year

Diagnosis _____

Medication _____

Dose _____ Route _____ Time(s) _____

Recommendations_____ ICD Code _____

Note: Medication will be given as close to the prescribed time as possible, but may be given up to one hour before or after the prescribed time. Please advise if there is a time-specific concern regarding administration.

□ **Per MEDICAID requirements, frequency & duration as indicated "per" IEP when appropriate.**

□ **Independent Carry and Use Attestation Attached (Required for Independent Carry and Use)**
NYS law requires both provider attestation that the student has demonstrated they can effectively self- administer inhaled respiratory rescue medications, epinephrine auto-injector, Insulin, carry glucagon and diabetes supplies or other medications which require rapid administration along with parent/guardian permission delivery to allow this option in school. Check this box and attach the attestation to this form to request this option.

_____ _____

Name/Title of Prescriber (Please Print) Date

_____ _____

Prescriber's Signature Phone

_____

Email

Stamp

Return to: KIPP Capital Region High School

KIPP CAPITAL HIGH SCHOOL

Fee List Information

The fee list outlines any school-related costs (such as uniforms, field trips, special events, or replacement items) that may arise during the school year. Our goal is to be transparent with families so that you know what to expect and can plan accordingly.

The school accepts cash payments, and payment plans are available upon request to ensure that no student misses out on opportunities due to financial constraints. Families are encouraged to reach out to the main office if they have any questions or need support with payments.

Student Fee List:

Student Activity Fee 9th - 11th grade (Each School Year)	$100
Tech Fee Repair (Each Repair)	$50
Yondr Replacement (Lost or Damaged)	$20
CDTA (Each Replacement)	$15
Student ID Replacement (Each Replacement)	$2
Athlete Fee	$25