Region-Wide:
SCHOOL SAFETY PLAN
2026-2027

321 Northern Boulevard
Albany, NY 12210

Stephanie Valle
Chief Executive Officer, KIPP Capital Region Public Charter Schools
518-694-9494
E-mail: info@kippcapital.org

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1. Purpose

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

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

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

Regional Chief Emergency Officer: _Stephanie Valle_____

Region Wide School Safety Team Members:

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

Name	Representing
John Reilly	School Board
School specific representation	Teachers
Johanna Martin	Administration
School specific representation	Parent Organization
Johanna Martin/ Elijah Hudson/Jorge Feliciano/Scott Gavigan/ Jen Brady (facilities)	School Safety/Facility Team
Names withheld for privacy	Students*

Official School Name: KIPP Capital Region Public Charter Schools
Community School District (CSD): Albany City School District and Troy City School District
Local Police Precinct:

Albany City Police Department	City of Troy Police Department
165 Henry Johnson Blvd	55 State Street
Albany, NY 12210	Troy, NY 121805
518-447-9650 (Albany)	518-270-4411 (Troy)

School Street address: 321 Northern Blvd, Albany, NY 12210

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2. General School & Safety Information

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

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

The building is open Monday-Friday. A member of the operations team should be contacted if access is required outside of open building hours. Security staff remain on post only while students are in the building. Security and or operations staff will lock the building and arm the security system when leaving the building. Prior to security staff exiting the facility, a full sweep of the building is done to ensure that all students have exited safely and that the building is prepared to safely receive students and staff the next morning.

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

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

3. External Emergency Contact Information

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

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

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

- Fire Department: [911]
- Hospitals: Albany Memorial (St. Peter's) Albany Medical Center; St. Peter's Hospital; Samaritan Hospital; St. Mary's Hospital
- Poison Control Center: (800) 222 -1222

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- FEMA: (800) 621-3362
- Power/Gas Company: National Grid Emergency Line 1-800-892-2345
- Albany Water Board - (518) 434-5316,
- Troy Department of Public Utilities 518-237-0438
- Albany County Department of Public Health (518) 447-4580, 175 Green St, Albany, NY 12202
- Rensselaer County Department of Public Health 518-270-2655, 1600 7th Ave, Troy, NY 12180
- Albany County Department for Children, Youth and Families (518) 447-7324, 112 State St., Room 300 Albany, NY 12207,
- Rensselaer County Department of Social Services, 518 -270-3935
- NYS Education Department- Charter Schools Office
  New York State Education Building
  89 Washington Avenue
  Albany, NY 12234
  (518) 474-1762
  charterschools@nysed.gov

4. Emergency Notification System

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

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

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

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

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

- Chief Operating Officer
- Chief Executive Officer

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

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5. Contacting parents, guardians, and emergency contacts

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

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

6. School Cancellations

School cancellations occur for a variety of reasons which may include inclement weather, public disturbance, or any other situation where the administration of the school or the NYSED feels students and/or staff are in danger. KIPP Capital Region will utilize a variety of strategies to inform the public of any school closings, including posting this information on news stations, School Closings Network, the school's website, and messaging families directly.

Unexpected early dismissal

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

7. Emergency Drills

New York State guidance requires twelve (12) drills be conducted each school year using the following guidelines:

- 8 evacuation drills before June 1
    - 4 of which using secondary exit routes
- 4 lockdown drills at any time in the year

All drills must be scheduled and shared with the Sr. Director of Regional Operations before the start of school in September.

8. Emergency Responses

Evacuations

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

General evacuation:

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

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

Controlled evacuation:

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

Evacuation procedures for Teachers:

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

Evacuation procedures for Staff and Visitors:

- At the sound of a fire alarm or announcement to evacuate, follow the designated evacuation route for the office, conference room, or other space.
- If possible, take the emergency backpack
- Assemble at a designated area as outlined by the school plan.
- Follow check-in procedures for adults
    - Attendance team uses staff roster to mark staff and teachers present or absent
    - Front desk uses visitor log to mark visitors present or absent

Attendance Team:

- Attendance Team notifies Incident Commander upon completion
- Await further instructions from the Incident Command Team.

Building Evacuation Procedures

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

- Check each room on their respective floor to ensure that is it cleared

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- Direct any adults or children who are unsure where to go to the assembly area
- Advise on alternate evacuation routes if planned routes are obstructed
- Be the last person to evacuate the floor

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

During the earthquake drill, an announcement will indicate the start of the earthquake. Teachers must immediately instruct students to Drop, Cover and Hold. A follow-up announcement will be made, instructing everyone to evacuate the building.

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

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

Evacuation procedures for Incident Command Team:
- Send someone to scout the route to the off-site location to ensure the pathway is safe.
- Position staff members at any points where students will need to cross the street.
- Place signage at the school entrance to inform parents/guardians that you have moved off campus.

If necessary, arrange transportation to move students, faculty and staff to the off-site location.

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

Reverse Evacuation

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

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Reverse Evacuation procedures for Teachers:

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

Reverse Evacuation procedures for Incident Command Team:

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

Evacuation of Individuals Requiring Additional Support:

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

- Carrying student (physical disability)
- Adult and student waiting for the fire department in the prearranged area (physical disability)
- Staff person assigned to a specific student(s) to assist students during an evacuation
- After creating an individual evacuation plan:
    - Post a list of these individuals and their evacuation plans in classrooms where the student will be.
    - Include a list of these individuals for Incident Command, Search & Rescue, and First Aid Strike Teams.

SECURE CAMPUS

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

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

Teachers are trained to:

- Close Windows and shut blinds.
- Continue normal indoor activities

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- Listen for further instruction

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

LOCK DOWN

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

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

Students are trained to:

- Move out of the line of sight and maintain silence
- Move to the closest classroom or office

Teachers are trained to:

- Check the hallway outside of their classrooms for students (not a sweep), lock classroom doors, and turn the lights off.
- Move away from the line of sight, get low to the ground (sit or lay on floor) and remain silent.
- Follow school-specific procedures as outlined in the school safety plan.
- Wait for First Responders (fire, police or EMT) to give further instruction.

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

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

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

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SHELTER-IN-PLACE

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

Students are trained to:

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

Teachers are trained to:

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

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

MEDICAL EMERGENCY (HOLD)

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

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

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

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

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Trained AED/ CPR Personnel

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

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

9. BUS DRILLS

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

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

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

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

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

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

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visibility.

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

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

10. Other Situational Responses

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

Explosive/Bomb Threat:

- Call 911
- Implement secure campus protocol
- Notify incident commander

With police support, begin threat assessment to determine credibility of threat and determine next steps

Upon decision from police department, move forward with determination of next steps

Threat of Violence:

- Implement Lockdown Protocol

Hostage Situation:

- The first person aware of the situation will immediately notify the School Leader and he/she will notify the police.
- The school will go on lock down as necessary. The School Leader will turn over authority to the police upon their arrival and assist as requested.

Missing Student:

- The staff member who cannot locate the child immediately alerts the School Leader After 5 minutes pass without finding the child, the following actions must be taken simultaneously:

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    - The Director of Operations engages a Shelter in Place
    - The Director of Operations reviews camera footage
    - The Director of Operations instructs office staff to check attendance records to ensure the student was in school and didn't leave early

- After 5 additional minutes in a Shelter in Place and the student is not found, the following actions must be taken:
    - Student emergency contacts are called to ensure they have not been picked up
    - The police is called if emergency contacts do not have the child
    - Prior to police arrival, prepare appropriate video footage for officers to review

Civil Disturbance: Implement Secure Campus protocol

Hazardous Material; Gas Leak; Biological Threat; Radiological Threat; Epidemic: Implement Shelter-In-Place or Evacuation protocol as required.

Danger encountered during Arrival/ Dismissal:

- Communication is made by alerting adults
- Communication will include nature of danger and current actions being taken (if applicable) to protect students
- Incident commanders will determine the next actions taken, to include assembling the incident command team if necessary.
- Incident Commander will ensure 911 is called as appropriate, and will designate individuals to handle family communications
- Location and nature of danger will determine course of action, such as:
    - If gunshots are heard, instruct all students and staff to *drop to the ground* and await communication.
    - If danger is nearby and outdoors, supervising staff will determine if in the interest of immediate safety students, staff, and adults in the pickup line should perform reverse evacuation into the school building.
    - If students on bus, supervising staff (with incident commander) will determine if students should remain on bus or evacuate into school building
    - Supervising team members will keep 2-way radios close and on high volume to ensure instructions are clearly heard, and will confirm orders have been received
    - Attendance may be re-taken (as determined by incident commander) following a reverse evacuation or lockdown procedures, once immediate safety is secured, in order to maintain accountability

11. Calling the Police

Contact the police if:

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

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follows its own disciplinary procedures, including investigations. A student has a right to a public education, and any infringement on that right, by either suspension or expulsion, must follow due process. The very minimum for due process is that the student is informed of the charges against him or her and has the opportunity to respond to the charges.

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

12. Incident Reporting Procedures

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

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

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

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

Additional information

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

Incident Reports – Criteria for Success (CFS)

After an incident the following should occur:

- Reports should be written as soon as possible after the immediate incident has been

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addressed.

- Only one incident report should be written and submitted for any incident.
- Reports should be based on written statements and interviews with those involved and witnesses, and should include sufficient detail to provide a full, factual description of what transpired.
- The person reporting the incident should obtain signed handwritten statements from the parties involved and from witnesses, specifying the time, date, and place of the occurrence with an account detailing the nature and sequence of events. These are attached to the incident report.
- If a party is unwilling or unable to provide a written statement, another individual may write a statement stating what he or she was told by the party.
- Any other supporting documents should be scanned and attached to the incident report.
- Reports should be submitted by the school leader to the Chief Operating Officer within 24 hours after the event's occurrence via email, as a PDF file, including any corresponding attachments as one complete package.
- The Chief Operating Officer will review the report for clarity and specificity, requiring revisions or follow-up by the School Leader for any questions unanswered by the report.
- The Chief Operating Officer school administrators as necessary, to transmit the information to all appropriate parties (e.g. KIPP Capital Region board members, human resources, charter authorizer, legal counsel, insurance provider).
- Provide low and no inference statements.
- Write exactly what someone said, exactly what someone did, the volume of their voice, etc.
- Do not write adjectives and adverbs. For example, do not write "became angry," "escalated," "was screaming hysterically," etc.
- Provide specific data. For example, write "at least ten times." Do not write, "many times."
- Complete every part of the report including the "Nature of incident" and the date and time that the incident report was completed.
- Use full words, titles, and names not acronyms or initials.

Submission

- Submit a written report.
- Submit all written statements
- Statements may be typed or handwritten and may be submitted in one batch or separately as Word documents or as PDF documents.
- Submit all documents that were generated due to the incident such as suspension letters, emails, videos, staff letters, etc.

13. Student Safety Plan

KIPP Capital Region Public Charter Schools maintains a Multi-Disciplinary Behavioral Threat Assessment Team (BTAT) at the district level. The purpose of the BTAT is to assess whether certain exhibited behaviors or actions by students, staff, or visitors represent a risk to the safety of the school community and to coordinate appropriate intervention, support, or referral. The BTAT operates consistent with §155.17(c)(1)(iii)(b) of the Commissioner's

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Regulations.

A Student Safety plan is initiated when a student requires 3+ CPI incidents that require restraint within a 1-month period and/or 3+ suspensions for unsafe behaviors.

Behavior Threat Assessment Team members present during Crisis Plan Development:

- School Leader
- Dean of Students
- Director of Student Support Services
- Social Worker/Counselor
- Parents
- Student

Crisis Plan consists of the following:

- Highly individualized and designed to proactively address all student behavioral needs.
- Responsibilities of administration, dean of students, director of student support services, social worker/counselor, parent and student in various case scenarios that are relevant to the crisis concern.
- Commitment of all parties to ensure the safety of all parties as well as the fidelity of the plan via signature.
- Progress monitored via Dean of Students
- All parties signing the terms of the Crisis Plan are held accountable for their portion of the plan.
- The team may also consult with the Albany County or Rensselaer County regional threat assessment team when available.

The role of each team member:

- School Leader
  - Oversees the development of the Crisis Plan
  - Supports the creation of the Crisis Plan
  - Loops in appropriate personnel
- Dean of Students
  - Supports the creation of the Crisis Plan
  - Keeps staff accountable for the implementation of the Crisis Plan
  - Maintains accurate referral data to ensure that all necessary information is imputed in case of an MDR

- Director of Student Support Services
  - Supports the creation of the Crisis Plan
  - Participates in all progress monitoring sessions in the case that the student may be eligible for IEP Services
  - Informs the CSE should the student require an MDR

- Social Worker/Counselor
  - Supports the creation of the Crisis Plan
  - Implements the Crisis Plan

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Referral and Assessment Process

Any staff member, student, or community member may refer a concern to the BTAT through the following process:

- Step 1: Staff member reports concern to School Leader or Dean of Students verbally or in writing.
- Step 2: School Leader notifies the Director of Operations and convenes a preliminary review within one (1) school day.
- Step 3: Director of Operations determines whether a full BTAT review is warranted and assembles the team.
- Step 4: BTAT conducts a structured threat assessment using a recognized protocol (e.g., the Virginia Student Threat Assessment Guidelines or equivalent).
- Step 5: BTAT documents findings and recommended interventions, supports, or referrals.
- Step 6: BTAT monitors implementation of the response plan and schedules follow-up as needed.

All BTAT referrals, assessments, and outcomes shall be documented and retained in accordance with applicable privacy laws including FERPA and HIPAA.

Anonymous Reporting Connection

Referrals to the BTAT may originate through the school's anonymous reporting mechanism. Anonymous referrals are assessed using the same process; the team does not attempt to identify the anonymous reporter.

Annual Staff Training

Annual staff training on safety and emergency procedures shall include information regarding the purpose and procedures of the BTAT, consistent with §155.17(c)(1)(xiii). This training shall occur prior to September 15 of each school year and shall be provided to all new hires within 30 days of employment

14. Dignity For All Students (Bully Prevention)

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

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

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

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

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

Types of Bullying:

- Verbal bullying is saying or writing mean things. Verbal bullying includes:
- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public
- Cyberbullying

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

Sexual Harassment, can include relational and physical bullying, involves hurting someone'sreputation or physical violation. Sexual harassment includes:

- Derogatory comments
- Name calling
- Talking about others sexual and/or gender identification

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- Physical touching
- Cyberbullying

KIPP Capital Region requires students and/or staff to immediately report incidents of bullying to the School Leader or DASA Coordinator . Staff who witness such acts take immediate steps to intervene when safe to do so and complete a written report on the incident. A DASA reporting form should be used to report an incident

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

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

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

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

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

15. Code of Conduct and Disciplinary Protocol

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

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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

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policies, procedures, practices or general descriptions set forth in this policy, including to take immediate action when required, and to create alternatives to disciplinary protocols when in the best interests of our students, staff members and/or the School.

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

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

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

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

- Open defiance of the Code of Conduct that threatens safety
- Skipping class or truancy
- Skipping detention or tutorial
- Excessive disrespect of staff, teachers, peers, or other adults that significantly disrupt the classroom or school community
- Attempted or actual theft, loss, or destruction of personal or School property
- Mistreatment or Inappropriate Use of Technology
- Inappropriately using a cell phone in school
- Presence on school property or at a school function without permission of a staff member.
- Blocking Access to any Part of the School Building:
- Trespassing.
- Possession of Inappropriate or Prohibited Property/Material.

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- Academic integrity violations
- Profane Language or Gestures.
- Physical contact, fighting or physical assault of another student
- Physical harm or assault of a teacher, staff member, or other adult at school
- Harassment or violent threats, including cyber bullying of any kind and/or creating images or videos of another student in a manner intended to harass or exacerbate an incident of harassment
- Gang recruitment and/or expression of gang membership through symbols, jewelry, insignia, etc.
- Possession of a weapon
- Arrest for criminal activity
- Possessing, using, or dispensing controlled dangerous substances without legal authority, alcohol, tobacco or nicotine products, vaping products, any marijuana products, or illegal substances (Any illegal substances will also be reported to the police, as required by law.)
- Engaging in sexual activity or inappropriate touching
- Harassment, Discrimination, Bullying, and Hazing.
- Gambling
- Open Flame/Arson.
- Setting Off a False Alarm or Making a Threat
- Other actions deemed suspendable offenses by a School Leader

Conduct Off of School Grounds

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

Seclusion and Restraint

As part of our emergency procedures, physical restraint is permitted in limited circumstances where a student is in imminent risk of injury to their or others and the student is not responsive to less intensive behavioral interventions, including verbal directives or other de-escalation techniques. As soon as possible, during or after any such use of restraint, family member(s) or guardian(s) will be informed when these actions have occurred and will be provided with an account of the incident, including the circumstances that led to the use of restraint. Additionally, situations where there is the potential for significant harm may be reported to crisis services for additional support.

Procedures for Certain Types of Discipline

Suspension from Transportation

Students who do not conduct themselves properly on School transportation may have their

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riding privileges suspended by the School Leader. 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.

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

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

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

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

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

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

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

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

At the hearing, the student shall have the right to be represented by counsel or advocate (at the student's/family's expense), the right to question witnesses against their, confront evidence against their and the right to present witnesses and other evidence on his/her behalf. The Board's designee, currently the School's Chief Executive Officer from KIPP Capital Region, shall personally serve as hearing officer or may, in his/her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and make determinations on evidentiary issues. A record of the hearing shall be maintained, but no stenographic transcript shall be required. An audio recording shall be deemed a satisfactory record. The hearing officer shall make written findings of fact and recommendations as to the appropriate measure of discipline. The report of the hearing officer will be final, and the Board's designee may accept all or any part within three days. A written statement will be provided to the student and family member(s) and guardian(s) stating the decision. This statement will also be placed in the student's permanent record.If a family member(s)/guardian(s) fail to attend the hearing and fail to notify a school official of the need to reschedule the hearing prior to its start, or if the student withdraws from the School prior to occurrence of the hearing, the School may conduct the hearing in a family member(s)'/guardian(s)' absence. In such an event, the School shall notify a family member(s) /guardian(s) in writing of the School's determination, the student's placement (if applicable) and their appeal rights, if any.

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

If a family member(s)/guardian(s) are not satisfied with the decision of the Board's designee, they may file a written appeal to the Board of Trustees via the School Leader within five

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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.

Expulsion Policy

When a student enrolls at KIPP Capital Region Public Schools, it is the beginning of a commitment we make to that student and family regarding the student's ability to succeed in our school community, which includes working with students who may engage in conduct that may lead to a long-term suspension. While it is always KIPP's preference to have our students in school, there are situations that may require suspension. Our commitment includes ensuring that suspension, while a consequence for behavior that violates our community norms, school policy, and safety priority, is not our only strategy. In addition to alternative instruction if suspension is unavoidable, KIPP Capital Region is committed to working with students and families on individualized support plans for students with challenging or persistent behavior and other research-based intervention strategies.

Because of this commitment, we believe it is the exception that a student would be under consideration for expulsion - or permanent removal - from our school community. Extreme circumstances that may warrant an expulsion involve a significant safety threat to our school community (defined as students, staff, and other members of our school community).

These circumstances include:

- Weapons (generally use of at school or bringing a weapon to campus)
- Gang or group-related violence
- Assault (including sexual assault)
- Extreme acts of violence against a person
- Repeated drug offenses that harm the school community
- Other acts that lead to significant harm to an individual, including extreme bullying with the intent to harm

Expulsion Proceedings

Expulsion proceedings will follow the standard procedures for long-term suspension hearings. However, the hearing officer must be a member of the Executive Team for any hearing where expulsion is a potential outcome. Additionally, written notices of the charges and hearing must include that expulsion is a potential outcome of the hearing.

If the student is found to have committed the allegations, and the recommended consequence

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is expulsion, the recommendation goes to a committee, made up of the Executive Team and the Managing Director of Equity.

The expulsion decision will be sent to the KIPP Capital Region Board of Trustees by the CEO. If within ten days, the Board of Trustees does not notify the CEO of a disagreement with the expulsion decision, the decision will go into effect (subject to the student's normal appeal rights). Expulsion will apply to all KIPP Capital Region schools now and in the future for that individual student.

School Responsibilities Prior to/at the hearing

- Notice to the student and family about the allegations and hearing (including expulsion as a potential consequence)
- Unless the current allegation is the first behavior incident for the student, documentation of the following:
- Prior challenging behaviors at the school;
- Record of consequences the student has already received (previous OSS, ISS, etc.);
- Current and past behavior plans, with evidence of the plan being implemented;
- Current and past student supports the school has implemented, including mental health support, behavioral support, family meetings and interventions, and outside of school supports, such as IEPs, 504 plans, etc.
- Academic and attendance data for the student (current and past years)
- If expulsion is not approved, what the support plan for the student will be (and any associated resources the school would need to execute that plan)

Alternative Instruction

For any suspension (in-school or out of school) of one day or more, or any suspension of less than one day when the student has not yet received 60 minutes of instruction in grades K-6 or 120 minutes of instruction in grades 7-12, student has a right to live alternative instruction by qualified staff of at least 60 minutes (grades K-6) or 120 minutes (grades 7-12). The character of the instruction shall be such that the student receives all homework, takes all tests and quizzes and is able to keep pace with the student's class toward promotion in grade or graduation. The instruction shall be provided as soon as feasible after the suspension. The School may provide alternative instruction in-school or out-of-school at the School's discretion. If the student does not attend alternative instruction, the student shall be marked absent. If the School does not offer alternative instruction the student may not be recorded as absent.

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

Gun Free Schools Act

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

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

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

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

16. Responding to Threats of Violence

Suicide Ideation Protocol:

This protocol should be followed if a student has threatened self-harm (either verbally or in writing). The first staff member to see, read, or hear a threat of self-harm from a student must bring the student to the school social worker/counselor and they conduct a risk assessment. Based on the results, they may deem it high risk and recommend the student be picked up and brought to an ER or that mobile crisis be called. If it is low risk, then a safety plan will be made to support the student to stay in school. The social worker always keeps school leaders looped in and will inform the families via phone call and with a post-risk assessment letter that is sent home. Any written communication regarding the threat should use the initials of the student to remain in compliance with HIPAA regulations.

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

<u>Suicide Attempt Involving Injury:</u>

- Notify the front office to dial 911, if necessary.
- Locate the School Leader/Office Manager or member of the Emergency Management Team.
- Do not attempt to forcibly disarm the individual.

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- Keep all students and uninvolved staff away from the scene.
- The School Leader or designee will determine if Lockdown procedures should be initiated to ensure the safety of others.

After a Suicide attempt or threat, develop a Student Safety Plan:
Student Safety Plan consists of the following:

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

Hostage Situation Protocol:

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

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

Emergency Management Team should do the following:

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

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If Taken Hostage:

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

17. Communicable Disease

Health Screenings

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

Healthy Hygiene Practices

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

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

COVID-19 and Respiratory Illness Guidance

If a student or staff member develops symptoms of respiratory or gastrointestinal infections, such as cough, fever, sore throat, vomiting or diarrhea should be sent home or directed to stay home. If symptoms develop during the school day, the individual should be encouraged to wear a well-fitting mask, if tolerated, until they are able to leave school. Testing is recommended for all those that have COVID-19 symptoms.

Testing for COVID-19 is optional but may be recommended when an individual is experiencing symptoms consistent with COVID-19 or has had a known exposure. If rapid tests are available, schools may provide a test for home use or administer a test on-site in accordance with applicable procedures and parental consent requirements.

If the school has rapid tests available, the school has the discretion to test the student on site (with parent approval) or to send home a test with a student. Otherwise, it should be recommended to the family/staff member to test prior to returning to school.

The student/staff member may return to school once the following conditions have been met:

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- They have been fever-free for at least 24 hours without the use of fever-reducing medication; and
- Their symptoms have been improving overall for at least 24 hours; and
- Any vomiting or diarrhea has resolved for at least 24 hours.
- A negative COVID-19 test is not required to return to school or work unless otherwise directed by a healthcare provider or public health authority

Additional Precautions Following Illness

Consistent with CDC respiratory virus guidance, individuals returning to school or work after an illness are encouraged to take additional precautions for the five (5) days following their return, particularly if symptoms persist. Precautions may include:

- Wearing a well-fitting mask;
- Maintaining physical distance when possible;
- Practicing good hand hygiene and respiratory etiquette; and
- Considering testing for COVID-19, especially before participating in activities involving close contact with others.

Individuals who have been exposed to someone with COVID-19 do not need to quarantine or stay home solely because of the exposure. Those who have been exposed are encouraged to monitor for symptoms, consider testing if symptoms develop, and follow the additional precautions outlined above for five (5) days following exposure.

The school will continue to follow all applicable guidance issued by the CDC, New York State Department of Health (NYSDOH), and local health authorities.

MEDIA POLICY

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

STAFF TRAINING

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

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

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

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and drill schedule.

REMOTE LEARNING PLAN

KIPP Capital Region is committed to in-person learning for all students. Our transition to a one-to-one district will allow us to continue to leverage technology to improve the educational experience for students and families throughout the school year for all instruction. KIPP Capital Region also understands that certain students may need to learn from home at various times throughout the year due to illness, quarantine, or other unforeseen circumstances that may lead to extended closure. Because of this, all teachers and providers must continue to use Google Classroom as a tool for remote instruction.

Goals
KIPP Capital Region will provide clear opportunities for equitable instruction for all students; ensuring continuity of learning regardless of the instructional model used; providing standards-based instruction; ensuring substantive daily interaction between teachers and students; and clearly communicating information about instructional plans with parents and guardians.

Instruction may take different forms during this period of extended school closure. Computing devices will be distributed, by school, to students in grades K-12 in the event closure does not occur while students are in school to facilitate remote learning. However, some families struggle with connectivity.

Schools will provide learning packets to support families and other families who may want additional, alternative resources. In addition, teachers should continue to assign work to students as they have using Seesaw (Grades K-12) and Google Classroom (Grades 3-12).

Methods of Instruction
- Hard copy learning packets aligned to grade level state standards
- Remote learning
- Teacher-posted assignments in Google Classroom
- Activities from courses in Live, virtual lessons or videotaped lessons
- Readings or videos accompanied by a means to verify participation,including responding to questions, completing assignments or exit tickets,or student participation in online discussion boards.
- Emailed communication, assignments
- Completion of activities to complement core instruction using approved online programs, for example: iReady, Nearpod, and Newsela
- Virtual conferencing, office hours
- Phone conversations and consultations

Means of Demonstrated Student Academic Engagement
There are numerous ways for students to demonstrate engagement with learning remotely. The District is particularly interested in collecting information about frequency, duration, and substance of instructional contact with students. Some forms of engagement will happen daily while other forms may occur weekly. Here are some examples:
- Google Classroom, or iReady MyPlan logins
- Submission of completed assignments or assessments

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- Completion of online assignments or assessments
- Completion of activities in approved online programs
- Participation in online discussion boards, chats, discussion threads
- Email exchanges regarding instruction
- Phone conversations regarding instruction
- Participation in virtual conferences or office hours regarding instruction
- Other digital communication with a family member which confirms student interaction/engagement (e.g., Class Dojo)
- Completion of lesson activities provided via hard copy in learning packets and online

Other Non-Academic Means of Student Engagement
There are numerous ways for students to connect with schools and support wellness.
Here are some examples:

- Email exchanges
- Phone conversations
- Virtual conferences10
- Communication with school social workers, counselors

Key Considerations for Assigning Academic Work
Family circumstances during this time will affect how each student engages in learning. During this time, some families may be coping with a variety of challenges. Some parents provide essential services and may not be readily available to support students with assignments. Some students themselves may be caring for younger siblings. Translation services may also be required. In many homes, parents are supporting the learning of more than one child in different grade levels. In addition, families may not have access to supplies or there is limited or no wireless internet access in the home.

These factors make communication with our families very important. It is helpful to make assignments available in multiple places (e.g., on teacher webpages, via email or phone call). When planning, teachers will take into consideration the amount of time it will take to complete an assignment and remember that students are receiving assignments from other teachers, as well. As much as possible, they will try to provide consistency for students.

Key Considerations for Assigning Academic Work to Multilingual Learners
During school closures, language development can be supported through remote learning by integrating learning activities connected to the four language domains, reading, writing, listening, and speaking. Each domain targets specific skills in developing students' language proficiency. Teachers are encouraged to plan or consult with their grade level colleagues to ensure a consistent delivery of instruction across content areas.

Key Considerations for Assigning Academic Work to Students with Disabilities
Students with disabilities are especially vulnerable during times of disruption and change. To ensure ongoing growth and progress, students should be served to the greatest extent practicable by tailoring remote learning that provides educational benefit to students with disabilities.

Culture of Learning

- Provide structure and consistency for students through schedules, routines, and other more structured ways to approach learning activities.

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- Identify realistic time frames for task completion.
- Provide specific instruction for assignments, especially those with multiple tasks.
- Strong relationships with adults help students learn. Reach out to students to increase motivation.
- Meeting the social-emotional learning needs of each student will increase both success with learning materials and feelings of safety and wellbeing.
- Stay positive and praise often.
- Break assignments into manageable parts.
- Scaffold assignments with sentence frames, graphic organizers, and other aids.
- Create video modeling of how you expect something to be done.
- Provide transcripts of any pre-recorded audio or video.
- Use descriptive titles, headers, and captions to provide additional context and information for students.

Resources for Staff

KIPP Capital Region realizes that a pandemic, nature or human-caused disaster affects all of our staff. Employees may be struggling with the same realities as some of our families in terms of home schooling or caring for sick family members. As such we provide support to our employees through our Employee Assistance Program (EAP).

Mandated Reporting

All school personnel must continue to follow the requirements of Section 413 of the10 New York State Social Services Law regarding mandatory reporting.

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