



FINN ACADEMY CHARTER SCHOOL SAFETY PLAN 2023-2024



FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

610 LAKE STREET

ELMIRA, NY 14901

SECTION I: OVERVIEW

Purpose

Finn Academy Charter School has appointed a school-wide School Safety Team and charged it with the development and maintenance of the school-wide Safety Plan. Finn Academy is committed to promoting a safe and healthy learning environment where scholars are secured in their pursuit of educational success. The education corporation, like all other districts, is at risk of acts of violence, emergencies and natural and man-made disasters. To address these threats, the education corporation has developed procedures in the safety plan. The plan is also designed to ensure that the school community is aware of resources for addressing prevention, partnership, early warning signs, and procedures for helping children respond to a violent episode in our school. This School Safety Plan is a comprehensive effort that addresses prevention, intervention, response and recovery with respect to a variety of emergencies and incidents that could occur in and around our schools.

Identification of Team

Finn Academy has appointed a School Safety Team consisting of, but not limited to representatives of the administration, faculty, parent organizations, school safety personnel, and other school personnel.

The Chief Emergency Officer for the School is Aimee Ciarlo, School Leader.

The members of the School Safety Team and their positions are as follows:

Martina Baker, Chief Operations Officer

Karen Cassetta, Academic Director

Aimee Ciarlo, School Leader

Dennis Collins, Special Patrol Officer

Katelin Fletcher, Teacher

Gordon Fulkrod, Director of Facilities, Maintenance and Custodial Services

Olivia Rosengrant, Teacher

Parent Representative, Board of Trustees

Kathy Ann Sills, School Nurse

Christy Strobel, Registrar

Melissa Wildrick, Office Manager

Responsibilities of the School Safety Team

The team will act as a Threat Assessment Team with the responsibility to assess the vulnerability of the school to violence and recommend preventative actions that are necessary. The team will meet as necessary. The team will maintain responsibility for auditing the Safety Plan of the school to determine its effectiveness and vulnerability. Primary responsibilities will include:

1. Recommending training programs for scholars and staff in violence prevention.
2. Dissemination of information regarding early detection of potentially violent behavior.
3. Developing response plans to acts of violence.
4. Communicating the plan to scholars and staff.
5. Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence.
6. Arranging for annual security analysis including the inspection of all buildings to evaluate the potential for violence.
7. Recommending improved security measures based on school building inspection results.
8. Conducting annual school building survey of scholars and staff to identify the potential for violent incidents.
9. Reviewing survey results and recommending actions that are necessary.

Concept of Operations

The School Safety Plan is directly linked to the School Emergency Response Plan. Protocols reflected in the School Safety Plan will guide the development and implementation of the School Emergency Response Plan.

In the event of an emergency or violent incident, the initial response to all emergencies at the charter school will be by the School Leader, who will activate the School Emergency Response Team. Upon the activation of the School Emergency Response Team, the Leader or her/his designee will notify, when appropriate, local emergency officials. City, County and State resource providers may be called to provide additional services.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

Prevention/Intervention Strategies

At Finn Academy, we are committed to creating an environment that fosters pro-social and positive interactions, problem-solving and appropriate conflict-resolutions skills. We believe that by holding our scholars to high behavioral expectations, we are preparing them to grow into kind, conscientious leaders with integrity and strength of character. Finn staff members consistently refer to our core values, universal norms, and Responsive Classroom strategies, in order to fully support our scholars.

We believe in the idea that all behavior is a form of communication, and that by providing our scholars with the skills to solve problems and work collaboratively, we can support them in appropriately sharing their needs. Through the modeling, rehearsal and reinforcement of our Finn core values and positive behaviors, we aim to cultivate pro-social skills and positive character for all scholars. Our daily morning and closing crew are established to further support our approach in proactively addressing scholar behavior.

Program Initiatives in the School that serve as prevention/intervention include:

1. Morning and Closing Crew meetings to focus on social and emotional well-being of scholars, some of which will include school safety topics.
2. School Counselor on site for scholar and staff support.
3. Contracted services with Mental Health counselors to provide scholar support.
4. Mentoring Program for socially at-risk scholars
5. Special guest presentations
6. Training activities for scholars and staff for prevention and intervention strategies.

The school discipline code requires that all disruptive behavior be reported to the School Leader, who will work in tandem with the various community agencies and law enforcement in reporting and investigating incidents.

Training Drills and Exercises

Multi-Hazard Training – Finn Academy will provide multi-hazard school training for instructional and non-instructional staff members and scholars through full-scale drills, tabletop exercises and staff development programs. Such training will include review of the building crisis packet, available in each room at the beginning of the school year and/or at the time of hire by all instructional and non-instructional staff, including substitute staff. In addition, violence prevention and crisis intervention training will be provided to the instructional and non-instructional staff as part of the school's professional development program. Additional training may be required via workshops that provide

instruction in relevant disciplines, such as proper restraint techniques and the de-escalation of violent incidents.

Review and Conduct of Drills

The emergency response procedures will be conducted through annual drills and exercises. At a minimum, the following methods may be used:

- Fire Drills
- Early Dismissal Drill
- Evacuation Drill
- Lockdown Drills
- Tabletop exercises
- Emergency Response Team exercises

The school recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. The School Safety Team will meet as needed to discuss drill procedures, outcomes, and assess improvements that are to be made to various drill procedures.

Fire Drills

Purpose: The purpose of fire drills is to instruct and train scholars and staff in emergency evacuation procedures so that they will leave the school building in the shortest time possible and without panic in the event of an actual emergency.

Frequency and Monitoring

- Fire Drills will be held no less than eight times in each school year.
- A record and evaluation of each fire drill will be maintained.

Guidelines

- All scholars and staff in the school must obey fire drill signals and regulations.
- Equal emphasis will be placed on evacuating the school in a quick and orderly fashion. No running or horseplay will be tolerated.
- Fire drills will be conducted under varying circumstances at varying hours and at unannounced times to stimulate actual emergency conditions.

- Ringing the fire bell is the usual signal for a drill. However, staff and scholars should be aware of alternate procedures in case of malfunctioning of the bell system. Alternate signals, such as classroom bells, public address announcements, hand bells or messengers, will be used.
- Instructions involving fire drills and evacuation paths to be used will be posted in every occupied space within the school building.
- Teachers shall bring with them their attendance record information to ensure the safe evacuation of all scholars.

Fire Drill Procedures

- All floors will be evacuated; representatives of the School Safety Team will be assigned a section of the school building and will clear their assigned area to ensure everyone has exited the building.
- At the first tone of the alarm the scholars will be instructed to stand and line-up.
- Upon exiting the classroom, each teacher will be responsible for taking with him/her the classroom's emergency bag, which contains a class roster and scholar emergency contact cards.
- Once a staff member clears their section of the building, they will report to the School Leader via radio. Once all sections have been cleared, the alarm will be silenced, and the School Leader will ensure that all scholars and staff are accounted for.
- Once the fire drill has been completed and all scholars and staff are accounted for, everyone will be instructed to reenter the building in the same orderly manner.

Fire Safety Protocols

All scholars and staff must be evacuated when the alarm is sounded.

Teachers and all other school staff will receive an orientation session concerning fire safety. Items to be covered at the meeting should include, but need not be limited to, the following:

- Staff should familiarize themselves and be aware of methods of transmitting an alarm, including telephones, fire alarm boxes in the school building, and street fire alarm boxes. Pull lever stations for the interior alarms that are at various locations in the school building (generally near stairs or exits); these interior alarms transmit a signal to the Fire Department.
- Staff will be informed of the location and proper use of fire extinguishers and other firefighting apparatus.
- Staff will be informed of regulations regarding flammable materials. Stage settings, decorations, use of electrical equipment, chemical substance in laboratories, and other potential fire hazards.
- All school staff and scholars should be completely familiar with fire exit drills and evacuation plans.

- All exit doors must be able to be readily opened from the inside whenever the building is occupied. The chaining or padlocking of fire doors is a punishable violation of the administrative and fire safety codes.
- Signs prohibiting use of elevators during fire drills and emergencies shall be posted near elevators and shall provide information regarding stairway exits.

Implementation of School Security

All entrances to the school building are locked at all times.

The school building is staffed with a Special Patrol Officer through a partnership with the Chemung County Sheriff's Department. The SPO will patrol the building regularly, ensuring all exits are secured, and no suspicious activities are taking place outside of the school building. The SPO will also be available to investigate any suspicious persons on or near school premises.

All visitors to the building must enter through the Main Entrance and are required to sign in at the front desk.

Visitor Pass Sign-In and Sign-out System

- Upon entry into the school building a visitor must enter at the main Lake Street entrance and sign in at the reception area.
- The visitor will be met at the front door by the appropriate individual and accompanied to their destination.
- At the conclusion of their business all visitors must be escorted back to the front door reception area, where they will sign out before leaving.

Surveillance

24-hour Video surveillance of the School's property is maintained and is monitored by the Special Patrol Officer and administrative team. On a daily basis, hall patrols will be conducted by security and administrative staff.

Early Detection of Potentially Violent Behavior Training of Staff and Scholars

Finn Academy School Safety Team will make recommendations for appropriate annual training for staff and scholars in violence prevention. Training will include early warning signs of potentially violent behavior and early intervention/prevention strategies. Training will be conducted by in-house staff, local agencies and consultants. Training for scholars and staff will be conducted annually and include:

- An explanation of what constitutes school violence and a description of the school's Code of Conduct.

- A description of the School Safety Plan.
- Information on how to report incidents of violence including threats and verbal abuse.
- How to recognize and respond to school security hazards.
- Review of measures implemented to prevent school violence such as use of security equipment and safety procedures and how to diffuse hostile situations.
- How to summon assistance in the event of an emergency.
- Special procedures of bomb threats, hostage-taking, intrusions, and kidnapping.
- Post-incident procedures including medical follow-up and the availability of counseling and referral.
- Staff training in AED, CPR and fire safety.
- School Counselor outreach
- Newsletters
- The Finn Academy Charter School website
- Kaymbu Communication System

Hazard Identification

The School Safety Team will determine sites of potential emergencies that may impact the school building. Such sites may include but may not be limited to all playground areas, properties adjacent to schools, buses and off-site field trips. Specifically defined areas of current concern include:

- Parking lot traffic to prevent congestion during scholar and staff arrival and dismissal
- Visitors adhering to building entry protocol

SECTION III: EMERGENCY RESPONSE PROCEDURES

Protocols for each potential emergency can be found in the Emergency Response packet located in the Main Office, in addition to the Emergency bags that are stored in each occupied classroom space. The School Leader's office will be used to coordinate information regarding any emergency. This is necessary in order to facilitate the flow of information and the decision-making process by the appropriate school officials and public authorities. A secondary location has been determined in the event the Leader's office has become unusable (i.e.: it may be locked or blocked, a hostage situation may be centered in the office; fire in or near the office, etc.). The secondary location is the Main Office Conference Room.

Notification and Activation (Internal and External Communication)

Quick and accurate contact with the appropriate law enforcement agencies is essential in the event of a violent incident. The school will build relationships and continue to reach out to these agencies and encourage their participation in school safety related issues.

Staff and scholars will be encouraged to report potentially violent incidents as follows:

- Scholars will report verbally in person, by telephone calls or in writing to any adult in the building who will then report to the School Leader or designee.
- Staff will report verbally or in writing to the School Leader or designee.
- Anonymous reports are encouraged if need be.

The School Leader or designee will be responsible for receiving and responding to all incident reports including anonymous reports and immediately call the 911 system. Each incident will be reported and evaluated for response by the School Safety Team. Relationships have been established with the Police Department and the Fire Department and there will be continuous outreach to these agencies. The School recognizes that many different types of emergency situations may arise resulting in specific responses.

Internal Communication

The school will utilize the internal intercom system, the phone system and two-way radios to notify internal staff of a disaster or act of violence. The staff will be informed of what actions will be taken and what Emergency Response Protocols should be initiated.

Parent Notification

In the event of a violent incident or an early dismissal, parents will be notified via text, email and all call phone system through the Kaymbu notification system, and/or directly by phone utilizing the emergency contact cards; information will also be made available through appropriate social media outlets.

Reporting

Once an incident has been reported, and depending on its severity, the School Leader or Designee will assume responsibility as the Incident Commander.

- Contact the School Patrol Officer
- Depending on the severity of the incident contact the Police Department.
- Secure the area where the disturbance has occurred.
- Ensure the physical safety/medical management for scholars/staff remaining in the area as soon as possible.
- Ensure that while responding to the incident, the remainder of scholars remain appropriately supervised and secure.
- Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain. If necessary, evacuate or shelter as per the Emergency Response Plans.
- Provide incident debriefing to scholars/staff as needed.
- Notify parents.

Situational Responses

The appropriate responses include the use of sheltering, lock-down, evacuation or early dismissal procedures. Incident reports and accident reports of every occurrence will be documented including any contact for medical treatment and engagement of law enforcement.

Multi-hazard Response

Finn Academy's Safety Plan includes the school's multi-hazard response plans, which are divided into five categories: Responses to (1) Civil Disturbances, (2) Environmental Problems, (3) Fire and Explosion, (4) Systems Failures, and (5) Medical Emergencies.

Emergency Response Plan development was guided by four principles: (a) holding action designed to contain the situation, (b) keeping children and staff isolated from the situation, (c) communication with the proper authorities; and finally, (4) restoring normal activities.

Responses to Civil Disturbances

The school administration and security team will make the appropriate decisions necessary to secure scholars and staff. When it becomes necessary, the following responses will be utilized: shelter, lockdown, evacuation, parent pick up. The emergency response team will make the determination until the authorities arrive. This includes incidents related to bomb threats, kidnapping, hostage taking, and intruder. 911 will be contacted as the first line of protocol and the Emergency Response team will implement an action plan until law the local authorities and medical teams arrive on the

scene of the incident. Parents will be contacted and informed via text messaging, phone call, and local media.

Bomb Threats

The school administrators have knowledge of the Bomb Threat Standards and will utilize the FBI Bomb Call Checklist in making a determination of the exact nature of the situation. The following procedures will be followed in the event of a bomb threat:

- Immediate notification of School Patrol Officer
- Actions such as searches, evacuation, sheltering and early release will be considered.
- Parents will be contacted via text messaging and phone calls.
- Call 911 immediately.

Hostage Taking

The following procedures will be used in the event of a hostage situation:

- The first person aware of the situation will immediately notify the Main Office.
- The School Patrol Officer is contacted immediately.
- 911 contacted immediately.
- The School Leader or designee will issue the appropriate alert if necessary and isolate the area.
- The School Leader or designee will turn over the authority to the police upon their arrival at the scene and assist as requested.
- Parents will be contacted via text messaging and phone calls.

Intrusions

The following procedures will be implemented in the event of an intrusion:

- The first person becoming aware of an intruder or suspicious person will immediately notify the Main Office and the School Patrol Officer.
- Security will approach the intruder to determine the nature of their visit and ask for identification.
- Security will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. Security will ensure that the individual(s) has/have exited the building and property. The staff will be alerted to prevent unauthorized re-entry.
- If the individual(s) refuse to leave, inform them that they are in violation of the law and that the Police Department will be notified. Security will dial 911 immediately.

- If the situation escalates, an alert will be issued and the PA system will be utilized to initiate a lockdown.
- Facility will be evacuated as necessary.
- Parents will be notified via text message, phone call and email in the event of a lockdown.

Kidnapping

The following procedures will be used in the event of a kidnapping during school hours if scholar attendance is recorded:

- During school hours, when a scholar has already been documented as present, the first person aware of a kidnapping or missing scholar will immediately notify the Main Office who will obtain the scholar's information. School building staff and the School Patrol Officer will search the building and also utilize the PA system.
- Notify the parent/guardian if the scholar(s) is/are not found after school search.
- Contact 911 immediately.
- The School Leader will turn over the investigation to the police upon arrival and assist as requested.
- No information is to be released to the media.
- Parents will be notified immediately when the child is located.
- Parents will be contacted via text messages and phone calls.

Responses to Environmental Problems

An emergency caused by a naturally occurring or man-made environmental problem requires an appropriate response by school officials. The following specific situations or occurrences are addressed in this section: air pollution drought, earthquake, flood, oil gasoline spill, snow storm, hurricane, thunderstorm, tornado, toxic spills and water contamination. The guiding principles for response are protection of life first, then the preservation of property, including restoration to normal activities. The fire department, local police, State Emergency Management Office, Federal Emergency Management Office and/or environmental specialists will communicate, evaluate, and make the necessary arrangements with the school administration for control, clean up, remediation, and disposal of any materials, if needed.

Responses to Fire and Explosion

A fire or explosion in a building, or even a false alarm, will interrupt and disrupt school building activities. The effects may be minor, as in the case of a false alarm, but could be significant, as in the case of a fire or explosion. Emergency guidelines, ranging from minor to major occurrences, are included in this section: false fire alarm, fire, explosion. In each case, the guiding principles for

emergency planning are protection of life first, then preservation of property, including restoration of normal activities

Responses to Systems Failure

The failure of a building's structural or mechanical system will interrupt and disrupt normal building activities. A failure or malfunction may be minor, temporary in nature, and readily or easily corrected, or may be major, create emergency conditions, and involve extensive or extended corrective work. Emergency guidelines, ranging from minor to major occurrences, are included in this section for the following facility failures: electrical failure, energy loss or loss of heat, roofing system failure (leak), sewage system failure, water system failure, gas leak, and structural failure. The guiding principles for emergency planning are the protection of life first, then the preservation of property, including restoration to normal activities.

Responses to Medical Emergency

A medical emergency is the result of a minor or major illness or injury to an individual(s) and can be of such severity as to be life threatening or merely cause the victim discomfort or pain. Emergency guidelines are included in this section for the following:

Allergic Reaction

Animal Bite

Bleeding

Blow to the Head

Broken Bones

Burns

Choking

Diabetic Shock

Drowning

Electric

Shock Epidemic

Epileptic Convulsions

Food Poisoning

Head Lice

Heart Attack

Respiratory Arrest

School Bus Accident and/or Fire Shock

Chemical/Toxic Exposure

The guiding principles are to provide appropriate emergency care until competent medical or parental care is secured. Emergency care is not authorized beyond the treatment that will protect the life and comfort of the victim until authorized medical treatment is available or, in the case of a scholar, until the child is placed under the care of a parent or legal guardian. An effective medical emergency program should be based on medically and educationally sound procedures. Some of the program are:

1. Emergency contact information from parents, and /or legal guardians should be available, including name and date of birth of the child; name, address and telephone number where one or both parents may be reached at home and at work; name, address, and telephone number of another person who has agreed to care for the child if the parent or guardian cannot be reached; name, address, and telephone number of the family physician, a list of medical problems, allergies, and daily medication needs, and any special condition which should require special handling. This information is stored in the Student Management System and the School Nurse's office.
2. All school personnel and scholars are informed of the location of the school nurse. The telephone numbers of specific emergency services and individuals will be posted conspicuously near each telephone. These may include school physician, fire department, police, hospital, ambulance, poison control center, etc.

Responses to Implied or Direct Threats of Violence

The School Safety Plan includes policies and procedures for responding to implied or direct threats of violence by scholars, teachers, other school personnel and visitors to the school.

In the event of an implied or direct threat of violence, the following protocol will be implemented:

1. The threat will be reported to the School Leader or his/her designee, either directly or through a member of the school staff.
2. The School Leader or his designee will immediately investigate the report of an implied or direct threat. Such investigation will involve interviewing witnesses to the threat, including scholars and/or staff, as appropriate to the nature of the threat.
3. The information collected during the initial investigation will be used to make a determination as to the threat's degree of severity. Input from school-based mental health professionals, as well as the prior behavior of the individual implying or issuing the threat, will be considered in making this determination.
4. If the threat's degree of severity is determined to be minor, the individual implying or issuing the threat will be provided with a warning. If the individual is a scholar, his/her parent or guardian will be contacted by the School Leader and it will be documented in a letter to the parent or guardian.

5. If the threat 's degree of severity is determined to be major, the local law enforcement agency will be notified and asked for their assistance in completing the investigation and addressing the implied or direct threat. The scholar will be suspended from school for a period of time consistent with the school's Code of Conduct. Parent contact and written documentation will be implemented as for a minor threat.

Responses to Acts of Violence

The following protocol has been established in the event of an act of violence. It will be implemented through a four-step sequence:

Step 1 - The act of violence will be reported immediately to the School Leader or his/her designee.

Step 2 - The School Leader or his/her designee will respond immediately to the act of violence, depending upon the nature of the violent act, in a manner that attempts to ensure the safety of all scholars and adults in the building. Based upon the available information, this may include reporting to the location of the violent act and addressing the violent act, implementing efforts to isolate the individual if possible, as appropriate. It may also involve initiating the procedures for a building lockdown or "shelter in place" procedure and contacting area police agencies to request their assistance.

Step 3 - Once the area has been secured either by school or police personnel, depending upon the violent incident, the police personnel and/or the School Leader or his/her designee will immediately investigate the act of violence. Such investigation will involve interviewing witnesses to the act of violence, including scholars and/or staff, as appropriate to the nature of the violent incident.

Step 4 - If the individuals involved are scholars, their parents or guardians will be contacted and the incident will be documented in a letter to the parent or guardian. The scholars will be suspended from school for a period consistent with the school's Code of Conduct. In consultation with area police agencies, legal action against the individuals committing the act of violence may be pursued, depending upon the nature of the incident.

Evacuation Procedures

In the case of national emergency or severe weather conditions, or other type of emergency requiring persons to stay in the building or shelter in place, scholars, faculty, and other employees at the school will go immediately to their designated station previously assigned. During certain conditions, the nature of the emergency may demand that scholars and staff be evacuated from the facility. They will then be moved to and housed in another alternate location.

The School will notify the area media to inform the parents of the evacuation, of the site location for scholar transportation or pick up, and of the timetable for dismissal. Upon arrival at the alternate site, scholars will be directed to a specific location. Each teacher will take attendance and forward the record to the School Leader or his designee. If conditions permit, the scholars will be returned to the school for a normal dismissal.

The following is the procedure to be implemented:

1. The Leadership Team will make the decision to evacuate.
2. The local police and fire departments will be notified
3. The Leadership Team will notify the appropriate official(s) at the off campus alternative site(s).
4. Teachers will assemble scholars at the designated assembly site outside the evacuated school building.
5. Parents will be contacted via email, text messaging and phone calls.
6. Teachers/staff will be dispatched to the alternative site(s) to prepare receiving areas.
7. Teachers will walk scholars to the designated alternative site, take attendance, and report attendance to the Leadership Team.
8. The media will be notified.

Dismissal from an Alternate Site

If parents arrive to pick up their children, they will give the name and grade of their child to the staff member assigned to monitor the entrance of the alternate site location and then be directed to the correct area for pick up. Buses will arrive at the alternate site location to transport children to their after-school destinations on a schedule to be determined by the situation requiring the evacuation. If the crisis persists past 2 P.M., children will have to wait for the normal dismissal schedule in order to be transported from the alternate site location. At the alternate site location, the Leadership Team will inspect to ensure all children have evacuated.

Cancellation of Classes and Notification of "No School"

Finn Academy will follow the inclement weather protocol of its host district, the Elmira City School District. If severe blizzard, heavy snow storm, ice conditions or flooding occur during the night which make driving hazardous, and the Elmira City School District has cancelled school for the day, a "No School" announcement will be made via social media, text alerts and emails to the parents. Local media will also be contacted.

Dismissal during School Day

If, during the school day, weather or another situation threatens and/or develops that would jeopardize the health and safety of the school children, the school may be closed earlier than the usual dismissal time. In that event, the parents and the bus company will be notified. Either parents or buses will transport the children to their after-school destinations in the usual afternoon dismissal order. Parents will then expect their children to arrive home before the regular arrival time.

SECTION IV: RECOVERY

Responses for different types of crises should be planned in advance and reviewed, updated, practiced periodically. The extent of, and need for, disaster or emergency recovery depends in large part upon the nature of the incident.

Investigation:

After the incident has occurred the School Safety Team will conduct a detailed investigation. It is the purpose of the Team to focus on facts that may prevent recurrence, not find fault. The Team conducting the investigation will:

- Collect facts on how the incident occurred.
- Record information.
- Identify contributing causes.
- Recommend corrective action.
- Encourage appropriate follow-up.
- Consider changes in controls, policy, and procedures.

Follow-up:

The education corporation recognizes the importance of responding quickly and appropriately to the medical and psychological needs of scholars/staff following exposure to a violent incident. All individuals affected by a violent act in the school will be provided with appropriate medical and psychological treatment and follow-up. Provisions for medical confidentiality and protection from discrimination will be included to prevent the victims of violent incidents from suffering further loss.

Evaluation:

The School Safety Team is responsible for ensuring that an initial school building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations will review the potential for different types of violent incidents including bomb threats, hostage-and private consultants as necessary.

Emergency Assistance and Advice from Local Government

Depending on the nature of the emergency, the school may need to obtain assistance from local government agencies. During an emergency, the Incident Commander will contact 911 to obtain emergency services. Other agencies may be contacted to obtain assistance include the Red Cross, Fire Department, private industry groups and religious organizations, amongst others.

Dignity for All Students Act (DASA)

"No student shall be subjected to harassment by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex by school employees or students on school property or at a school function." The DASA Coordinator is our School Leader, Aimee Ciarlo. Complaints regarding discrimination, harassment, or bullying of any scholar should be referred to Ms. Ciarlo at 607-737-8040.

Please refer to our **Harassment, Intimidation, and Bullying Policy – Appendix I** for more information.



APPENDIX I

Harassment, Intimidation and Bullying Policy

It is imperative that all scholars, families, staff, and community members feel safe and valued within the school environment. In accordance with all applicable laws, Finn Academy will strive to create an environment free of harassment, bullying and discrimination and will foster civility in the school to prevent and prohibit conduct which is inconsistent with the school's educational mission.

Finn Academy will promote dignity for all scholars without qualification. Finn Academy condemns and prohibits all forms of harassment, bullying and discrimination of scholars by school employees, scholars, school volunteers, visitors, guests or other third parties on school property and at school-sponsored events, programs and activities. In addition, any act of harassment, bullying and discrimination outside of school sponsored events, which occurs on school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property, may be subject to the Code of Conduct and Discipline Policy.

Prohibited Conduct

The phrase "harassment, bullying and discrimination" refers to all conduct, communication or physical conduct based on race, color, weight, national origin, ethnic group, religion, disability, sexual orientation, gender (including gender identity and expression), sex, and any other characteristic protected by applicable law and which:

- Has the purpose or effect of substantially or unreasonably interfering with a scholar's academic performance or participation in an educational or extracurricular activity, or creates an intimidating, hostile or offensive learning environment; and/or effectively bars a scholar's access to an educational opportunity or benefit;
- Substantially or unreasonably interferes with an individual's mental, emotional or physical well-being;
- Reasonably causes or would be expected to cause an individual to fear for their physical safety;
- Reasonably cause or would be expected to cause physical injury or emotional harm to an individual; and/or
- Otherwise adversely affects the educational opportunities and benefits provided by Finn Academy.

Sexual Harassment, Bullying and Discrimination of Scholars:

Sexual harassment, bullying and discrimination can originate from a person of either sex against a person of the opposite or same sex. Sexual harassment, bullying and discrimination is defined as

unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication of a sexual nature.

Bullying:

Bullying is a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. Bullying may be premeditated or a sudden activity. It may be subtle or easy to identify, done by one person or a group. Bullying often includes the following characteristics:

- Power imbalance: occurs when a bully uses their physical or social power over a target;
- Intent to harm: the bully seeks to inflict physical or emotional harm and/or takes pleasure in this activity;
- Threat of further aggression: the bully and the target believe the bullying will continue;
- Terror: when any bullying increases, it becomes a "systematic violence of harassment, bullying and discrimination used to intimidate and maintain dominance."

There are at least three kinds of bullying: verbal, physical and social/relation.

- *Verbal bullying*: includes name calling, insulting remarks, verbal teasing, frightening phone calls, violent threats, extortion, taunting, gossip, spreading rumors, racist slurs, threatening electronic communications ("cyberbullying"), anonymous notes, etc.
- *Physical bullying*: includes poking, slapping, hitting, tripping or cause a fall, choking, kicking, punching, biting, pinching, scratching, spitting, twisting arms or legs, damaging clothes and personal property or threatening gestures;
- *Social or relational bullying*: includes excluding someone from a group, isolating, shunning, spreading rumors or gossiping, arranging public humiliation, undermining relationships, teasing about clothes, looks, giving dirty looks, aggressive stares, etc.

A single negative act, as enumerated above, may constitute "bullying."

Hazing:

Hazing is an induction, initiation or membership process involving harassment, bullying and discrimination which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

Even if a hazing victim participated "willingly" or there is no "intent" by the hazer to harm or injure another, hazing is still against school policy and Finn's Code of Conduct and may be in violation of New York State law.

Retaliatory Behavior:

Finn Academy prohibits any retaliatory behavior directed at complainants, victims, witnesses and/or any other individuals who participated in the investigation of a complaint of harassment, bullying and discrimination.

DASA Coordinator and Reporting and Investigation

The School Leader shall serve as the school's Dignity Act Coordinator ("DASA Coordinator"). The DASA Coordinator is responsible for overseeing the implementation of this Policy.

Reporting:

Any person who believes they have been a victim of harassment, bullying or discrimination in the school environment, or has otherwise witnesses such harassment, bullying or discrimination, is strongly encouraged to report the alleged harassment, bullying or discrimination to the DASA Coordinator or the Chief Operations Officer. Reports may be made verbally or through the DASA Complaint Form.

School staff who witness or who receive a report of alleged harassment, bullying or discrimination must promptly notify the DASA Coordinator within one school day. If school staff make a verbal reporting first, they must promptly provide a written report to the DASA Coordinator within two school days after making the verbal report.

Investigation:

Upon receipt of a complaint alleging that a scholar has suffered harassment, bullying or discrimination the DASA Coordinator, or his/her designee, will inform the parents/guardians of the scholar alleged to have suffered harassment, bullying or discrimination and the parents/guardians accused of having committed the harassment, bullying or discrimination. If any accused scholar has been identified as having a disability, or is suspected of having a disability, pursuant to Section 504 of the Individuals with Disabilities Education Act, a referral will be made for appropriate action in accordance with state and federal law and regulations.

An investigation into the complaint will be initiated promptly and will be completed as quickly as possible. An investigation may include interviewing the scholar(s) alleged to have suffered harassment, bullying or discrimination, the scholar(s) accused of having committed such conduct, any witnesses and/or a review of all relevant documents and other materials.

In the event that an investigation confirms harassment, bullying or discrimination, the school will take prompt action to resolve the issue to create a more positive school culture and climate, be proactive in preventing further behavior, and ensure the safety of the scholar/scholars against whom such harassment, bullying or discrimination was directed.

Any individuals whose behavior is found to be in violation of this policy will be subject to discipline in accordance with school policy, including the Code of Conduct. If necessary, individuals may be removed

from the premises or referred to law enforcement officials. Data reports and trends will be reviewed on a regular basis related to harassment, bullying and discrimination, and disseminated to any necessary parties.

Training

Staff training and professional development will be provided regarding the method of reporting of an incident believed to be in violation of this policy, the investigation procedure and the prohibition of retaliation for reporting an incident.

Finn Academy will review this policy on an ongoing basis and make any necessary changes as required by the applicable laws and regulations.

Code of Conduct and Discipline Policy

At Finn Academy, we are committed to creating an environment that fosters pro-social and positive interactions, problem-solving and appropriate conflict-resolutions skills. We believe that by holding our scholars to high behavioral expectations, we are preparing them to grow into kind, conscientious leaders with integrity and strength of character. Finn staff members consistently refer to our core values, universal norms, and *Responsive Classroom* strategies, in order to fully support our scholars.

We believe in the idea that all behavior is a form of communication, and that by providing our scholars with the skills to solve problems and work collaboratively, we can support them in appropriately sharing their needs. Through the modeling, rehearsal and reinforcement of our Finn core values and positive behaviors, we aim to cultivate pro-social skills and positive character for all scholars. Our daily morning and closing crew are established to further support our approach in proactively addressing scholar behavior.

Universal Expectations

It is our belief that having a common language around scholar expectations will result in universal and higher-level academic and behavioral outcomes.

Be a scholar

- Learning comes first
- Grow your brain
- Share the air
- Take risks

Be a leader

- Set an example
- Leave no trace
- Be open to new ideas

Be a friend

- T.H.I.N.K.
(True. Helpful. Inspiring. Necessary. Kind)
- Include everyone
- Celebrate successes

Scholar Disciplinary Code and Discipline Procedures

This Code sets forth our policy regarding how scholars are expected to behave when participating in school activities, on and off school grounds, and how the school will respond when scholars fail to behave in accordance with these rules. In all matters pertaining to disciplinary action, scholars will be given notice and all parties will have the opportunity to share their version of events leading up to the misbehavior.

Should a misbehavior occur, we implement a variety of procedures to address it, including, but not limited to:

<ul style="list-style-type: none">• classroom behavioral strategies• reflective activity (reflection corner)• replacement skill practice• conferencing with the scholar(s) and teacher (and Dean when necessary)• mediation• "go-and-return" break (supervised or with peer)• natural consequences• behavioral contract• removal from activity or event• removal from the crew within the classroom	<ul style="list-style-type: none">• removal from the classroom• reset room visit• afterschool detention• school service• meeting with the scholar, teacher and parent/guardian (and Dean when necessary)• short-term suspension (ten or fewer days)• long-term suspension (ten or more days)• expulsion (permanent removal of a scholar from school for disciplinary reasons)
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Communication

We know that keeping parents/guardians informed of scholar misbehavior is essential in supporting skill-building and scholar growth. As such, staff is to maintain open and consistent communication with families regarding concerns. If a scholar receives **five** behavior referrals to the office, the School Leader will contact parents/guardians for a meeting. A referral to the Response to Intervention (RtI) process may also be initiated, if necessary and appropriate.

Suspension

Suspensions may be short-term (10 days or less) or long-term (more than 10 days). Please refer to the chart below for possible scholar offenses which could result in suspension. Upon suspension, or if a scholar must be sent home early for disciplinary reasons, it is expected that parents/guardians will pick up their child within one hour of notification.

Scholar offense	Potential consequence
<ul style="list-style-type: none">• Violation of uniform policy• Refusal to participate in learning or work completion• Disruptions preventing learning/instruction• Disrespect and/or defiance towards staff member or peer• Possession of inappropriate property• Misbehavior inside or outside of class• Disrespecting/damaging school property or property of peer (including graffiti and destruction)• Play fighting• Inappropriate gestures• Lying to staff member• Any other behavior deemed by school staff to be inappropriate, endangering the health or safety of other scholars, or disruptive of school operations, or otherwise adversely affecting the educational process	<ul style="list-style-type: none">• Removal from activity• Removal from crew within the classroom• Removal from the classroom• Reset room visit• Conference with scholar and teacher• Conference with scholar, parent/guardian, and teacher (and Dean when necessary)• Call or note home to parent/guardian• Loss of classroom privilege• Loss of bus privilege• Lunch/recess or afterschool detention• Paying for/ replacing any damaged or missing property• Verbal or writing public or private apology• Parent requirement to attend class with scholar• Suspension from school event, trip or activity• Performing service for peer or school• Reflection of behavior• In-school suspension or out-of-school suspension• Other consequences deemed appropriate by staff
Scholar offense	Potential consequence
<ul style="list-style-type: none">• Gross and chronic disruption of learning and prevention of instruction• Cheating, plagiarism, and copying of other's work• Gross and chronic disrespect and defiance towards staff member or peer• Possession of inappropriate/potentially dangerous property	<ul style="list-style-type: none">• Prolonged removal from activity• Prolonged removal from class• Reset room visit• Afterschool detention• In-school suspension• Short-term out-of-school suspension (10 days or less)• Other consequences deemed appropriate by school staff

<ul style="list-style-type: none"> • Gross and chronic misbehavior inside or outside of the classroom • Fighting and purposeful physical aggression • Threatening statement or gesture • Setting off a false fire alarm • Engaging in inappropriate touching • Harassment • Abusive or continued profane language or treatment • Theft, loss, or destruction of personal or school property • Mistreatment or inappropriate use of technology or school property • Excessive and/or repeated violations of any school rule/expectation • Any other behavior deemed by school staff to be inappropriate, endangering the health or safety of scholars or staff, disruptive of school operations, or otherwise adversely affecting the educational process 	
Scholar offense	Potential consequence
<ul style="list-style-type: none"> • Repeated or excessive out-of-school suspensions • Repeated and fundamental disregard of school policies and procedures • Causing serious bodily harm or injury to staff or peer • Committing assault or assault and battery • Engaging in sexual activity • Possession of a firearm or mock firearm • Using or possessing a weapon or dangerous object • Arson • Use or possession of drugs/alcohol or tobacco products • Selling or transferring tobacco products • Gross harassment • Violating the civil rights of others • Gross theft or destruction of personal/school property • Gross mistreatment or inappropriate use of technology or school property 	<ul style="list-style-type: none"> • Long-term out-of-school suspension (more than 10 days) • Expulsion • Other consequence deemed appropriate by school staff

Procedures and Due Process for Disciplinary Action – Short-term Suspensions

If a scholar commits an offense that calls for short-term suspension (10 days or less), the scholar may be subject to the following:

<ul style="list-style-type: none"> • if necessary, the scholar is immediately removed from class and/or school • the scholar is entitled to be notified of the violation of the code of character and to respond to the charges against him/her • the School Leader or other school leader addresses the conduct and assigns an appropriate consequence 	<ul style="list-style-type: none"> • parents/guardians are notified and is afforded the opportunity to review and discuss the situation in response with him/her in person or on the phone • a parent or guardian may be required to meet with the School Leader or other school leader regarding infractions prior to a scholar's return to school or serve a full-term of the suspension
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Procedures and Due Process for Disciplinary Action – Long-term Suspensions and Expulsions

If a scholar commits an offense that calls for a long-term suspension (more than 10 days) or expulsion, the following steps are taken:

<ul style="list-style-type: none"> • if necessary, the scholar is immediately removed from class and/or school • the parent/guardian is notified by the Dean of Scholar or other school leader • the scholar is entitled to be notified of the violation of the code of character and to respond to the charges against him/her • the school sets a hearing date and the parent/guardian is notified in writing of the: <ul style="list-style-type: none"> - charges and a statement of evidence - date time and location of a hearing - notice of the right at the hearing to be represented by legal counsel (at the expense of the family) and present evidence and question witnesses 	<ul style="list-style-type: none"> • any scholar who is expelled or given a long-term suspension has the right to appeal the decision in writing to the Board of Trustees within 10 days of the date of expulsion • any appeal is heard, at the discretion of the Board Chair or the Board of Trustees; in such a case, the school sets a hearing date and the scholar and/or his/her parent or guardian is notified in writing of the <ul style="list-style-type: none"> - date, time and place of a hearing - right at the hearing to be represented by legal counsel (at the expense of the scholar's family) and present evidence and question witnesses
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Discipline of Scholars with Special Needs

The school is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining scholars with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

Applicability

This section applies to: (1) scholars with disabilities, as defined under the Individuals with Disabilities Education Act ("IDEA"), § 504 of the Rehabilitation Act, Article 89 of the New York State Education Law and Part 201 of the New York State Code of Rules and Regulations ("NYCRR"); and (2) scholars who have not been determined to be scholars with disabilities at the time of misconduct, but only where the school is deemed to have had knowledge that the child was a scholar with a disability before the behavior precipitating disciplinary action occurred.

The school will be deemed to have knowledge that such scholar had a disability if prior to the time the behavior occurred:

- the parent/guardian of such scholar has expressed concern in writing to that the scholar is in need of special education, provided that such expression of concern may be oral if the parent/guardian does not know how to write or has a disability that prevents a written statement; or
- the parent/guardian of the scholar has requested an evaluation of the scholar; or
- a teacher of the scholar, or other personnel of the school, has expressed specific concerns about a pattern of behavior demonstrated by the scholar.

A scholar will not be considered a scholar presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the school had knowledge the scholar was a scholar with a disability, the scholar's parent did not allow an evaluation of the scholar, the scholar's parent refused special education services for the scholar, or the school conducted an individual evaluation and determined that the scholar is not a scholar with a disability.

Discipline

Short-Term Suspension (10 days or less): A scholar with a disability, or suspected disability, may be subject to a short-term suspension to the same extent as a non-disabled scholar.

A scholar with a disability may be subject to multiple short-term suspensions for separate, unrelated incidents of misconduct so long as a pattern does not result (a "disciplinary change in placement"). A disciplinary change in placement is when multiple suspensions result in either (1) a period of more than 10 consecutive school days or (2) a period of less than 10 consecutive school days where the suspensions are based on a pattern of similar behavior, are close in proximity to one another and are of a certain duration.

When a pattern or disciplinary change of placement is present, the school will conduct a "manifestation hearing."

Long-Term Suspension (10 consecutive days or more or suspensions that result in a disciplinary change of placement):

The school will follow the long-term suspension notification and hearing process. Additionally, a manifestation hearing will be scheduled by the Committee on Special Education.

A hearing will then be held with respect to the long-term discipline. As part of that process, a "manifestation team" will convene to determine whether the scholar's conduct was caused by or had a direct and substantial relationship to the scholar's disability or was the direct result of the school's failure to implement the scholar's IEP. This determination is based on a review of all relevant information in the scholar's file, including the scholar's IEP, teacher observations and any other relevant information provided.

When a manifestation team finds that the behavior leading to the suspension is related to the scholar's disability, no further suspension may be imposed and the scholar must be returned to his or her placement prior to the suspension unless (i) the Committee on Special Education decides to recommend a new placement or (ii) the behavior involved drugs, weapons or inflicted serious bodily injury.

If the manifestation team finds that the behavior leading to the suspension is not a manifestation of the scholar's disability, the scholar shall be referred back to the hearing for the penalty phase, where the discipline imposed can be the same discipline applicable to a non-disabled scholar.

Alternative Instruction

To the extent required by law, the school will provide alternative instruction to expelled scholars, in-school our

out-of-school suspended scholars as soon as practicable and generally within one day of the suspension or recommendation of expulsion is made while awaiting a determination by the Board of Trustees. Scholars are entitled to receive one hour of alternative instruction per day at a reasonable location and time as determined by the School.

Discipline Records

Finn Academy will maintain records of all formal suspensions and expulsions including the name of the scholar, a description of the offending behavior, the disciplinary action taken, and a record of the number of days a scholar has been suspended or removed for disciplinary reasons.

Dignity for All Students Act (DASA)

"No student shall be subjected to harassment by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex by school employees or students on school property or at a school function." The DASA Coordinator is our School Leader, Aimee Ciarlo. Complaints regarding discrimination, harassment, or bullying of any scholar should be referred to Ms. Ciarlo at 737-8040.

*Please refer to our **Harassment, Intimidation and Bullying Policy** for more information.*

Gun-Free Schools Act of 1994

Pursuant to the 1994 version of the Gun-Free School Zones Act, all states receiving federal funds must have laws in effect requiring local educational agencies to expel for at least one year any students determined to have brought weapons to school. In addition, as a condition of receipt of federal funds, the law requires local educational agencies to develop policies that require the referral of students who bring firearms or weapons to school to criminal justice or juvenile delinquency systems. The one-year expulsion provision is mandatory, except that the chief administering officer of each local education agency may modify it on a case-by-case basis. The 1994 act makes no mention or provision for procedural due process other than for students covered by the Individuals with Disability Education Act (IDEA).

Courts have routinely agreed that the Gun-Free Schools Act does not prevent the expulsion of students with disabilities without adherence to the procedural safeguards in the IDEA. However, the IDEA does permit educators to place students in alternative placements for up to 45 days if they bring firearms or weapons to schools. Thus, compliance with the Gun-Free Schools Act, IDEA, and other related statutes requires that discipline of disabled students be determined on a case-by-case basis and in a manner similar to cases that do not involve firearms.

EMERGENCY REMOTE INSTRUCTION PLAN

Preparing for 100% Remote Instruction

Schedule

If the school is required to move to remote instruction, the remote instructional schedule will be similar to the daily in-person schedule. Scholars and parents/guardians will need to be prepared to transition to daily remote instruction upon notification by the school, which will be communicated via social media and Kaymbu communication to all families.

Technology and Devices

Laptops have been purchased for all scholars for use in their classroom spaces for the 2023-2024 academic year. If it's necessary to move to remote instruction, parents/guardians will be given a window of time to pick up their scholars' laptop.

Internet hot spots will also be available for those families who need support in accessing internet services.

Closure Triggers

The Leadership Team will work closely with the local Health Department to determine the appropriate time for closure of in-person activities under the following circumstances:

1. Infection rate within the school, or within the local community.
2. Absentee rate trend for scholars.
3. Absenteeism of essential personnel to the extent that it creates a health and safety concern or prevents the school from complying with mandates.

At closure, the school will engage in its Emergency Remote Instruction Program.