Finn Academy: An Elmira Charter School

Family Handbook

2026-2027

Finn ACADEMY

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Please note: The contents of this Handbook may be changed at the discretion of the school. Parents/Guardians will be notified of changes when possible.

September 2026

Dear Finn Families,

On behalf of the Board of Trustees and staff we would like to welcome you to Finn Academy: An Elmira Charter School. In our 12th year of operation, we continue to offer an educational program that is less scripted and allows children the opportunity to thrive in an environment that focuses on in-depth project work. We know that as parents and guardians you want to provide the best learning environment for your child, and we are honored that you have chosen to be a part of this school.

We believe that children succeed when schools and families work together, and an important element is ongoing communication. The Family Handbook will inform you of Finn Academy's policies and procedures so that we can all work together to ensure smooth operation of our school. If you have any questions, please feel free to speak with our school leadership, any Board of Trustees member, or your child's teacher.

Once again, thank you for choosing Finn. We are committed to nurturing the character traits of leadership, scholarship, reflection, kindness, perseverance, and aspiration. We look forward to working with you to ensure each child's success.

Sincerely,

Renee Sutton

Renée Sutton
Chair, Board of Trustees

The School

Mission Statement

At Finn Academy, a K through 6 charter school, we promote an inclusive, rigorous and nurturing environment to best prepare our children for their future and to cultivate a community of scholars, leaders, and friends.

Graduate Profile

All Finn Academy graduates will have the skills, knowledge and access to confidently explore their dreams. Scholars will successfully engage with critical and creative thinking, and nurture themselves and their community.

Design Elements

• Experiential Learning • Community Connections • College and Career Readiness	• Social-Emotional and Physical Wellness • Professional Development and Teacher Support

Finn Academy Pledge

At Finn Academy I pledge to be a scholar, be a leader, be a friend. I will persevere even when it's hard and reflect on my choices and learning, so I can grow. I will aspire to be and do my best and show kindness to our crew. At Finn Academy I will never forget that it matters that I came.

Curriculum Framework

Finn Academy utilizes curriculum developed by EL Education (K-3) and Uncommon Schools Reading Reconsidered for (4-6) English Language Arts. Each unit/expedition takes our scholars through a deep dive into an engaging topic, with a focus on integrating inquiry-based learning and interesting content. All expeditions and units challenge our scholars through reading, writing, research, exploration, and discovery. As a school, we work diligently to ensure that we "Finnify" curriculum by connecting the content to local experts, community organizations, and special area instruction, starting each expedition with an exciting "kick-off", and celebrating learning in a culminating event. Finn Utilizes Go Math! Curriculum K-6. Go Math is written in an inquiry style and ensures programmatic continuity and a common assessment and resources for scholars and Finn staff. A kit-based science and engineering curriculum support our STEM and integrated classroom programs to ensure experience-based lessons and hands-on projects for scholars. Lastly our Social Studies and Humanities program is supported through an inquiry-based program through TCI's History Alive in grades 4-6.

School Organization

At Finn Academy, we currently serve kindergarten through sixth grade, and to ensure that each scholar is known as an individual and worked with holistically, our Board of Trustees have pledged to maintain a manageable and supportive class size. This enables scholars and staff to build a tight-knit crew, in which strengths are celebrated, and needs are supported by one another.

Who We Are

Authorizer

The State University of New York (SUNY) Charter Schools Institute is our charter authorizer and are charged with holding our school to high expectations and ensuring that we reach our accountability goals through monitoring scholar growth and success, instructional expertise, and behavioral consistencies. SUNY evaluators conduct school visits and renewal evaluations throughout each charter term and require accountability and enrollment reporting throughout the year. For more information, visit: www.newyorkcharters.org.

Board of Trustees

Board Chair – Renée Sutton
Vice Chair – Kathryn Coletta
Treasurer – Kevin Brimmer
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Trustee – Christopher Denton
Trustee - Jean Papandrea
Trustee – Patricia Richards
Trustee – Matthew Seybold
Trustee – Tyler Wilson

Parent Reps – Jennifer Wisneski
Teacher Rep – Ryan Dunlap

Board Committees:
Academics Committee – Co-Chairs: Jean Papandrea & Patricia Richards
Finance Committee – Chair: Kevin Brimmer
Governance Committee – Chair: Katie Coletta

Finn Staff

Building Leaders
Martina Baker (Chief Operations Officer)
Aimee Ciarlo (School Leader)

Administrative Staff
Monica Farrell (Assistant)
Lia Navone (Food Services Director)
Christy Strobel (Registrar)
Lisa Wildrick (Office Manager)

Instructional Staff
Deb Breen (Academic Director)
Shannon Hilliker (Instructional Coach)
Kristen Purifoy (Instructional Coach)

Alison Capilli (K)
Jami Clune (K)
Brieanna TenEyck (K)

Kathryn Cook (1)
Nancy Jordan (1)
Theresa Nelson (1)

Emily Bonsignore (2)
Natalie Malanowski (2)
Hope Wheaton (2)

Leslie Eberhard (3)
Kayla Fivie (3)
Sam Wilson (3)

Molly Keefe (4)
Asha Pugh (4)
Alana Reid (4)

Amanda Ellison (5)
Andi Palmer (5)
Lucas Rickard (5)
Heather Walker (5)

Ryan Dunlap (6)
Ann McCarthy (6)
Walker Moss (6)
Olivia Rosengrant (6)

Special Areas Staff
Sharon Anderson (Instrumental)
Katelin Fletcher (STEM)
Jasmine Gammond (Art)
Dominick Horton-Miller (Music)
Kay Mighty-Brown (Fitness)
Kristie Swanson (Library)
Sage Ulrich (Dance)

Special Education Staff
Jim Clark (Teacher)
Emily Leger (Teacher)
Ariana Szewczyk (Teacher)

Intervention and Support Staff
Jodi Belloma, Simonne DeWalt, Kelly Henry, Kim O'Connell, (Guest Teachers)
Deputy Collins (School Patrol Officer)
Alexis King (Family Services Therapist)
Shannon Hilliker (ENL Teacher)
Anna Hoyler (Literacy Interventionist)
Bailey Lentz (Literacy Interventionist)
Allison Murphy (Math Interventionist)
Sarah Wellington (Intervention Assistant)
Kristen Breckenridge (Behavior Support)
Marissa Jasinski (School Counselor)
Deb Switzer (At-Risk Coordinator)
Karen Cassetta (Scholar & Staff Support)

Aides/Assistants
Angelina Baumgartner
Sommer Clemens
Ashley Coleman
Shelly Costello
Amiah Driscoll
Lynne Hatch
Aubrey Haynes
Mya Howe
Quiana Lynch
Meghan Mack
Lidia Nelan
Maddie Nelan
Keivanna Warren
Angela Wright

Support Staff
Simone Robinson/Kelly Williams/James Tuning/Satya Bostwick (Kitchen)
Dani Freeville/Lillian Martone (Custodians)
Gordon Fulkrod (Maintenance)

Rights and Responsibilities

Scholars have the right to an educational environment that is conducive to high levels of learning.

Scholars are expected to:

- attend school every day, arrive on time, and complete all class work
- follow universal expectations and exhibit the core values of the school
- be respectful of the education of others, themselves, and the instruction of staff

Parents/Guardians have the right to ensure that the school is addressing the learning needs of all scholars. Parents have the right to communication of scholar progress, strengths, and gaps.

Parents/Guardians are expected to:

- send their child to school every day, on time, and prepared for learning
- cooperate with the school staff in solving academic and/or behavioral problems
- holding scholars to the school's high expectations
- respond to communications from the school pertaining to their child.
- appropriately communicate with staff, families, and scholars

Teachers have the right to teach in a learning environment that is safe, positive, and supported.

Teachers are expected to:

- build relationships with all scholars that are respectful of their diverse needs and backgrounds
- create a classroom culture which honors differences and holds all scholars to high academic and behavioral expectations
- model, encourage, and reinforce scholar understanding of school expectations
- know and consistently enforce all school policies and expectations
- meaningfully connect with families to support all scholars
- engage in appropriate and respectful communication with scholars, families, and colleagues

School leaders have the right to expect consistent cooperation and support of staff, scholars, and families.

School leaders are expected to:

- ensure understanding of, and adherence to, Finn Academy policies and procedures
- support all school staff in maintaining rigorous instruction and appropriate and effective discipline
- be available to staff and families
- carry out of the Finn Academy vision with fidelity and ensure the follow through of the charter Accountability Plan

Parents' Bill of Rights for Data Privacy and Security and FERPA

Please refer to our website for the complete Bill of Rights at https://finnacademy.com/information-for-parents/.

Parents' Right to Know

Please refer to Appendix A.

Admissions and Enrollment

Finn Academy strictly adheres to regulations regarding admission, enrollment, and withdrawals. We are a free public charter school and open to any child residing in New York State and meeting age requirements. Please refer to our Admissions, Re-enrollment and Transfers Policy – Appendix B.

Communication

We believe that continued communication between home and school is vital to a successful educational experience for each of our scholars. As we have adopted a different curriculum framework and philosophy of education, questions may arise about our specific programming, daily learning, expectations, and progress towards meeting learning standards. We encourage families to connect with staff via email, notes, phone calls, in person meetings, or through school events and celebrations, to maintain a clear understanding of scholars' time at Finn Academy.

ClassDojo

This year, Finn staff utilize a program called *ClassDojo* to engage in more frequent and meaningful communication with families by providing a window into the daily happenings in your child's classroom. Communication ranges from individual family contact to school-wide messages. We ask that you please utilize the main phone number to communicate urgent information, and not via the ClassDojo chat feature.

SchoolMessenger

This application is used as another communication tools to keep families informed and connected. Through SchoolMessenger, families may receive important school announcements, reminders, emergency notifications, and other timely updates via phone call, text message, and/or email, depending on your communication preferences. To ensure you receive important information, please keep your contact information current by notifying the Main Office whenever your phone number, email address, or mailing address changes.
Please note that while SchoolMessenger is used for school-wide and important notifications, ClassDojo is utilized as the primary form of communication and contact with families throughout the year.

Newsletters

Grade level/classroom newsletters will go home weekly, and a school-wide newsletter will be sent on a bi-weekly basis.

Website – www.finnacademy.com

Our Finn Academy website provides families and community members with another avenue in which to gain information about our school, from yearly calendar to Board meeting updates, to staff listings.

E-mail

Staff will often utilize email as a way to provide ongoing communication with families regarding scholar progress and updates, as well as a way of providing information regarding important updates. We ask that families provide updated email addresses to the school, so that we can ensure proper delivery of messages.

Facebook

We maintain a Finn Facebook page to keep parents up to date on events, details, as well as a way to celebrate scholar learning through pictures of learning celebrations, field work, and other school functions. Our Finn Family Crew also maintains a page that provides additional information for families, grants access based on requests, and is in association with our main Finn page.

When posting to our Facebook page, please keep in mind that this is an avenue to ask general questions about events and programs, and to positively respond to posts about learning and celebrations. Should you have specific questions about a class, a scholar, or have a concern, please direct it to the appropriate staff member. Any information regarding absences or dismissal changes should be communicated via phone or email, as we are not always able to receive Facebook messages in a timely manner. We ask that all participants on our Facebook page follow our Finn core values of kindness and leadership.

Communicating Concerns

We aim to build a culture in which feedback is welcomed and discussed openly and honestly. While we strive to create an optimal learning environment for all scholars, we do recognize that there will be times when a concern arises. We welcome all feedback and input in a constructive, solution-focused manner, and while we cannot guarantee all suggestions will be adopted, we can promise that parents will be heard and valued. Again, when addressing or sharing a concern, we ask that parents follow our core values and respect one another as individuals with varying ideas and perspectives. Through honest, direct, and appropriate communication, misunderstandings and misperceptions can be avoided.

Confidentiality

We value the confidentiality of all scholars, families and staff members, and as a result, we will not discuss personnel issues with families, nor will we discuss business pertaining to scholars with families other than their own. This allows for the creation and maintenance of a trusting and welcoming environment for all involved.

Complaints

Should a parent have a formal complaint against the school, it should be brought to one of the school leaders first. Should it not be satisfactorily addressed or resolved, the complaint should then be provided to the Board of Trustees in writing, for their review and consideration. Please see the Finn Academy Complaint Policy – Appendix C for additional information.

Families as Partners

Finn Family Crew

Our parent organization believes as a school community, that we are not passengers in the education journey, instead we are crew, working together to achieve our goal. Finn Academy scholars, staff, families and community members are all part of a crew. Finn Family Crew works to create an engaging culture that reflects our core values throughout our school community. Families will volunteer in various ways and throughout the school year to support Finn Academy's mission.

Finn Family Crew facilitates multiple fundraising and crew-building events throughout the year, and creates opportunities for families to come together with the goal of continuing to build our Finn community. Monthly meetings are held and open to all family members to discuss events, share ideas, and provide feedback and input. Event information is sent home throughout the year via text, email, ClassDojo, and Facebook.

Visitors must come to the main Lake Street entrance and will be met at the front door to sign in. Individuals who are granted approval to volunteer, may be subject to fingerprint clearance and a background check – the cost of which will be incurred by Finn Academy. Please see our Fingerprint Policy – Appendix D for more information.

Child Safety Reporting

Finn Academy is committed to youth safety and well-being. If you suspect abuse or maltreatment of any child, we encourage you to call the Statewide toll-free number at: 1-800-342-3720. If you are deaf or hard of hearing, call TDD/TTY at: 1-800-638-5163, or have your video relay system provider call: 1-800-342-3720. You can also access more information by visiting https://ocfs.ny.gov/programs/cps/.

All Finn Academy staff members are mandated reporters, and as such, are required by law to make a mandated reporter hotline call should they suspect abuse or maltreatment. As a school, we endeavor to build relationships with our families to provide you with support and connections to community agencies in order to best support our scholars.

School Events

Expedition Celebrations

Every grade level expedition concludes with a culminating event that celebrates scholar learning and expertise. Scholar participation in these events is a required part of our program at Finn Academy as it provides scholars the opportunity to showcase their learning and knowledge gained. To accommodate various family schedules, some celebrations will take place during the day, evening, and on weekends, both at Finn Academy and out in the community.

Staff will make every effort to provide ample notice of celebration dates and times so that families can plan in advance. Scholar attendance is **required** at all expedition celebrations, and lack of attendance may directly impact scholar grades. Please see our Celebration and Performance Attendance Policy – Appendix E for more information. Scholars may be required to wear their "dress" uniform.

Recognition Ceremonies

While we believe firmly in the cultivation of intrinsic motivation for our scholars, we also know the importance of recognizing scholar growth and success. We will be hosting recognition ceremonies for grade levels on a rotating schedule with focus on academics and core values. There is no set number of awards scholars can be nominated for; this may vary by individual and crew. Scholars are celebrated for their achievements and growth in many additional ways, as well, so please note that recognition awards are not guaranteed for every scholar.

The Classroom and Beyond

Homework

We are dedicated to prioritizing learning opportunities that benefit our scholars, and we believe that homework is an integral component of our scholars' education. These assignments are meant to be reasonable, meaningful, purposeful, and differentiated to meet the needs of our scholars. Homework assignments are at the discretion of each individual classroom teacher and may include spelling tasks, writing assignments, math practice, reading components, family assignments, skill building games, and other related tasks.
When homework is assigned Monday through Thursday, the total time spent on all assignments should not exceed: 20 minutes for kindergarten through second grades, 30 minutes for third and fourth grades, and 45 minutes for fifth and sixth grades.

If you find that your child is exceeding the recommended homework time or if they are having difficulty completing homework assignments on a regular basis, please contact your child's teacher for support.

Holidays and Birthdays

We appreciate all beliefs and celebrations in the variety of holidays by families, but in order to be sensitive to all families, we focus our time on scholar learning. As a result, we do not have holiday-themed celebrations or parties. Should you want to celebrate your scholar's birthday, we do allow families to provide a small treat to the entire class. Please connect directly with the classroom teacher to schedule the delivery of a birthday treat, and please be mindful of our commitment to wellness.
We will continue to allow birthday treats to be sent in with scholars but require that they be purchased from a store and arrive at school sealed. Unfortunately, we will be unable to hand out any home-prepared or unsealed items.

We allow birthday party invitations to be handed out during school hours if there is an invitation for every member of the classroom crew. If your child is not inviting all the members of the class, please make arrangements outside of the school day to deliver the invitations.

Dress Code

All scholars attending Finn Academy are required to wear the designated uniforms. Please refer to the Dress Code and Uniform Policy – Appendix F for more detailed information regarding our uniform and expectations.

Toys

To maintain focus on learning, toys are not permitted at school. This includes fidgets, unless otherwise approved by a staff member. We equip our classrooms with engaging and appropriate learning tools and materials that are necessary for scholar learning. Please refer to the Toy Policy – Appendix G for additional information.

Electronic Devices

We do not permit use of electronic devices during the school day. Please refer to our Distraction Free Classroom Policy - Appendix H for additional information.

Field Studies

At Finn Academy, expedition field work is an essential part of our academic program and key design element of experiential learning. While our field work is intended to be fun and engaging for scholars, it is also meant to be an extension of the rigorous learning taking place in classrooms. They are thoughtfully planned out to address specific learning targets associated with the current expedition. Field studies are also an opportunity for our scholars to become more familiar with our local parks, museums, landmarks and resources, and elicit deep thinking and problem-solving. Through this rich learning, scholars grow into experts and build upon their expedition knowledge.

Permission Slips

Scholars must have parent/guardian permission to participate in all field work off school property. Staff will do their best to ensure timely delivery of permission slips, so that families have advanced notice and time to complete and return them to school. While we want all scholars to participate in this important aspect of their learning, it is the scholar's and parent/guardian's responsibility to ensure that completed permission slips are returned by the necessary date.

Field Work Volunteers

As we are typically off school premises for field work, it is essential that we have proper and ample adult supervision. Volunteering for field work is a great opportunity for parents/guardians to be directly involved in their child's learning. The responsibilities range from ensuring children's safety, monitoring behavior, and supporting individual scholars and small groups. Please notify your child's teacher if you are available to participate in any field work throughout the year.

Recess

With an emphasis on health and wellness, we strongly believe that scholars should have the opportunity for daily recess. Not only does recess provide children with the opportunity to have time to move, socialize, and play, it also allows them a break from intensive academic work. We aim to provide 20-30 minutes of recess daily, outside when weather allows (no lower than 25°F). Please provide your child with climate-appropriate clothing, including snow pants, boots, gloves, hats, and scarves at school during the winter months, and sunscreen during the warmer months. Scholars will participate in indoor recess in the classroom when temperatures are excessive in heat or cold, or when there are unfavorable weather conditions due to rain, lightning, ice, or snow. Should a scholar exhibit behavior not aligned with Finn behavioral expectations, he/she may lose the privilege of recess, per teacher and administrator discretion.

Second Step

Grade level teachers and support staff will incorporate weekly lessons from the social-emotional Second Step curriculum, as well as through supplemental resources. The program is an evidence-based program for children and includes everything schools need to integrate social-emotional learning (SEL) into their classrooms and schoolwide. Using the Second Step curriculum has been shown to decrease problem behaviors, and it's designed to promote school success, self-regulation, and a sense of safety and support.

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, 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. We incorporate Restorative Practices strategies through crew discussions, mediations, family meetings, and affective language.

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

• classroom behavioral strategies • reflective activity (reflection corner) • replacement skill practice • repair a relationship • conferencing with the scholar(s) and teacher (and School Leader 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	• removal from the classroom • reset room visit • afterschool detention • school service • meeting with the scholar, teacher and parent/guardian (and School Leader when necessary) • short-term suspension (ten or fewer days) • long-term suspension (more than ten days) • expulsion (permanent removal of a scholar from school for disciplinary reasons)

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 a referral, the School Leader will contact parents/guardians via phone or email. 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* In accordance with New York State Law, Finn Academy reserves the right to suspend or expel a student. 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 , or as soon as possible thereafter. The School will supervise the scholar until the scholar's parents/guardians arrive or until safe pickup or transportation is otherwise available."Scholar offense	Potential consequence
• 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	• Removal from activity • Removal from crew within the classroom • Removal from the classroom • Conference (with scholar and teacher; with scholar, parent/guardian, and teacher; with scholars, teacher, parent/guardian, and School Leader) • 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
• 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 • 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	• 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
Scholar offense	Potential consequence
• 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/nicotine products • Selling or transferring tobacco/nicotine 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	• 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:

• 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	• 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

Finn Academy will provide notification of the reason for the short-term suspension.

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:

• if necessary, the scholar is immediately removed from class and/or school • the parent/guardian is notified by the School Leader • the scholar is entitled to be notified of the violation of the code of character and to respond to the chargers against him/her • the school sets a hearing date and the parent/guardian is notified in writing of the: - 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	• 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 ten (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: - 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

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 student 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 (ten (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 student.

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 ten (10) consecutive school days or (2) a period of less than ten (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 student'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 student'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 student.

Alternative Instruction

To the extent required by law, the school will provide alternative instruction to expelled scholars, in-school or 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 two hours of alternative instruction per day at a reasonable location and time as determined by the School.

Those scholars with a disability, or suspected disability, removed for a period fewer than ten days will receive alternative instruction in a like manner to general education students.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of their IEP. In these cases, school personnel, in consultation with the child's Special Education teacher, will make the service determination. During any removal for drug, serious physical injury to another or weapon offenses (pursuant to 34 CFR § 300.530(g)) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of their IEP. These service determinations will be made by the Committee on Special Education (CSE). The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR § 300.530 (in consultation with the CSE).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of their IEP. The CSE of the student's district of residence will make the service determination.

Meetings of the CSE to either develop a behavioral assessment plan or, if the child has one, to review such plan, and review the implementation of the IEP by the school, are required when: (1) the child is first removed from their current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement. The student's Special Education teacher (or coordinator) and the general classroom teacher will attend all meetings regarding the student initiated by the CSE.

Subsequently, if other removals occur which do not constitute a change in placement, Finn will work with the CSE to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

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 or bullying 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 – Appendix I 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 forty-five (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.

In accordance with New York State law, a weapon includes a firearm (as defined in 18 USC § 921 of the Gun-Free Schools Act), any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, slingshot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death.

Scholar Searches and Investigations

Finn Academy is committed to ensuring a safe school environment. In order to achieve this school culture, any school official authorized to impose a disciplinary penalty on a scholar may question a scholar about an alleged violation of the Code of Conduct or law. The school is not required to notify a parent/guardian prior to initiating an investigation or questioning a scholar.

The Board of Trustees authorizes the School Leader and designees to conduct searches of scholars and their belongings if the authorized personnel have reasonable suspicion or knowledge that the search will result in evidence that the scholar has violated the Code of Conduct or law. This includes, but is not limited to, the scholar being asked to remove a jacket, empty pockets, search of a backpack or other item that a scholar is carrying on school property. Prior to a search, the authorized staff member(s) should provide an opportunity to the scholar to admit to possessing any physical evidence that they have violated the Code of Conduct or law, or to voluntarily remove the contents of the clothing or backpack. Scholars have no reasonable expectation of privacy with respect to scholar desks, lockers, and other storage compartments, and may be subject to search at any time by school personnel, without prior notice to scholars and without their consent.

School Transportation

Parents/guardians are required to submit the Finn Academy Transportation Request Form prior to scholars utilizing afternoon Finn transportation. Parents/guardians are required to notify the school of any change in bus drop-off location with no less than 24 hours advanced notice. Notification must be provided directly to the Main Office by the parent/guardian. Notification of transportation changes provided by scholars will not be accepted, nor will notifications that are provided to bus personnel. In the case of an emergency, school leaders may make

an exception to this 24-hour notification policy. If the notification procedure is not followed, scholars will be dropped off at their regularly assigned location.

Scholars utilizing morning and/or afternoon transportation provided by their district of residence are subject to the disciplinary guidelines and procedures as set forth by that district.

Scholars utilizing the afternoon transportation provided by Finn Academy are subject to disciplinary procedures as outlined in the Transportation Policy – Appendix J. We see the bus as an extension of the classroom, and as such, scholars are to uphold the behavioral expectations set forth.

The following behaviors have the potential for suspension from afternoon transportation provided by Finn Academy – please note that this list is not comprehensive and that additional behaviors can result in such disciplinary action:

• hitting and other forms of intentional physical aggression • profanity or sexually inappropriate language • loud and distracting noises • insubordination • unsafe behaviors, such as being out of seat, in aisle, out of window, or distracting the driver	• throwing objects • vandalism or destruction of bus property • possession of a weapon • possession and/or use of tobacco/nicotine, alcohol or illegal substance

While there are times our field work is nearby the school and we are able to walk to a specified location, there are certain field work opportunities that are further away and require transportation. Parents/guardians will be made aware of any field work requiring scholars to be transported by bus. The same behavioral expectations and disciplinary responses will be adhered to.

Please note, scholars are not permitted to ride in Finn Academy employees' personal vehicles, with the exception of an emergency.

Reporting Scholar Progress

Report Cards and Progress Reports

Report cards will be sent home three times a year, as well as a Summer Session report card. They will be aligned to NYS content standards, and will also highlight growth in the areas of our core values. Fifth and sixth grade families will receive a progress report in between each marking period report card, as well. Should families need updates on scholar progress outside of these communications, please contact the classroom teacher directly. New to Finn this year, 5th and 6th grade families will have access to review their scholar's grades via SchoolTool Parent Portal access.

Conferences

Conferences provide an opportunity for families to gain additional information regarding scholar progress and achievement. Parents/guardians can request a meeting at any time, but we will be facilitating two formal conferences throughout the year.

Assessments

Results of formal assessments, i.e.: MAP testing through NWEA (Northwest Evaluation Association) which will be administered three times a year for kindergarten through sixth grade, and NYS tests which will be taken by third through sixth grade scholars, will be shared with families once available. In addition to these results, informal assessment scores and reading level information from throughout the school year will be shared with families. It is vital to our school and renewal process that all enrolled scholars in grades 3-6 participate in State Testing to fulfill Federal guidelines. New York State does not recognize parent choice to "opt out" their scholar from state testing and classifies it as a "refusal" and a score of 0 is factored into our proficiency rate. Please refer to our Testing Policy – Appendix K for additional information and guidelines for state testing requirements and guidelines.

Grade Retention and Promotion

Grade promotion and retention of scholars shall be made at the discretion of the school leadership in collaboration with teachers and parents/guardians. Please review our Retention Policy – Appendix L for additional information.

Teacher Assignment

We take great care in thoughtfully crafting class lists, taking into consideration crew dynamics, scholar learning and social-emotional needs, and individual styles. While we cannot honor requests for specific teachers, we welcome families to submit written requests for specific teacher styles and attributes that would provide best fit for their scholars.

Scholar Attendance and School Day

Expectations and Policy

At Finn Academy, we make a special effort to ensure that all scholars fully benefit from their education by attending school regularly. Attending school regularly helps children feel more positive and confident about school—and themselves. Consistent attendance in elementary school will help children do well and prepare them for the added responsibilities in high school, college, and at work. It is our focus to collaborate with families to ensure consistent school attendance and will be notifying parents/guardians of any attendance concerns. Please review our Attendance Policy – Appendix M for additional information.

Arrival

Scholar arrival is from 7:30-8:00 am. Scholars being dropped off by parents/guardians should utilize their grade level entrance during the arrival time. To ensure proper supervision and safety of all scholars, parents/guardians should remain with scholars until the doors open at 7:30 am.

No scholars should be left unattended outside of the school for any reason. Finn staff welcome scholars into the building with a greeting each day. Scholars arriving by bus will be dropped off at the bus entrance on Lake Street.

Any scholars arriving to school tardy, after 8:00 am, must be escorted by their drop-off adult to the Lake Street main entrance to be signed in. To ensure a prompt start to the school day, we will be closing the parent-drop off door at 8:00 am sharp daily. Parents/guardians that do not escort their tardy scholar to the main entrance will be requested to park and exit their vehicle to join the scholar. If a parent/guardian drops off a tardy scholar without coming to the main entrance, he/she will be promptly contacted and reminded of the arrival

procedures.

Please note that teachers are focused on greeting scholars and preparing for the day during this time and are unavailable for conversations at arrival. Please contact them at a more convenient time to share concerns, ask questions, or request a meeting.

Dismissal

Scholar dismissal begins at approximately 2:50 for bussers, and 2:55 for pick-ups, with a staggered release dependent on scholar grade level. We have developed specific dismissal procedures to ensure the supervision and safety of all scholars, while also trying to maintain a smooth and efficient process for families. Please note these are subject to change based on transportation logistics or other school needs.

Grade Level	Time	Dismissal Exit
Bussers	2:50 pm	Door 10
Kindergarten	2:50 pm	Door 10
1st Grade	2:50 pm	Door 14
2nd Grade	2:55 pm	Door 14
3rd Grade	2:55 pm	Door 10
4th Grade	3:00 pm	Door 6
5th Grade	3:00 pm	Door 9
6th Grade	3:00 pm	Door 10

Scholars who will be picked up will be escorted to their corresponding grade level exit and released to a parent/guardian or approved pick-up. For convenience purposes, siblings will be picked up at the entrance of the youngest scholar. If you plan to have an unauthorized caregiver pick up your scholar, it must be reported to the Main Office and classroom teacher prior to dismissal. Staff members are required to ask for identification in order to release the scholar; please notify the designated caregiver that this is for the safety of our scholars.

If a parent/guardian experiences an emergency and will pick up the scholar after the regularly scheduled dismissal time, please call the Main Office as soon as possible. As we cannot provide adequate supervision after hours, please understand that we are unable to accommodate late pick-ups on a regular basis.

Scholars utilizing afternoon transportation will be supervised and escorted by staff members.

To ensure the safe arrival home of all scholars, only sixth grade scholars will be allowed to bike or walk home or to an approved afterschool location. Please review our Scholar Walking/Biking Policy – Appendix N for more details.

Summer Session

Summer Session is a beneficial and engaging component of our school program and charter, but scholar attendance is optional. The session dates are confirmed and shared with families in a timely fashion in order to avoid potential scheduling conflicts. The focus and allotment of spots in Summer Session are determined by school leadership each year and families will be updated and invited to participate as is appropriate.

School Closings

Finn Academy will close due to snow or other inclement weather when the Elmira City School District (ECSD) closes, or at the discretion of Finn administration. In addition to following school closings, we will also follow school delays decided by ECSD. For updates regarding school delays/closings, please refer to our Facebook page, WETM, WENY, ClassDojo post and message, and voice and text broadcast via SchoolMessenger.

Change of Address

Should you experience a change in address, please notify the Main Office immediately. Completion of a *Change of Address Form* is required for us to make changes in our information system. Should we not receive this completed document, any school correspondence will continue to be mailed to your original address. In adherence with state guidelines, we must also receive three updated proofs of residency.

Meals and Snacks

At Finn we always strive to provide our scholars with the healthiest food. Our school community demographics have met the criteria to offer all Finn families free meals (breakfast and lunch) through the Community Eligibility Program.

Please contact our Food Services Director, Lia Navone, for our complete Wellness Policy and Meal Shaming Policy.

Snack

We will provide a daily snack to all scholars, if interested. If you would prefer to send a snack in with your scholar, we ask that families stay committed to assisting in keeping snacks healthy.

Focus on Wellness

We have a continued focus on health and wellness, not only with our scholars, but also our staff. We provide frequent reminders to our crews to be mindful of the food they are fueling their bodies with, so that they can be successful and ready to tackle each day of learning. While we appreciate the kindness around "just because" treats, we ask that families ensure they are healthy or refrain from sending them in. Our Kitchen Staff works diligently to create healthy and creative snack and meal ideas for scholars to test on "Taste Test Tuesdays". This is an opportunity for scholars to explore a variety of ingredients that they may not typically partake in. Scholar and staff feedback often results in these items being added to our Finn menu. We also like to recognize scholars exemplifying healthy food or wellness choices by providing them with a healthy choice certificate. Many of our staff members constitute our Wellness Committee – a team dedicated to seeing that our wellness mission is carried out daily by both scholars and staff. We ask that parents/guardians limit sending their scholars in with, or dropping off, fast food meals during the school day.

Special Circumstances

Physician's Statement for Children with Disabilities (example: diabetes):

USDA regulations 7 CFR Part 15b require substitutions or modifications in school meals for children whose disabilities restrict their diets.

A child with a disability must be provided substitutions in foods when that need is supported by a statement signed by a licensed physician. The physician's statement must identify:

- the child's disability;
- an explanation of why the disability restricts the child's diet;
- the major life activity affected by the disability;
- the food or foods to be omitted from the child's diet; and
- the food or choice of foods that must be substituted.

In Cases of Food Allergy (example; peanuts, tree nuts):

Generally, children with food allergies or intolerances do not have a disability as defined under either Section 504 of the Rehabilitation Act or Part B of IDEA, and the school food service may, but is not required to, make food substitutions for them. However, when in the licensed physician's assessment, food allergies may result in severe, life-threatening (anaphylactic) reactions, the child's condition would meet the definition of "disability," and the substitutions prescribed by the licensed physician must be made. (If this is the case for your child, please reference the bulleted list above for your doctor's office.)

Other Special Dietary Needs (example: dairy, gluten):

The school food service may make food substitutions, at their discretion, for individual children who do not have a disability, but who are medically certified as having a special medical or dietary need. Such determinations are only made on a case-by-case basis. This provision covers those children who have food intolerances or allergies but do not have life-threatening reactions (anaphylactic reactions) when exposed to the food(s) to which they have problems.

Medical Statement for Children with Special Dietary Needs
Each special dietary request must be supported by a statement, which explains the food substitution that is requested. It must be signed by a recognized medical authority.

The medical statement must include:

- an identification of the medical or other special dietary condition which restricts the child's diet;
- the food or foods to be omitted from the child's diet; and
- the food or choice of foods to be substituted

Support Services

Health Services

At this time, our School Nurse and health services are provided by our host district, the Elmira City School District. Please see our Health Services Policy - Appendix P for more information.

Immunization Requirements

Finn Academy adheres to the New York State Public Health laws regarding immunizations. For scholars entering Finn Academy from New York State, they have *fourteen days* from the start of the school year to produce proof of immunization, or the child will be excluded from attending school. For scholars transferring or starting at Finn from previously out of state, they will be excluded from attending school within *thirty days* of the start school if no proof of immunization is provided. The Chemung County Health Department provides

some children with free immunizations. Please contact 607-737-2028 to find out if your child qualifies.

Medication at School

Our School Nurse can facilitate the administering of doctor-prescribed medication at school, following clearly outlined guidelines. Please review our Health Services Policy for additional information.

Defibrillator

In accordance with Education Law, the school maintains on-site AED equipment to ensure ready and appropriate access for use during emergencies.

Please Contact the health office with any concerns/questions.

Academic & Behavioral Intervention Services

We are committed to meeting the needs of all scholars and ensuring they have access to high-quality instruction and learning. Response to Intervention (RTI) and Academic Intervention Services (AIS) function as a significant educational framework designed to distinguish gaps in scholar learning and deliver targeted interventions to increase academic outcomes in English Language Arts and Mathematics, as well as behavioral outcomes. Scholars who are not meeting or at risk of not meeting grade level proficiency standards are identified and monitored using this approach.

Our comprehensive program integrates assessment and intervention within a three-tiered prevention system to raise academic performance. School-wide screenings are utilized to identify scholars at risk for deficient learning outcomes and inform differentiated instruction within the classroom. Thereafter, directed interventions are consistently implemented and monitored to ensure academic progress.

English Language Learner (ELL) Services

We follow the state-regulated guidelines for identification of ELL scholars and work with families to provide the necessary services. Please let us know if you would like additional information on our identification process and/or program.

Section 504 Plan Supports

Finn Academy is committed to providing equal access to educational opportunities for scholars with disabilities. In accordance with Section 504 of the Rehabilitation Act of 1973, scholars who have a qualifying disability that substantially limits one or more major life activities may be eligible for accommodations through an individualized Section 504 Plan. These accommodations are designed to provide equitable access to instruction, programs, services, and school activities. Families who believe their child may be eligible for a Section 504 Plan are encouraged to contact the school to discuss the referral and evaluation process. If you have questions regarding Section 504 supports, please contact the school's Section 504 Coordinator.

Special Education

Finn Academy works together with scholar's host district's Committee on Special Education (CSE) to administer special education services, including identification, evaluation, and educational placement of the scholar. It is our goal to provide all scholars with a disability with the individualized instruction and support necessary to achieve

their highest academic levels. If you believe your child has a suspected disability, it is your right as a parent to request a referral to special education and provide written consent. Finn Academy is committed to providing all scholars with a Free and Appropriate Education (FAPE) in the Least Restrictive Environment (LRE). If you have questions regarding special education, please direct them to Rebecca Kellogg, Coordinator of Special Education.

School Counselor

Our school counselor collaborates with staff and families to provide social-emotional support to all scholars. Monthly classroom instruction around important topics such as: conflict-resolution and problem-solving, impulse control, and stress management techniques will be provided, as well as individual short-term/crisis counseling, small group counseling, and referrals to community services. We encourage families to reach out with any concerns or requests for support.

Behavior Support Specialist

Our Behavior Support Specialist collaborates with teachers, administration, and other support staff to support the learning environment by addressing behavioral and social-emotional needs with individual and groups of scholars, as needed. The aim of this position is to help ensure that scholars remain in the classroom setting safely and effectively.

School-based Mental Health Program

In partnership with Family Services of Chemung County, Inc., Chemung County, we provide community- based counseling services within our school setting. Through the School-based Mental Health Program a Family Services Mental Health Therapist is located at Finn Academy during scheduled office hours. This therapist can provide referred scholars and their families with mental health counseling services to support social and emotional needs. Please contact Aimee Ciarlo, School Leader, for specifics regarding this program and referral process.

Building Safety and Security

School Visitors

New visitor protocols are in place to ensure the health and safety of our scholars, staff, and visitors. As we are responsible for all persons in our building and on school property, the following rules shall be observed:

1) Anyone who is not a staff member or scholar of the school will be considered a "visitor".

2) All visitors to the school can gain access to the building only through the approved entrances, and through our secured access system. While we appreciate the courtesy shown by guests allowing other guests to enter the building, we ask that this not be done so that all visitor presence is approved and documented.

3) All visitors must report to the front main entrance upon being allowed access to the building through our secured entry doors and sign in and out. School staff reserves the right to request identification of visitors.

4) All visitors must wear a visitor badge throughout their time in the building and return it after their visit. Visitors, including families, are not to access rooms in the building other than Main Office without approval from school administration or being accompanied by a staff member.

5) Any unauthorized person on school property will be reported to the Main office. Unauthorized persons may be asked to leave. The police may be called if the situation warrants.

Emergency Drills

We are required by state law to conduct twelve emergency drills throughout each school year, four of which must be lockdown drills, and the remaining eight to be evacuation drills (i.e.: fire drills). The first eight drills are to be a combination of the two types of drills. As the situation permits and necessitates, we will notify parents of the emergency drills after they have been successfully completed.

Visitors present on school property during an emergency drill will be prompted by school staff to complete the drill with the scholar and staff population. Should a visitor arrive to the school after an emergency drill has begun, he/she will be required to wait outside of the building until the drill concludes.

School Patrol Officer (SPO)

In partnership with the Chemung County Sherriff's Department, a School Patrol Officer will now be housed daily at Finn to assist in ensuring the safety and security of all scholars, staff, and visitors.

Safe School Helpline

The Helpline is 24/7 communication service that helps empower school leaders to make proactive decisions as well as creating responsibilities for scholars, parents/guardians and community members to share in the maintenance of a safe learning environment. The Helpline provides school stakeholders with the opportunity to anonymously report safety concerns, wrongdoing, bullying, and negative issues that could potentially impede the learning process. Just call 1-800-4-1-VOICE (1-800-418-6423) ext. 359 to leave your information, OR text 614-426-0240 and type TIPS. Your message will remain anonymous, and the Safe School Helpline team will transcribe and fax your message to school officials, so appropriate action can be taken, if necessary.

APPENDIX A

Parents' Right to Know

In compliance with provisions of the Every Student Succeeds Act ("ESSA"), which reauthorizes the Elementary and Secondary Education Act ("ESEA"), this notification is to inform you that, because your child's school receives Title I federal funding, you have the right to request information regarding the professional qualification of your child's classroom teacher(s). Specifically included is your right to know the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and field of discipline of the certification or degree; and
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

Parents may also request: (i) information on the level of achievement and academic growth of their child in each of the State academic assessments and (ii) timely notice that their child has been assigned, or has been taught for four (4) or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Should you wish to exercise your right to obtain the above information about your child's teacher please contact the Main Office in writing to make your request, or if you have any questions, please call 607-737-8040.

APPENDIX B

Admissions, Re-enrollment, and Transfers Policy

Admission/Enrollment

As a public school, Finn Academy is open to all children who are eligible under the laws of New York State for admission to a public school. The school follows all applicable state and federal laws in admitting scholars. Finn Academy does not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or any other characteristic protected by applicable law.

Families interested in enrolling their child(ren) at Finn Academy are required to submit a completed enrollment application. The applications are made available at enrollment sessions, online, in the school's main office, or via mail at request. There are no fees associated with the filing of an application, nor are there any tuition charges for attending the school.

School staff will assist any family that has difficulty filling out the application.

Open registration will be advertised yearly and interested families can submit applications until the April 1st deadline. If the school receives more applications than allotted slots by April 1st, the school will hold a public lottery before April 15th to allocate available slots. If fewer applications than spaces available dare received by April 1st, those scholars who applied by the deadline are admitted to the school. Applications will continue to be accepted after the April 1st deadline or the lottery to fill available slots or to be added to the school's waiting list.

Finn Academy does not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or any other characteristic protected by applicable law. Finn Academy does not discriminate on the basis of sex in admission or the educational program it operates, and is required by federal Title IX of the Education Amendments of 1972 not to discriminate in such a manner. Finn Academy's Title IX Coordinator is Aimee Ciarlo, School Leader.

Lottery Procedures

In the event that the school receives more applications than allotted spaces, the school will conduct a random, public lottery. This lottery is overseen and audited by an independent individual or organization to ensure fairness to all interested families and community members. Information regarding the time and location of the lottery will be advertised to welcome enrolling families to attend. The lottery is conducted within the first two weeks of April each year. The following criteria are used in the lottery:

- Only Kindergarten scholars will be admitted, unless unexpected enrollment fluctuations occur, and the school will then welcome new scholars into other grades;
- First preference is provided to children residing in the Elmira City School District;
- Second preference is provided to children with siblings already enrolled in the school;

- Third preference is provided to children with siblings already selected for enrollment during the lottery;
- Fourth preference is provided to children of Finn Academy staff members, and is limited to 15% of the student population in accords with the Act;
- Remaining applicants are drawn in the order in which their number is selected in the lottery.

Requirements and Eligibility

A scholar's address is the address at which his/her parent or current guardian resides. A parent or guardian is defined as:

1. Parent, by birth or adoption
2. Stepparent
3. Legally appointed guardian or foster parent (including a foster agency)
4. Person in "parental relation"

A person in a parental relation refers to a person that assumes the care of a child because the child's parents or guardians are not available. This could be due to death, imprisonment, mental illness, abandonment of a child, or living outside of New York State. A person can only be a person of parental relation if no other eligible person applies as a parent or guardian. Parental relation must be based on individual circumstances. A person who may provide temporary care (i.e.: babysitting) for a child or children does not qualify as a person in a parental relation.

A sibling is defined as one of two or more individuals having one or both parents in common or "parental relation". The drawing of a scholars' name will also draw that scholars' siblings' name, pending the amount of space available in that siblings' grade level. Finn Academy will determine, in a non-discriminatory manner, when these scholars will be admitted in the school in the situation that their attendance will over-enroll a grade level.

Timely applications will be accepted during dates specified by Finn Academy. Applications received after these dates are considered untimely. As a courtesy, the school will add untimely applications to the bottom of the waiting list for a given class based on the date and time the completed application is received. The waiting list will be the only official, legal document identifying the names of grade-eligible scholars with applications to Finn Academy pending acceptance for the subsequent school year, or when unexpected attrition occurs.

All scholars who are accepted for enrollment must complete all of the school's registration forms by the date required on the forms to secure provisional enrollment. Registration events will be scheduled to support families in completion of the documents. Scholars may forfeit their right to enroll if the forms are not returned by the designated date. A child is eligible for the available grades only if:

- The scholar successfully completes the preceding grade by the opening day of school; and
- The parent/guardian and scholar complete all required forms truthfully.

Vacancies

The primary open enrollment grade will be Kindergarten each year. However, to fill any vacancies, separate waiting lists outside of kindergarten are maintained for each grade level.

The random lottery used for scholar admission serves to place scholars in preferential order on these waiting lists. If the school chooses to fill a vacancy, the school contacts the parent/guardian of the scholar next on the appropriate waiting list.

Reasonable attempts are made to contact the family to determine whether the scholar remains interested in enrollment at the school before proceeding to the next name on the list.

If attempts to contact the family are unsuccessful, the school may remove the scholar from the waiting list. A letter will be sent to the mailing address provided by the family on the enrollment application outlining the attempts made and the forfeiture of the scholar's spot.

Re-enrollment

Every year, families of currently enrolled scholars will be asked to complete an *Intent to Continue Enrollment Form*, which provides the school with information regarding enrollment retention and attrition trends for the upcoming school year for planning purposes. Completion of this form does not prohibit families from changing their mind at any point.

Withdrawals & Transfers

As a school of choice, we recognize that circumstances may arise in which a parent or guardian wishes to transfer their child to a different school. Parents may withdraw scholars by completing the *Scholar Withdrawal Form*. A scholar who attends another school is subject to being unenrolled at Finn Academy. Once a child unenrolls from the school, the child's spot is forfeited and can be filled by another child from the grade level waiting list. The school ensures the timely transfer of any necessary school records to the scholar's new school.

Finn Academy will maintain and report data on the enrollment and attendance of scholars, including, if applicable, the count of scholars with disabilities attending the school, to the school district of residence, consistent with NYS regulations.

McKinney-Vento/Services to Scholars in Temporary HousingThe McKinney-Vento Act, under the Every Student Succeeds Act, provides special protections for students in temporary housing. It defins students in temporary housing as those lacking a fixed, regular, and adequate nighttime residence. This includes those:

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

Every scholar has the option to complete a housing questionnaire upon enrollment to identify scholars who may be in temporary housing. Additionally, teachers and staff are trained to also be aware of signs that a scholar has moved into temporary housing and will work to ensure that scholar addresses are regularly updated as families move during the year. Scholars in Temporary Housing are entitled to protections related to enrolment, transportation, and meals. Please contact he School's McKinney-Vento liaison should you have any additional questions.

APPENDIX C

Finn Academy Complaint Policy

From Approved Charter Application, Response 13 RFA Governance

Procedure for handling complaints, including from staff and parents:

In accordance with requirements of §2855(4) of the Education Law, any individual or group may bring a complaint to the Board of Trustees of Finn Academy: An Elmira Charter School alleging a violation of the provisions of this article, the charter, or any other provision of law relating to the management or operation of the school. The Board of Trustees designates its School Leader as the recipient of complaints, formal and informal, excepting complaints about the School Leader.

Please note that if a scholar is expelled or given a long-term suspension (more than ten (10) days), the parent/guardian has the right to submit a letter of appeal to the Board of Trustees within ten (10) days of the date of expulsion. The letter must include the reason for the request and any special or extenuating circumstances that may support the reversal of the recommended penalty. The Board Chair will present the request before the entire Board of Trustees for review and determination. A final determination letter will be sent to the student's parent or guardian indicating approval or denial of an appeal.

Finn Academy will adhere to all provisions for due process to ensure students' rights to a free and appropriate public education. Where the student is a student with a disability, Finn Academy will work with the student's host district and its Committee on Special Education to provide a manifestation determination, in accordance with law. Consequences of suspension will be delivered in accordance with state and federal law. Where necessary, Finn Academy will contract with a certified and impartial hearing officer to assist in conducting any disciplinary hearings involving a potential long-term suspension.

Formal Complaints

A formal complaint involves an alleged violation of law and/or charter. The following are examples of formal complaints:

- Improper discipline of a special education student (violation of the Individuals with Disabilities Education Act [IDEA] or applicable federal regulations);
- Billing the wrong district for a student; and
- Child abuse in an education setting.

A formal complaint must be in writing and delivered to the School Leader. Formal complaints pertaining to the School Leader may be directed to the Chair of the Governance Committee of the Board of Trustees.

To help ensure a thorough and timely response, the complaint should include: (i) a detailed statement of the nature of the any grievance, (ii) the response, if any, receive from the principal and/or teacher; (iii) copies of any correspondence between complainant and the principal and/or teacher; (iv) what action or relief the complainant is seeking; and (v) the complainant's name, address and telephone number. The School Leader may conduct an investigation into the complaint and will make every effort to respond to the complaint in a timely manner, not to exceed thirty (30) business days.

Upon resolution of a formal complaint, Finn Academy must provide to the complainant:

(a) a written determination, including the school's reasoning for the decision and remedial actions to be taken;

(b) a written notice to the complainant that he or she may file an appeal with the Charter Schools Institute if the complaint involves a violation of law or charter; and

(c) a copy of the Institute's Grievance Guidelines (available on the Institute's website: http://www.newyorkcharters.org/contacts).

If, after presentation of the complaint to the School Leader or the Board of Trustees, the individual or group determines that either the School Leader or the Board has not adequately addressed the complaint, they may present that complaint to the Charter Schools Institute of the State University of New York and then the Board of Regents through the State Education Department, which shall investigate and respond. The Charter Schools Institute or the Board of Regents shall have the power and the duty to issue appropriate remedial orders to charter schools under their jurisdiction to effectuate the provisions of this section. The grievance process will be prominently displayed and included in all school and parent manuals so that any individual or group may bring a complaint to the Board of Trustees.

Informal Complaints

An informal complaint is a complaint that does not allege a violation of law or the school's Charter Agreement. The following are examples of informal complaints:

- "Michael pulls my daughter's hair. Can she move seats?"
- "I want my child in a different class."
- "I think my child deserves an 'A' in that course, not a 'B.'"

To file an informal complaint, it is recommended that the complainant follow these steps:

1. Contact the child's teacher in writing or verbally.

2. If unsatisfied with the response or if the complaint does not concern the child's teacher, he/she can contact the School Leader. The School Leader, at their discretion, may require that the complaint be submitted in writing. The School Leader may also, at their discretion, conduct an investigation into the complaint. If the complainant is unsatisfied, they shall inform the School Leader, who will notify the Board Chair.

If the complainant is unsatisfied with the response of the School Leader or complainant is regarding the School Leader, a written complaint can be submitted to the Board of Trustees (the complainant may bypass the step of speaking with the School Leader and go directly to the Board of Trustees). The Board of Trustees will make every effort to respond to the complaint in a timely manner, not to exceed 30 business days. To help ensure a thorough and timely response, the complaint should include: (i) a detailed statement of the nature of the grievance, (ii) what response, if any, was received from the School Leader and/or teacher; (iv) what action or relief the complainant is seeking; and (v) the complainant's name, address, and telephone number.

APPENDIX D

Fingerprint/Clearance Policy

Background checks and fingerprinting through the New York State Education Department's Office of School Personnel Review and Accountability are required to obtain a position with Finn Academy and random background checks may be conducted.

All employees of Finn Academy will be cleared prior to employment by means of a fingerprint background check, including janitors and maintenance staff, security personnel and cafeteria workers who are present when children are in the school building.

Fingerprint clearance and background checks will be verified for each new employee by at least two members of the leadership team.

Any volunteer providing more than fifteen hours of service to the school when children are present will be subject to a background check and fingerprinting through the NYSED Office of School Personnel Review and Accountability.

Fingerprinting fees are the potential employees' responsibility.

APPENDIX E

Expedition Celebration and Performance Attendance Policy

Expedition celebrations and musical performances are important components of our school program, and such, scholar attendance is required. These events provide scholars with the opportunity to demonstrate their learning and mastery of skills. Scholar absences negatively impact the crew, ensemble, or group's cohesive celebration/performance.

Participation in these events is included in the scholar's grade, and unexcused absences will lower the grade for that marking period. For musical performances, absences may also impact the scholar's continued participation in the program.

If the absence from an event is due to an emergency, the teacher must be notified by a parent/guardian as soon as possible. The scholar may be provided with an alternative to showcase their learning and knowledge.

The school will make every effort to provide parents/guardians with advance notice of all celebration and performance dates and times.

APPENDIX F

Finn Academy Uniform Policy

At Finn Academy, we believe that an environment focused on learning and scholarship is a requirement of a high performing school. The way a scholar dresses has an impact on the learning environment and should create a positive sense of crew and community. Uniforms create a sense of belonging and put academics at the center of our work. We believe that scholars can celebrate their individuality through their personality and learning, rather than their outward appearance. Finn Academy has adopted and will enforce the following Dress Code. Should a circumstance arise that is not specifically delineated within this policy, the School Leader shall consider the purpose of this policy and decide the best course of enforcement accordingly. Decisions made by the School Leader related to enforcement of the school Dress Code are final. "Finn Academy has adopted and will enforce the following Dress Code. Exceptions to the dress code for approved medical reasons or religious observance purposes should be communicated in advance by the parent/guardian to the School Leader."

TOPS: Long Sleeve Polos, Short Sleeve Polos, Dress Shirts, Sweaters, Cardigans and Finn Wear

- Polos must be black, heather grey, or white **(K-4)**
- Polos must be black, heather, grey, white, navy blue, or maroon **(5-6 ONLY)**
- Polos must be logo and graphic free
- Dress shirts must be white
- V-neck or crew neck sweaters and cardigans must be black or heather grey
- Sweaters and cardigans must be non-hooded and contain buttons, not zippers
- Sweater vests must be black
- Official Finn Wear tops (i.e.: Finn Wear sweatshirt, long or short sleeve t-shirt) on Fridays ONLY (Please note that homemade Finn Wear items are prohibited)

BOTTOMS: Pants, Skirts, Jumpers, and Shorts

- Pants must be black or heather grey dress pants (the "khaki" material, but in black or grey). Ponte knit pull on pants are now permitted but must have pockets and a button.
- Cargo or jean/denim pants are not permitted
- Skirts and jumpers must be black or heather grey
- Athletic and casual cotton skirts are not permitted
- Shorts must be black or heather grey
- Athletic and casual cotton or spandex shorts are not permitted
- Skirts, jumpers and shorts must not be shorter than 2 inches above the knee
- Polo dresses in black or grey are allowed
- Leggings cannot be substituted for pants, a jumper, or skirt

OUTERWEAR: Coats, Jackets, and Sweatshirts

- Outerwear may not be worn inside the school building during the instructional day
- Outerwear may be worn only if the scholar is exiting the building for an outdoor activity or recess

- Outerwear may be worn to school and placed in the scholar's locker.
- The School Leader and/or the classroom teacher may make an exception if the building/classroom is unusually cold

FOOTWEAR: Shoes and Sneakers

- All footwear must black, or black with small white logo.
- All footwear must have rubber soles. Flip flops and Crocs are prohibited.
- Heels should be no higher than *1*⁄2 inch.
- Winter boots are not permitted during the school day. Scholars may wear boots during inclement weather, but must change into appropriate footwear once inside the school.

ACCESSORIES: Headwear, Jewelry and Underclothes

- All undershirts (short and long-sleeve) must be black, grey, or white.
- Leggings and tights must be black, heather grey, or white (patterns in the appropriate colors are permitted) and must be worn accompanied by a jumper or skirt.
- Hats of any kind are not permitted, except for approved medical reasons or religious observance purposes. Outside of these exceptions, scholars may wear hats to school, but must remove them and store them in their locker upon entering the school.
- All socks must be black, grey or white.
- Tall socks are permitted with shorts, skirts, or dresses, as long as they are approved colors. A small logo can be visible, as long as it is black, grey, or white.

FITNESS/DANCE

- Scholars in grades K-6 will wear their school day uniform for Fitness and Dance classes.

DRESS UNIFORM

- Scholars will be required to wear their "dress uniform" at certain expedition celebrations, field studies and events. This consists of a button down and approved uniform bottoms. Notice will be provided to families.

VIOLATION FOLLOW-THROUGH

First Violation of the Finn Academy Dress Code will result in a note home to parents/guardians notifying them of the violation. We will do our best to provide the scholar with the necessary clothing item(s) for the day. We ask that families return the item(s) cleaned the following day, so that another scholar may benefit from it.

Second Violation of the Finn Academy Dress Code will result in a phone call to parents/guardians requesting that appropriate clothing item(s) are brought to school for the scholar to change into for the day.

Third Violation of the Finn Academy Dress Code will result in a meeting between Leadership, parents/guardians, and the scholar to discuss the Uniform Policy and any support or help that may be needed to abide by the Dress Code.

APPENDIX G

Finn Academy Toy Policy

Due to the potential interruption to the learning environment and the danger of them being broken, lost or stolen, any items that can be considered toys are not to be brought on the bus or to school. These items include, but are not limited to, dolls, stuffed animals, figurines, trading cards, balls, toy cars, and electronics. Your child's teacher will notify you of any special activity in which scholars are requested to bring items that may be deemed toys. The school assumes no responsibility for lost or damaged toys or items.

The first time that a scholar brings a toy to school, the item will be returned at the conclusion of the school day.

If a scholar brings an item a second time, it will be held in the Main Office until an adult can pick it up.

Finn Academy Distraction-Free Classroom Policy

In alignment with the New York State Law *§* 2803, Finn Academy: An Elmira Charter School does not permit use of internet-enabled devices on school grounds during the instructional school day. Internet-enabled devices include "any smartphone, tablet, smartwatch, or other device capable of connecting to the internet and enabling the user to access content on the internet, including social media applications."

We recognize that these devices have become a common tool for communication, however, they also pose the potential for a major distraction to the learning environment and are vulnerable to theft. This policy also serves as a commitment to protecting youth mental health and promoting scholar success.

All of the above-listed devices fall under the below guidelines:

- If a scholar must have a cell phone, smart watch, or other internet-enabled/communication device on school property, it must be turned off from the moment they arrive to the building in the morning and until after dismissal in the afternoon.

- Devices should be kept in scholar backpacks and in lockers and should not be removed without direct permission from a staff member. If a parent/guardian requires an additional method of on-site storage, school leadership may approve device storage in the main office.

- Devices may not be used to talk, take pictures, play games, record or text during school hours, including recess and in restrooms.

- Finn Academy is not responsible for lost or stolen electronic devices, nor do we have the resources to investigate if they are lost or stolen. Any device must be secured and kept out of sight.

If a scholar violates this policy, they will have the following consequences:

First Violation
The scholar device will be taken away and returned at the conclusion of the school day.
Second Violation
The scholar device will be taken and locked up in the office until a parent/guardian can come to school to retrieve it.
Third Violation
Scholars will no longer be allowed to bring the device to school until a parent/guardian conference with a member of the school leadership is held.
While scholars may not be suspended from school where the sole reason is that the scholar accessed a personal electronic device on a single occasion in violation of this policy, a pattern of insubordination, distraction of the educational environment, and/or engaging in other misconduct while utilizing a personal electronic device in violation of the Code of Conduct or other policy shall result in discipline, up to and including suspension from school.

School leadership may approve exceptions to the above guidelines based on:

- a specific educational purpose
- for scholar healthcare management
- in the event of an emergency
- translation services
- where required by law
- when included in a scholar IEP or 504 plan
- a case-by-case basis/need

The school ensures communication accessibility for parents/guardians in the following ways:

- Finn-owned office phones (primary)
- Finn-owned classroom phones (when approved by School Leadership)
- On-site visit

APPENDIX I

Anti-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 a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression), sex, and any other characteristic protected by applicable law and which:

- Has the effect of substantially and 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;
- Occurs off 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; 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 with 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, chocking, 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 injury 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 witnessed such harassment, bullying or discrimination, is strongly encouraged to report the alleged harassment, bullying or discrimination to the DASA Coordinator, the Chief Operations Officer or Chief Academic 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 of the scholar 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 at 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. The DASA Coordinator will lead or supervise the investigation of reports of harassment, bullying, and discrimination.

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. "If necessary, individuals may be removed from the premises or referred to law enforcement officials, and the parent/guardian shall be notified of the same."If the School Leader believes that any harassment, bullying or discrimination constitutes criminal conduct, the School Leader shall promptly notify the appropriate law enforcement agency.

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.

Review

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

On an annual basis, the school shall provide all school employees, students, and parents with a written or electronic copy of the school's Anti-Harassment, Intimidation, and Bullying Policy.

A copy of this Policy is also maintained on the school's website.

Finn Academy Transportation Policy

Safety is the primary concern for every child that rides a bus provided by Finn Academy. Therefore, every precaution will be taken to make sure each child arrives at their destination safely. This can only be accomplished if we have the cooperation of both scholar and parent/guardian.

We recognize that transporting children and driving a school bus can be a difficult and demanding task. The driver's attention must remain on the task of driving at all times; deviation from this focus has the potential to negatively impact the safety of scholars and bus personnel. It is vital that scholars are responsible for their own behavior and held accountable for any behavioral infractions. We view the bus as an extension of our classrooms, and as a privilege; as thus, we expect that all scholars will adhere to our behavioral guidelines and core values.

The following behaviors will not be permitted on school-provided transportation, to ensure the safe and efficient operation of our buses. Please note that this list is not inclusive of all behavioral misconduct.

• hitting and other forms of intentional physical aggression • profanity or sexually inappropriate language or gestures • insubordination • loud and distracting noises • unsafe behaviors, such as being out of seat, in aisle, out of window, or distracting the driver • throwing objects • vandalism or destruction of bus property • possession of a weapon • possession and/or use of tobacco/nicotine, alcohol, or illegal substances	First Warning Will result in a discipline referral to be completed, and a conference with a member of the administration team (and bus personnel, if possible). Note: if the infraction is severe, a suspension may be necessary at the discretion of administration
	Second Warning Will result in suspension from school transportation for a day, with notification to parents/guardians and scholars
	Third Warning Will result in suspension from school transportation for up to a week, with notification to parents/guardians and scholars. Bus privileges will not be reinstated until a conference is held with parents/guardians and scholars.
	Special permission situations and exceptions are decided upon by the school administration on a case-by-case basis.

If the behavior is a violation of the law, authorities shall be notified and all transportation privileges for the scholar shall be suspended for a period up to and not to exceed the remainder of the school year. If the behavior results in property damage, restitution must be paid or a plan for restitution must be agreed upon before riding privileges are reinstated.

Notification of Transportation Needs:

Parents/guardians must complete the Finn Academy Transportation Request Form, prior to scholars being able to utilize afternoon school transportation.

Parents/guardians are required to notify the school of any change in bus drop-off location with at least 24 hours advanced notice. Notification must be provided directly to the Main Office by the parent/guardian. Notification of transportation changes provided by scholars will not be accepted, nor will notifications provided to bus

personnel. In the case of an emergency, school leaders may make an exception to this 24-hour notification policy. If the notification procedure is not followed, scholars will be dropped off at their regularly assigned location.

Electronics on the Bus:

Many scholars use electronic devices as part of their daily lives. We understand that they are fun to use and often can make the ride from school more enjoyable. Unfortunately, misuse of these items can be detrimental to the safety and well-being of other scholars, monitors and drivers.

The following electronic devices are approved for scholar use on the Finn-provided afternoon transportation: cellphone, smart watch, iPod, and tablet. When these approved electronic devices are in use, scholars must abide by all rules and guidelines, as outlined below:

1. Scholars are permitted to access only age and developmentally appropriate content, as determined by the bus monitor and driver.
2. Phone calls and texting are not allowed on buses unless in an emergency where immediate communication is necessary and with permission of the bus monitor or driver.
3. Video/audio recordings and pictures are not allowed to be taken by scholars.
4. Scholars must utilize headphones when utilizing the audio function on their device.

If a scholar is determined to be misusing approved electronic devices (at the discretion of the monitor, driver, and school administration), the following courses of action may be taken:

- A reminder of the expectations and warning to be appropriate may be provided.
- Scholars may be asked to power down the device and store safely in backpack or coat.
- The device may be confiscated by the monitor or driver for the remainder of the ride.
- Scholars may have their electronic device privilege suspended or revoked.
- Scholars may receive suspension from Finn-provided afternoon transportation.

In certain situations, Finn Academy reserves the right to address issues on a case-by-case basis.

At this time, use of personal gaming systems, such as DS, Vita and Switch, is prohibited.

Finn Academy and our contracted bus company are not responsible for lost, stolen or damaged devices, nor do we have the resources to investigate if they are lost or stolen. Scholars utilize devices at their own risk.

APPENDIX K

Finn Academy Testing Policy

It is important for our families to understand that while we at Finn believe in our families' choice to refuse testing for their scholar, the term "opt-out" is not one that New York State validates. Opting-out in New York State is recognized as a refusal, which results in the scholar receiving a 0 as a score on their assessments, which is then factored into Finn Academy's overall proficiency rate. Thus, having a direct correlation as to whether our charter is renewed.

At Finn Academy, we believe in utilizing all forms of testing and data to inform our instructional program. The use of data and state standards is an important element of our school design and fosters our purpose of providing scholars with an opportunity to reach their highest academic potential. Parents, scholars, and teachers can utilize testing results and data to identify and measure scholar growth and to measure the strength of the overall instructional program.

It is very important to our school and our renewal process that all scholars enrolled participate in State Testing to fulfill Federal guidelines. These assessments include the New York State English Language Arts Test, the New York State Math Test, and the New York State Science Performance Test.

Process for Refusing State Testing:

In the event that the parents/guardians elect to refuse state testing for their scholar, a printed letter/form must be provided to the scholar's teacher which includes the following details:

- the scholar's name
- the name of the test and which subject units
- reason for opting out of the assessment
- parent/guardian's name and signature
- parent/guardian's contact information

Please note, Finn Academy will not provide alternative in-school activities on scheduled testing days for scholars whose parents submit a refusal letter.

All refusal letters submitted during any school year will only pertain to state assessments administered during the school year in which they were submitted.

Should you choose to keep your scholar home from school on testing days, their absence will be marked as an unexcused absence. Testing usually lasts approximately 2 hours and we always recommend sending scholars to school to make the most of all learning opportunities.

APPENDIX L

Finn Academy Retention Policy

We are committed to ensuring that all scholars are placed in the appropriate grade levels. Although generally scholars will be promoted to the next grade level on an annual basis, there may be instances that it is in the best interest of the child based on academic and social-emotional performance to recommend grade level retention. The following guidelines and procedures shall apply in the case of grade level retentions:

- Prior to February 1st, the grade level teacher will refer the scholar to the RTI process; and request a meeting to review the scholar's academic achievement.
- By March 1st the grade level teacher, academic intervention team, and leadership team, will determine if the scholar is at risk of retention due to a lack of sufficient academic progress.
- If it is determined that the scholar is at risk of retention, a member of the team will provide notice to the parents/guardians as soon as possible. Communications should be supported with evidence of scholar work and documented for future reference.
- The RTI process will document and provide data from ongoing assessments and interventions that would lead to a decision of retention. The data will show evidence that 1) indicates the scholar's lack of progress, 2) demonstrates that the intervention specifically addresses their identified deficit(s), 3) documents that the scholar is provided with an evidenced-based intervention, and 4) provides ongoing assessment of the scholar's progress with the intervention(s).
- Additional data points will be considered and implemented if retention is considered because of chronic absenteeism or social-emotional challenges.
- The decision to retain a scholar in a grade shall be made by school leadership in concert with the academic intervention team, grade level teacher, and parent/guardian.
- The teacher shall make the recommendation to school leadership to retain the scholar no later than May 1st of that school year.
- Parents/guardians will receive notice and be invited to participate in a team meeting for data review and discussion by June 1st.
- The determination to retain a scholar shall be made by building leadership no later than June 15th and provide the parents/guardians with a verbal and written notice of the decision to recommend retention or promotion.
- Factors to consider: 1. Academic performance, especially in ELA (English language arts) and mathematics 2. Age and physical development 3. Attendance/tardiness 4. Work habits 5. Cognitive and social-emotional skills 6. Parental support The Lights Retention Scale may be utilized in assessing the appropriateness of a recommendation for retention.

Revised 1/11/2021

Finn Academy Attendance Policy

At Finn Academy, we make a special effort to ensure that all scholars fully benefit from their education by attending school regularly. Attending school regularly helps children feel more positive and confident about school—and themselves. Consistent attendance in elementary school will help children do well and prepare them for the added responsibilities in high school, college, and at work.

Parent/Guardian Responsibility

We miss your scholar when they are absent and we value their contributions to our school crew. We would like you to help ensure that your scholar attends regularly and is successful in school. If your scholar is going to be absent or tardy, please contact our Registrar, Christy Strobel directly, at 737-8040 or christystrobel@finnacademy.com. In order for your scholar's absence or tardy to be documented as excused, we need a phone call or a note within 24 hours of the absence. If we do not receive any notification, the absence/tardy will be marked as unexcused. Please note that attendance requirements and responsibilities of parents/guardians may be adjusted due to COVID-19 symptoms and the necessary follow-up.

Excused	Unexcused
• Personal illness • Death in the family • Impassable roads due to inclement weather • Religious observance • Required court appearances • Attendance at medical, mental health, or other critical appointment • Special circumstance approved at the discretion of administration	• Oversleeping • Missed transportation • Family vacation • Non-critical appointment • Athletic event • Any other reason which does not fall into the categories listed under "excused"

Staff/School Responsibility

We know that there are a wide variety of reasons that scholars are absent from school, from health concerns to transportation challenges. There are many people in our building prepared to help you if you or your scholar face challenges in getting to school regularly or on time. We promise to communicate with you to understand the absence, and to identify barriers and supports available to overcome challenges in helping your scholar attend school on a consistent basis.

School Policies and State Law

The Compulsory Education under New York State Law states that school age minors 6-16 must attend school regularly as prescribed where the student resides. The student must attend school the entire time classes are in session (*NYS Education Law 3205*). The compulsory education law is designed to require school attendance and ensure that no child is denied the opportunity to receive an education. At Finn Academy, a child who turns 5 by December 31 during a school year is eligible to attend Kindergarten starting in the beginning of the school year.

Scholar Arrival

We allow a thirty-minute window of arrival time for all scholars, kindergarten through sixth grade, from 7:30-8:00 am. Any scholars arriving after 8:00 am will be considered tardy. It is the parent/guardian's responsibility to accompany the scholar to the Main Office to sign in. To ensure scholar safety and accurate record-keeping, scholars are not permitted to be dropped off without parent/guardian presence.

School Response and Follow-through

Number of Absences or Tardies	School Response
1 absence	Phone call or other communication home regarding absence
5 absences	Letter to parent/guardian regarding absences
10 or more absences	A conference with the parent/guardian, classroom teacher, and member of administration will be scheduled at a mutually convenient time to discuss any supports needed to overcome obstacles with attendance
5 tardies	Letter to parent/guardian regarding tardies
15 or more tardies	A conference with the parent/guardian, classroom teacher, and member of administration will be scheduled at a mutually convenient time to discuss any supports needed to overcome obstacles with timely attendance
**Please note that additional actions may be taken to assist families in ensuring consistent scholar attendance*	
**A conference is not required if your scholar has provided a doctor's note, or pre-arranged the absence in writing, and the parent, scholar and school have made a plan so your scholar does not fall behind academically. If your scholar has an Individualized Education Plan or a 504 Plan the team that created the plan should reconvene to address any potential barriers.*	

First Five Days Policy

Scholars who are not in attendance due to an unexcused absence by the conclusion of the fifth day of the start of the school year will be formally unenrolled. If the scholar is ill, parents/guardians must notify the school of the absence and provide documentation. "If the scholar is absent due to medical reasons, or is otherwise absent due to extenuating circumstances, parents/guardians must notify the school of the absence and provide documentation, as applicable."

Scholars absent on the first day of the new school year will be contacted by phone or email to ensure their intent for continued enrollment.

If the intent is for continued enrollment, but the scholar has not attended by the conclusion of the third day, parents/guardians will receive a phone call, letter or email, indicating that the scholar will be unenrolled after the end of the fifth day.

If the intent is for continued enrollment, but the scholar has not attended by the end of the fifth day, the scholar will be formally unenrolled, and parents/guardians will receive notification via phone, email or letter, indicating the unenrollment.

APPENDIX N

Finn Academy Scholar Walking/Biking Policy

To ensure the safe return home for all scholars, permission to walk and/or bike from school after dismissal will be granted to scholars in sixth grade only.

Approval will be granted based on the below guidelines:

- Advanced written (phone calls will not be accepted) notification by parent/guardian, containing the following information:
    - Scholar name
    - Teacher name
    - Mode of transportation (walking or biking)
    - Address where scholar is walking or biking to
    - Date range of parent/guardian permission for scholar to walk or bike to the location
- Scholars who will be biking must have a safety helmet

Scholars not in sixth or seventh grade may walk or bike from school premises at dismissal if a parent/guardian accompanies them.

Families are expected to provide their own bike lock and understand that Finn Academy is not responsible for any lost, stolen, or damaged bikes or bike equipment

Finn Academy Health Services Policy

Finn Academy recognizes that good scholar health is essential for successful learning and realizes its responsibility, along with that of the parent or guardian, to protect and foster a safe and healthy environment for scholars. Finn Academy, being aware of the relationship of health to the total educational process, shall undertake to protect and improve the health of scholars and educate them about the proper procedures for a healthy life.

Immunizations

New York State Public Health Law (NYS Law Section 2164) requires that all scholars must meet immunization requirements for grades Kindergarten through seven. Before a child can enter or attend Finn Academy, or within fourteen (14) days after admission to Finn Academy, parents/guardians must present appropriate certification that their child has received all required doses of vaccines or provide a valid medical exemption from vaccination.

In order to attend or remain in Finn Academy, scholars who are unvaccinated or overdue must receive at least the first dose of all required vaccines within the first fourteen (14) days of admission. Parents/guardians must also plan for their scholars to receive follow-up doses at the ages and intervals (time between doses) listed in the vaccination schedule, below.

Immunization	Number of Doses Required
	Kindergarten, and 1st-5th grades
Diphtheria/Tetanus toxoid-containing vaccine and Pertussis vaccine (DTaP/DTP/Tdap/Td)	5 doses; **or** 4 doses if 4th dose is given at 4 yrs. of age or older; **or** 3 doses if series started at age 7 or older and the series was started at 1 year or older
Polio	4 doses; **or** 3 doses if 3rd dose given at 4 years of age or older
Measles/Mumps/Rubella (MMR)	2 doses
Hepatitis B	3 doses
Varicella (Chicken Pox)	2 doses
Grade 6	
Diphtheria and Tetanus toxoid-containing vaccine and Pertussis vaccine (DTap/DTP/Tdap/Td)	3 doses
Tetanus and Diphtheria toxoid-containing vaccine and Pertussis vaccine adolescent booster (Tdap)	1 dose
Polio	4 doses if all before age 4; **or** 3 doses with the 3rd dose at 4 years or older
MMR	2 doses
Hepatitis B	3 doses; **or** 2 doses of adult hepatitis B vaccine (Recombivax) for children who received the doses at least 4 months apart between the ages of 11-15
Varicella (Chicken Pox)	2 doses

For more information regarding the New York State Immunization Requirements for School Entrance/Attendance for School Year 2024-2025, please see: https://www.health.ny.gov/.

Immunization Exemptions - On June 13, 2019, legislation was signed to remove non-medical exemptions from school vaccination requirements for children. As such, Finn Academy can no longer accept religious exemption requests from families. Medical exemptions will continue to be reviewed, and all required documentation must be provided.

Physical Examinations

New York State Education Department requires all students to have a physical examination as follows:

- All new entrants, in grades Pre-K or K, 1, 3, 5, 7, 9, and 11, and at any grade level by school administration, which in its discretion determines that the exam promotes the educational interests of the students;

To participate in strenuous physical activity;

- When conducting an initial evaluation or reevaluation of a scholar suspected of having a disability or a scholar with a disability.

The purpose of a physical examination is to:

- Make an appropriate assessment of the scholar's current health status;
- Determine that the scholar is free from contagion and fit to attend and participate in all aspects of Finn Academy program;
- Indicate the need and extent to which the Finn Academy program should be modified to benefit the scholar;
- Communicate to the parent/guardian any findings which require further investigation and treatment; and
- Provide an opportunity to counsel the scholar and the parents/guardians concerning any health issues or conditions detected and/or securing appropriate care and supports in the Finn Academy environment.

The school nurse must have the appropriate health certificate of the physical examination findings within thirty (30) days of the start of the school year. If the parent/guardian does not furnish a health certificate to the Finn Academy within thirty (30) days, Finn Academy will provide written notification to the parent/guardian of Finn Academy's intent to provide a physical examination of the scholar by appropriate licensed physician, as required by the Education Law. Finn Academy cannot accept a parent's/guardian's report of a physical examination or a jotted note on prescription pad saying only that student had a physical, without the findings. Your child's pediatrician or other healthcare provider will likely have the proper form to fill out for school.

Please do not hesitate to contact our Health Office at 607-737-8040 with any questions.

Medication Administration

The following guidelines must be enforced for any medication to be taken in school. This applies to all prescription and non-prescription (over the counter) medications, including pain relievers and cold/cough medicine. The school can provide families with a *Medical Provider Order Form*.

- Parents/guardians should not allow their child to carry medicine into school or send medication in their child's lunch bag. The parent/guardian should provide the medication directly to a Finn Academy staff person.
- The parent/guardian must provide the school nurse with a written order by a licensed prescriber and a written request from the parent/guardian to give the medication in school as ordered by the prescriber.

- An adult must deliver the medication in the original container labeled with the child's name to a Finn Academy staff person. Medication in baggies, foil packets, etc. cannot be accepted. The label on the bottle must match the prescriber's order. If you need a second prescription bottle, so that you have one for home and one for school, your pharmacist will provide one for you upon request.
- All medications are kept in a locked cabinet in the health office.

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Medication Self-Management

The school will work toward assisting scholars in the self-management of their chronic health condition based upon the scholar's knowledge level and skill by:

- Adequately training all staff involved in the care of the child, on a "need to know" basis, while maintaining appropriate confidentiality;
- Assuring the availability of the necessary equipment and/or medications;
- Providing appropriately trained nurses as required by law;
- Providing additional appropriately trained adults to complete delegated tasks as allowed by law;
- Developing an emergency plan for the student; and
- Providing ongoing staff and scholar education.

Common Conditions and School Attendance

Condition	Can Scholar be in Attendance?
Chicken Pox (varicella), and hand-foot-mouth disease	No, until all pustules are dry and crusted
Viral or allergic pink eye (conjunctivitis)	Yes, if drainage is clear (like tears)
Bacterial pink eye (conjunctivitis)	No, if drainage is thick, creamy and yellow (can return after 24 hours of treatment)
Fifth disease	Yes, no longer contagious after rash appears
Impetigo	No, until 24 hours after beginning treatment
Head lice (pediculosis)	Yes, if nits only. No, if live lice; scholar MAY be sent home for treatment if able to reach parent/guardian, if necessary.
MRSA skin lesion	Yes, if any open or draining wound is covered with dressing/bandage
Pertussis (whooping cough)	No, until 5 days after beginning treatment
Ringworm (tinea)	No, until 24 hours after beginning treatment; must provide document stating that child is being treated
Scabies	No, until 24 hours after beginning treatment
Shingles (varicella zoster)	Yes, if lesions are covered; no, if lesions are not covered – must wait until all lesions are dry and crusted
Strep throat	No, until 24 hours after beginning treatment
Fever/general illness	No, until fever is less than 100 degrees
Vomiting/diarrhea	No, until 24 hours free of symptoms

Additional conditions and scholar attendance may be discussed with family at discretion of School Nurse and leadership.

Emergency Medication (EpiPen and Glucagon)

The only medications that can be given by non-nurse staff in schools are EpiPens for serious allergic reactions, and Glucagon for severe low blood sugar in students with diabetes. The registered professional school nurse ("RN"), nurse practitioner ("NP"), physician or physician's assistant ("PA") must have trained the staff member to administer the emergency medication for that particular emergency situation and given him/her approval to assist the student in the event of an emergency.

There are two instances in which an unlicensed staff member may administer epinephrine via auto injectors:

1. Students with a Provider Order. The Education Law authorizes schools to allow an RN, NP, PA, or physician to train unlicensed school personnel to administer epinephrine via auto-injector where an appropriate licensed health professional is not available, to students with both a written provider order and parent/guardian consent during the school day on school property and at any school function. If the provider order states the student is to receive more than one dose of epinephrine within a specified time frame, the unlicensed person may be trained to administer a second dose of epinephrine auto-injector in accordance with the student's provider order while awaiting emergency medical services transportation.

2. Students With or Without Provider Order. The Education Law permits schools to permit unlicensed staff members to administer epinephrine auto-injector to any student with symptoms of anaphylaxis regardless of whether or not there is a previous history of severe allergic reaction. These unlicensed staff members must have taken a Department of Health approved course prior to administering an epinephrine auto-injector.

Blood Glucose Monitoring

Children with diabetes have the right to care for their diabetes at school in accordance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, which provide protection against discrimination for children with disabilities, including diabetes. Accordingly, blood glucose monitoring is allowed in the school setting at any time, within any place, and by anyone necessitating such testing.

Independent Students[1] will keep their glucometer and related supplies with them, in order to monitor blood glucose throughout the day as needed. If requested by the student, Finn Academy shall provide the student with a private area to monitor their glucose.

Supervised Students[2] shall be permitted to test their blood glucose with assistance, such as verbal cues.

Nurse Dependent Students[3] will need a trained staff member or licensed health professional to check their blood glucose, using the student's own glucometer and testing supplies. Whether the student will be assisted in the classroom or health office depends on how often monitoring needs to be done.

Disposal of Unused Medication

Any unused medication (including unused routine medications, or expired prescription and nonprescription drugs) must be picked up by the parent/guardian by the end of each school year. Scholars are prohibited from transporting

[1] Finn Academy students who can self-administer their own medications without any assistance.
[2] Finn Academy students who have been determined by the parents and the student's physician to need supervision in self-administering their medication.
[3] Finn Academy students who have been determined by the parents and the student's physician to need a trained staff member or licensed health professional to administer their medication.

medications home. If the parent/guardian does not pick up the unused medication by the end of the school year, the school nurse or designated health office personnel must document that the medication was abandoned and destroy it.

Non-FDA Sanctioned Requests/Herbal Remedies, Dietary Supplements and Natural Products

At this time, the school cannot honor requests for use of herbal remedies, dietary supplements, and natural products, including essential oils, as they are not sanctioned by the FDA. Such matters will be discussed with parents/guardians, whose cooperation will be sought to have such medications administered outside of school.

Treatment of Ill or Injured Scholars at School

In most instances, first aid should be given, and, if necessary, the parent may be contacted to come to school and transport the scholar to a medical professional. Beyond first aid, the medical care is the responsibility of the parent. The school provides first aid care only. We are unable to make a medical diagnosis of what is wrong with a child, nor are we able to provide treatment needed, beyond basic first aid.

If a scholar has a problem, the school nursing staff will:

- Provide first aid care.
- For a serious problem, use the phone numbers provided by the parent to reach someone.
- For a mild or a minor problem, routine first aid care will be given.

Unfortunately, we cannot call every parent whose child reports to the nurses' office for minor injury or illness. We will attempt to reach the parent/guardian in cases of more serious illness or injury, or if there are particular signs or symptoms the parent/guardian needs to watch for at home, especially when pertaining to an injury to the head.

If there is a serious or potentially life-threatening situation, the 911 system will be activated, and/or an ambulance may be called.

Updated June 2022

APPENDIX Q

Acceptable Use Policy

The scholars at Finn Academy will be issued laptops for use while in school. This document provides scholars and families with information about taking care of the equipment, using it to complete assignments, and being a good digital citizen.

Scholars and families are reminded that use of technology is a privilege and not a right and that everything done on any device, network, or electronic communication device will be monitored by the school at all times. Inappropriate use of the technology can result in limited or banned computer use, disciplinary consequences, receiving a failing grade, monetary restitution, or other actions.

Scholars and families are responsible for reviewing and signing the Acceptable Use Policy and returning it to school prior to use.

OWNERSHIP OF SCHOOL-PROVIDED TECHNOLOGY:

Finn Academy retains the sole right of possession of all technology provided for scholar use. Finn leadership and faculty retain the right to collect and/or inspect technology at any time.

RESPONSIBILITY FOR SCHOOL-PROVIDED TECHNOLOGY:

1. Scholars are responsible for the laptops/technology issued to them.
2. Scholars must comply with the Acceptable Use Policy and all policies of the school when using their laptop.
3. Scholars must treat their device with care and respect.
4. Promptly report any problems with the laptop to the teacher.
5. Scholars may not remove or interfere with the serial number or other identification on the laptop.
6. Do not attempt to remove or change the physical structure on the laptop or other technology supported by the school.
7. Do not attempt to install or run any operating system on the laptop or other school technology.
8. Scholars may not sign into any account other than Finn Academy Google account and may never use another person's account, unless otherwise directed by a staff member. The scholar is solely responsible for what happens on their own account.
9. No food or drink is allowed next to the laptop or other technology while in use.
10. Laptops should never be shoved into a locker or wedged into a book bag or desk, as this may break the screen.

RESPONSIBILITY FOR ELECTRONIC DATA:

Users of school technology have no rights, ownership, or expectations of privacy to any data that is, or was, stored on the school-provided laptop, school network, or any school-issued applications. The school may use a third-party application to monitor content and use of scholar devices.

INSPECTION:

Scholars may be selected at random, or via a planned schedule, to provide their laptop/school-provided technology for inspection. The purpose for inspection will be to check for proper care, maintenance, and appropriate use.

DIGITAL CITIZENSHIP:

Scholars must follow the six conditions of being a good digital citizen.

1. Respect Yourself. I will show respect for myself through my actions. I will select online names that are appropriate. I will consider the personal information and images that I post online. I will not be inappropriate. I will not visit sites that are inappropriate or banned. I will not attempt to get around school content filters.
2. Protect Yourself. I will ensure that the information, images, and materials I post online will not put me at risk. I will not publish my personal details, contact details, or schedule of my activities. I will report any inappropriate behavior directed at me. I will protect passwords, accounts, and resources.
3. Respect Others. I will show respect to others. I will not use electronic mediums to antagonize, bully, harass, or bother other people. I will show respect for other people in my choice of websites.
4. Protect Others. I will protect others by reporting abuse, not forwarding inappropriate materials or communications: I will moderate unacceptable materials and conversations.
5. Respect Intellectual Property. I will request permission to use resources. I will cite any and all use of websites, books, media, etc. I will acknowledge all primary sources. I will validate information.

CONSEQUENCES FOR VIOLATIONS OF THE ACCEPTABL USE POLICY:

1. Violations of these policies may result in one of the following but not limited to these disciplinary actions:
    - Restitution (money paid in compensation for theft, loss, or damage). Please refer to the Technology Cost Overview page.
    - Scholar and Parent/Guardian conference with school leadership
    - Removal of unauthorized files, folders, software, etc.
    - Restriction of internet and school-approved technology privileges
    - Disciplinary consequence
    - Assigned to an inspection schedule

2. If a violation of the Acceptable Use Policy violates other rules of the Finn Academy Code of Conduct, consequences appropriate for violation of those rules may also be imposed.

Technology Cost Overview

Finn Academy supports the purchase of enough laptops to enable 1:1 devices for every scholar in the building. This is a significant expense for the school, and as such if it is deemed necessary by School Leadership that scholar misuse/mistreatment has resulted in damaged school-provided technology, families will be responsible to provide financial restitution adhering to the below cost overview. Families will be required to provide payment to Finn Academy to replace the damaged technology, in part or whole. The below prices may change as a result of fluctuation in pricing by our supplier, so charges to families are subject to adjustments, but they will only be responsible for the direct cost of the equipment/part, no additional fees will be added.

Part	Cost to Family
Replacement Headphones	$5
Replacement Mouse	$6
Replacement Keyboard	$98
Replacement Screen	$35
Replacement Battery	$30
Replacement Laptop	$300

*Please note: if a laptop has multiple parts damaged and cannot be fixed with replacing individual parts, the entire replacement laptop fee will be charged.

*Costs are subject to change based on unforeseen increase in cost to Finn to replace items.

APPENDIX R

Title Grant Family Engagement Policy

Parent Involvement Beliefs:

Finn Academy believes that education is the shared responsibility of the scholar, parents, family, school and community and that the achievement and success of our scholars depend on the strength of the partnerships developed among these stakeholders. For this policy, parent is defined as any parent, guardian, and/or person in a parental relation to child or children. All parents will be encouraged to become involved in the educational processes of their child(ren).

Involve parents in the joint development of the Title I plan

A Title Grant Consolidated Application meeting is scheduled, annually, during the August meeting of the Board of Trustees. At this meeting, attendees hear about the school's requirements under Title I and related ESSA regulations and their feedback is solicited regarding the expenditure of allocated funds for the upcoming year. Information is also shared via email to solicit feedback via online survey.

Coordinate and integrate Title I strategies with other programs

Finn Academy coordinates and integrates Title I parent and family engagement strategies with other programs by communicating with families about school programs and scholar progress through effective school to home and home to school communications including the bi-weekly school wide newsletter, weekly classroom newsletters, regular communication via online tools, parent/teacher conferences, progress reports and report cards, amongst others.

Annual Evaluation of Effectiveness for Title I Parent Programs

Finn Academy completes and annual evaluation of the content and effectiveness of the Parent and Family Engagement policy through various committee meetings and dialogue as well as through an analysis of the results of various parent surveys inclusive of an Intent to Return survey, and Parent and Scholar Satisfaction Surveys.

Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among Finn Academy, parents, and the community to improve scholar academic achievement, Finn Academy will:

a) Provide assistance to parents of children served by the school in understanding such topics as the State's academic content standards and State scholar academic achievement standards, State and local academic assessments, the requirement of this part, and how to monitor a child's progress and work with educators to improve achievement of their children. Finn

Academy also collaborates with parents at monthly Board meetings through the involvement of Parent Representatives and Finn Family Crew members through meetings and conversations with FFC Officers, to
continually seek to improve scholar achievement and monitoring. Finally, Finn communicates with parents regarding individual scholar progress through progress reports (certain grade levels), progress monitoring reports for scholars participating in our Intervention programs, report cards, and information concerning State assessments and NWEA Benchmark assessments is shared when available.

b) Provide materials and training to help parents to work with their children to improve their achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
c) Educate teachers, pupils service personnel, and other staff with the assistance of parents in th e value and utility of contribution of parents and in how to reach out to, communicate with an d work with parents as equal partners; Implement and coordinate parent programs and build ties between parents and the school.
d) Coordinate and integrate to the extent feasible and appropriate, parent and family engageme nt programs and activities with other Federal, State, and local programs.
e) Ensure that information relating to school and parent programs, meetings and other activities is sent out to the parents of participating children in a format and to the extent practicable in a language the parents can understand.

Teacher-Parent-Scholar Compact

This compact unifies the bond between school and home to ensure that all scholars attending Finn Academy reach high academic standards. This partnership illustrates the shared responsibility betwee n scholars, parents and teachers to provide a safe, healthy and supportive learning climate

School Commitment to Scholars:

- You will learn the same essential knowledge.
- Your learning will be monitored on an ongoing basis.
- You will be given extra time and support in a systematic way as soon as you need it.
- You will be given multiple opportunities to learn.
- You will be judged according to the same criteria.
- You will be provided with examples of quality work to help you assess your progress.
- You will have the benefit of educators who work together collaboratively to seek out and use those practices that have a positive impact on your achievement.

Scholar Commitment to School:

- I will work to the best of my ability every day.
- I will come prepared to learn those skills that will enable me to become a productive mem ber of society.
- I will recognize and take responsibility for my actions, behaviors and appearance.
- I will illustrate pride in myself and my school.

Parent/Guardian Commitment to School:

- I will make sure my child attends school regularly and on time.
- I will provide an encouraging home environment that illustrates the value of education.
- I will insist that all homework is completed and handed in on time.
- I will ensure that my child is prepared for school each day.
- I will support the school and my child for taking responsibility for their actions, behaviors