Family and Student Handbook

Manhattan Charter Schools

2025-2026

Our Vision

Our vision is to offer a high-quality, public elementary and middle school education that will help close any opportunity, imagination, and achievement gaps for our students by empowering, inspiring, and equipping each one of them to fulfill their potential.

Our Mission

It to teach our students how to learn and love doing it, how to cultivate their curious minds for the rest of their lives, and how to develop a solid foundation on which to base wise choices and build meaningful futures.

Introduction
Manhattan Charter School ("MCS") is a small district located in Manhattan's district 1 in the Lower East Side. MCS currently has two small schools, a K-5 elementary school and a 3-7 transitional middle school.

Manhattan Charter School I ("MCSI") was founded in July 2004 as a public charter elementary school to offer instruction in grades Kindergarten through Five. MCSI opened for its first school year in September 2005 with students in Kindergarten through Grade One. In September of 2006 we added Grade Two, in September of 2007 we added Grade Three. In August of 2008 we added Grade Four and in August of 2009 we added Grade Five. MCSI is located in Community School District I at 100 Attorney Street, New York, NY 10002.

In September 2011, we were approved to replicate our successful program at MCS I and open another public charter elementary school, the Manhattan Charter School II ("MCSII"). MCSII initially opened in the fall of 2012 to serve students in Kindergarten and Grade One and expanded to add a grade each year until Grade Five. In 2024, MCSII received approval from SUNY for our Middle School Expansion. Our middle school expansion is to add an upper grade each year and remove an elementary grade until the school becomes a full grades 5-8 school. MCSII is located in Community School District 1at 220 Henry Street, New York, NY 10002.

Collectively, we will refer to MCS as the district (both schools) throughout this Parent Handbook. The Handbook will explicitly list MCSI and MCSII separately in instances where there is a distinction in policy or information for the two different schools.

MCS is governed by a not-for-profit Board of Trustees (the "Board").

MCS Core Values

1. Opportunity
    a. Student-led small group instruction & discussion.
    b. Acknowledging, accepting, & celebrating diversity.
2. Curiosity
    a. Students being actively engaged & excited to learn new things.
    b. Teachers & students asking questions.
3. Courage
    a. Students take risks.
    b. Understanding failure as part of the learning process. (Courage to fail.)

Core Values in Actions
"Changing the World, One Curious Mind at a Time"

Non-Discrimination and Anti-Harassment Statement
Manhattan Charter Schools are committed to providing an environment free from unlawful discrimination and harassment. No student shall be subjected to harassment by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, weight, age, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property or at a school function.

Admission
Admission of students to the Manhattan Charter Schools shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Disclaimer
Manhattan Charter Schools are not responsible for omissions in the Handbook. MCS reserves the right to amend the contents and reissue this book or modify its policies at any time. Final authority on all matters rests with the MCS leadership and Board. It is the responsibility of the student, parent/guardian, and staff to review this Handbook periodically.

Section II: MCS School Information

MCS Locations

MCSI Location: 100 Attorney Street, New York, NY 10002 (the round building at Rivington Street, shared with P.S. 142) (212) 533-2743.

Arrival & Dismissal

- Location:
  - The MCSI entrance for the arrival of students is at the school yard building exit door 10.
  - The MCS1 exit for dismissal of students is at the Ridge St. entrance into the big schoolyard.
- Hours:
  - Monday, Wednesday, Thursday, Friday
    - Arrival: 7:30 am to 7:45 am
    - Dismissal: 3:45 pm
  - Tuesday
    - Arrival: 7:30 am to 7:45 am
    - Dismissal: 3:00pm-3:15pm

Lateness

- Students who arrive late and leave early must use Exit 1, the main entrance on Attorney Street

MCSII Location: 220 Henry Street, New York, NY 10002 (located between Clinton and Montgomery Streets) (212) 964-3792

Arrival & Dismissal

- Location:
  - The MCSII entrance for the arrival of students is at the Clinton Street entrance.
  - The MCSII exit for dismissal is the following:
    - Monday, Wednesday, Thursday, Friday
      - Clinton Street same as arrival
    - Tuesday
      - Madison Street (School Yard)
- Hours:
  - Monday, Wednesday, Thursday, Friday
    - Arrival: 7:30 am to 7:45 am
    - Dismissal: 3:45 pm to 4:00pm
  - Tuesday
    - Arrival: 7:30 am to 7:45 am
    - Dismissal: 3:00pm-3:15pm

Lateness

- Students who arrive late and leave early must use Exit 1, the main entrance on Attorney Street

MCS Main Office Schedule

MCS Office Hours:
Monday, Wednesday, Thursday, Friday: 7:30 am- 4:00 pm
Tuesday: 7:30 am -3:45 pm

Please be advised that the main office staff will be able to fulfill any requests for letters, or other correspondence daily. Requests must be made a minimum of 24 hours before the letter is needed. We will not be able to provide letters on a drop-in basis. Any request outside of this time will require an appointment. Letters, when possible, will be provided the next day. All requests must be picked up in person at the main office. Letters will never be sent home with your child.

Security and Visitor Policy:

We take the safety of your children seriously. MCS is required to follow New York City Department of Education security procedures and has also established procedures of its own for your child's safety.

Visitor Policy & Protocol

Anyone who is not a regular staff member or student at the school will be considered a visitor. All visitors are required to adhere to the following:

- Upon entering either of our campus buildings, all visitors are required to check in with the building security team and present a valid photo ID.
- Visitors must wait and be escorted to the MCS main office by school personnel.
- All visitors must proceed to the MCS main office to sign our visitor log and present a valid photo ID to the main office staff.
- Our office staff will make a copy of your ID for our records.
- All visitors will be accompanied by a school employee while visiting.

Visitors are required to abide by the following policies at all times:

- Anyone who is not a regular staff member or student at the school will be considered a visitor.
- All visitors must sign in and present their proper ID at the main security desk.
- All children must be accompanied and supervised by an adult at all times.
- All visitors, children and adults, must wait for School Safety to **notify the main office** upon arrival even if the visitor has an appointment.
- No visitor will be allowed to report to the intended location without receiving confirmation from the school/office or being escorted by an authorized MCS staff member only.
- All visitors must sign the visitor log in to the main office and present a valid photo ID.
- Visitors are only permitted to visit a class with the permission of the principal or designee.
- Teachers are expected not to take class time to discuss individual matters with visitors.
- Visitors must avoid disruption of classes or the education environment.
- Visitors may be precluded from visiting a class at the discretion of the principal or designee.
- Any unauthorized person on school property will be reported to the principal. Unauthorized persons may be asked to leave. The police may be called if an individual does not comply with a request to leave.
- All visitors are expected to abide by the rules for public conduct on school property contained in this Handbook, including the requirement to comply with any reasonable orders of school officials.
- Visitors are only allowed to use the staff bathrooms, not the student bathrooms.
- Visitors who do not abide by MCS policies may be restricted from MCS or reported to law enforcement.

Emergency Closings:
When the City's other public schools close due to weather or other emergencies, so will MCS. Tune to AM radio stations (WCBS 880) and to (WINS 1010) for closing announcements. In addition, the schools will notify parents via ParentSquare notifications regarding school closures. Please have notifications turned on to receive instant updates.

No Pick-Up Policy

MCS: 11:00am-1:00 pm

The schools have a no student pick-up policy when school is at lunch and recess. Any parents wishing to pick up their child between these hours must make prior arrangements with the Family Relations and Attendance Coordinator and the student's teacher.

Late Drop Off Policy
Students arriving after **7:45 am** must be brought into the school building, and to the safety officer's desk by a parent or guardian with proper ID. Parents/Guardians must stay with the child until they have been fully admitted into the building by a Manhattan Charter School staff member. School safety is not employed by Manhattan Charter Schools, and therefore not able to supervise or admit students who enter without an adult. Safety agents rotate, and no one should expect the safety desk to know which students attend our school. It is not acceptable to drop students off outside the school building and have them walk to their classroom or the main office on their own. This is to protect the safety of all students in our care.

Early Pick-Up Policy
If a parent or guardian must occasionally pick up their child early, they will be accommodated only until **2:30 pm.** Early pick-ups must take place in the main office. Please note we <u>will not</u> be able to take students to the main office for early pick up after 2:30 p.m.

MCSI Student Daily Schedule

- 7:30-7:43 am
  - All MCSI students must enter the building at Exit 10 in the school yard and will receive a hot breakfast.
- 7:43-7:50 am
  - Cold breakfast served to students
- 7:45am
  - Instruction begins.
  - All entrance closes
    - MCSI late students enter at the Attorney Street entrance.
- 3:45 Dismissal
  - Students are escorted into the schoolyard for dismissal. <u>You must pick up your child in the schoolyard.</u>
  - No student will be dismissed from the door. This is for the safety of your child and all MCS children. Be sure to wait for your child in the schoolyard.

MCSII Daily Schedule

- 7:30-7:43 am
  - All MCSII students must enter the building at Exit C on Clinton Street and will receive a hot breakfast in the cafeteria.
- 7:45am
  - Instruction begins.
  - All entrance closes

        - MCSII late students enter at the Henry Street entrance.
- ➢ 3:45 Dismissal
    - Students are dismissed through exit C Clinton Street Exit for dismissal.
    - No student will be dismissed from the door. This is for the safety of your child and all MCS children. Be sure to wait for your child in the schoolyard.

End of Regular Day
MCSI: At 3:45 pm, teachers will take the students outside the Ridge Street entrance and into the schoolyard for dismissal. During inclement weather, dismissal for all students will also be outside in the schoolyard. For this reason, during inclement weather, please send students appropriate clothing and an umbrella.

MCSII: At 3:45 pm, teachers will take the students outside at the exit C Clinton Street Exit. During inclement weather, dismissal for all students will also be outside in the schoolyard. For this reason, during inclement weather, please send students appropriate clothing and an umbrella.

Your child's teacher will only release your child to adults that you have authorized in writing on the forms you filled out at registration.

You must also notify MCSI in writing (not by phone or email) if you would like to add or remove a person from the authorized list.

Late Pick Up at Dismissal Policy
The Manhattan Charter Schools instructional day ends at 3:45 pm (Monday, Wednesday - Friday) and 3:00 PM on Tuesday.. It is the responsibility of the parent/family member to pick up their children at that time.

If a child is not picked up by 4:00 pm the student will join our Extended Day program. The family will be charged $15 dollars for the day.

It is the policy of MCS that if no parent or emergency contact can be reached by 6:00pm, your child will be brought to the nearest New York City police precinct. Parents/family members will be required to pick up their child from the precinct.

It is the policy of MCS that if no parent or emergency contact can be reached, your child will be brought to the nearest New York City police precinct. Parents/family members will be required to pick up their child from the precinct.

Chronic late pick up will result in the schools notifying the Administration for Children's Services ("ACS"). In addition, parents should be aware that once a child is brought to a precinct, the NYPD will call ACS.

Extended Day
Extended Day at MCS is a fee-based program of $55 dollars per week per family. For families with two or more children the cost is $75 per week per family. The afterschool program consists of individualized academic support and enrichment clubs. Money is due the first Friday of every month. Money orders/checks are to be payable to Manhattan Charter Schools. Acceptable forms of payments include:

- ➢ Money Orders
- ➢ Checks
- ➢ Cash

- ➢ Digital Feature: ParentSquare Payment

MCS staff will pick up children who attend Extended Day. The program will take place at your child's school building. For other after school programs, you must make your own arrangements for your child to be picked up.

MCS must have written authorization to release your child to a representative of an Extended Day program.

Please be sure these arrangements are made with the Extended Day Site Coordinator and school principal well in advance and notify us in writing of the date your children after school program will start. You will be responsible for picking up your child at dismissal time on days your outside after school program is not in session.

For additional information and questions regarding MCS after school program please contact your school's Family and Attendance Coordinator or school building leader.

Attendance, Punctuality and Absence

Statement of Overall Objectives

School attendance is both a right and a responsibility. Manhattan Charter School is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. Because the school recognizes that consistent school attendance, academic success and school completion have a positive correlation, Manhattan Charter School has developed, and, if necessary, will revise a Comprehensive Student Attendance Policy to meet the following objectives:

- ➢ To increase school completion for all students.
- ➢ To raise student achievement and close gaps in student performance.
- ➢ To identify attendance patterns in order to design attendance improvement efforts.
- ➢ To know the whereabouts of every student for safety and other reasons.
- ➢ To verify that individual students are complying with educational laws relating to compulsory attendance.
- ➢ To determine the district's average daily attendance for State aid purposes.

This policy shall apply to all Manhattan Charter School students.

Determination of Excused and Unexcused Absences, Tardiness and Early Departures

Based upon Manhattan Charter Schools education and community needs, values and priorities, the district has determined that absences, tardiness and early departures will be considered excused, unexcused or truancy according to the following standards:

- ➢ <u>Excused:</u>
    - ○ An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, legal and/or criminal matters involving the student, attendance at health clinics.
- ➢ <u>Unexcused</u>

- Verified: An absence, tardiness or early departure is considered verified if the reason for the lack of attendance does not fall into the above categories and is sanctioned by a parent or guardian. (e.g., family vacation, hunting, babysitting, oversleeping)
- Unverified/Truancy: Unverified is an unexcused absence that is not sanctioned by a parent or guardian.

When a student is absent for two or more consecutive days due to a single illness or injury, such absence shall be counted as a single absence (occurrence) provided the student supplies a doctor's note that indicates the physician recommended the student remain out of school for a defined period of time. A parent's note will not suffice.

Written excuses for absences are required by New York State Law. An absence, tardiness or early departure shall be assumed to be unexcused until the designated school attendance personnel has received written notification. Failure to produce a written excuse within two school days shall result in the absence being permanently designated as unexcused.

Student Attendance Recordkeeping/Data Collection
The register of attendance shall set forth at least the following for each pupil:

- Name
- Date of birth
- Full name of parent(s)/guardian(s)
- Address where pupil resides.
- Phone number(s) where parent(s)/guardian(s) may be contacted.
- Date of pupil's enrollment
- A record of the pupil's attendance on each day of scheduled instruction.

The record of each student's presence, absence, tardiness and early departure shall be kept in a register of attendance in a manner consistent with the Commissioner's Regulations. An absence, tardiness or early departure will be entered as "excused" or "unexcused" along with the code for the reason.
Attendance shall be taken and recorded in accordance with the following:

- For students in grades K through 6, attendance is recorded for the entire day.
- Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.
- In the event that a student at any instructional level from grades K through 6 arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.

A record shall be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building, or such other cause.

Attendance records shall also indicate the date when a student withdraws from enrollment or is dropped from enrollment in accordance with Education Law Section 3202(1-a).

At the conclusion of each class period or school day, all attendance information shall be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness or early departure shall be coded on a student's record in accordance with the established District/building procedures.

Yearly Absence Maximums
For Kindergarten through fifth grade, a student may have no more than (18) unexcused absences per year. A student may be denied grade advancement.

Lateness: Tardiness to a class of more than (15) minutes will be considered an unexcused absence.

The following class absences will not count toward the absence maximum:

- ➢ Out-of-school suspension
- ➢ Home instruction
- ➢ School mandated testing, and psycho-educational testing
- ➢ School sanctioned meetings or events (i.e.: field trips or pre-scheduled music sessions).
- ➢ Illness or death in the family
- ➢ Religious observance
- ➢ Legal and/or criminal matters involving the student.
- ➢ Documented attendance at health clinics

New students to Manhattan Charter School shall have all the allowable number of absences prorated to reflect the portion of their courses that remain after they have entered the school.

Attendance Hearing
Based on the outcome of an attendance hearing, students may be allowed to make-up missed class assignments up to the maximum number of absences. Otherwise, no make-up work will be given, and the student will receive no credit (NC) for the course.

Class Absences and Tardiness
This policy addresses all absences from school as well as all absences from a class. Students who arrive late for a class will be permitted to enter the classroom but will be marked as late when classroom attendance is taken. A student shall be regarded as being absent from class if they miss more than fifteen (15) minutes of class including tardiness or early dismissal.

Students shall not be considered absent when school officials authorize them to be somewhere other than in their regularly scheduled class. For example, suppose school personnel expect students to report somewhere other than their regularly scheduled class for such activities as meetings, music lessons, conferences with school personnel, field trips, out-of-district athletic trips, testing, and in-school/out-of-school suspension. In that case, the students shall not be considered absent.

Chronic Absenteeism
For the purposes of state reporting, chronic absenteeism is defined as missing at least 10% of enrolled school days in a year for any reason, excused or unexcused. Chronic absenteeism differs

from truancy because it emphasizes missed instructional time rather than unexcused absences. Missed instructional time can increase a student's risk for disengagement, low achievement, and dropping out, among other things.

Students who miss at least 5% of enrolled school days in a year are at risk of becoming chronically absent. In light of this, MCS will implement intervention strategies for students who miss 5% or more of the enrolled school days in a year.

Incentives and Sanctions

Appropriate incentives that will promote consistent pupil attendance will be developed and implemented. Such incentives may include, but shall not be limited to, school recognition for perfect attendance, and course credit/kindergarten through eighth grade advancement through attendance.

Unexcused absences, tardiness and early departures will be subject to the penalties set out in the Code of Conduct. Such sanctions may include but are not limited to denying privileges to student events and activities.

Attendance Notification Procedures

Step 1

- ➢ Families will receive daily attendance notifications when late and or tardy from ParentSquare.
- ➢ Families may also receive but are not limited to emails, calls, and ParentSquare text messages to confirm their child's daily attendance.

Step 2:

- ➢ When a student has missed a total of 3-5 full days (Kindergarten through 7th Grade), the Family Attendance Coordinator will complete the Attendance Policy Referral Form and make parental contact (via email or telephone).
    - *This form is downloaded from PowerSchool*
- ➢ <u>Please note:</u>
    - Students who have 2 excused or unexcused absences within a one-week period must be contacted by school personnel the Parents/Guardians.
        - If the Parents/Guardians of the student with two consecutive absences cannot be contacted, CPS must be notified.

Step 3

- ➢ When a student has missed a total of 5-9 (Kindergarten through 7th Grade), the Family Attendance Coordinator will complete a second Attendance Policy Referral Form and make parental contact (via email or telephone).
- ➢ School leaderships will arrange a meeting to include the parent/guardian, principal and guidance counselor. At this meeting the attendance policy will be reviewed and the following steps may be utilized to address the attendance concerns:
    - Identify specific element(s) of the pattern (e.g., grade level, building, time frame, type of excused, unexcused absences, tardiness or early departures)
    - In specific cases where the pattern involves an individual student, the student and parent/guardian relation will be contacted
    - Discuss strategies to directly intervene with specific element
    - Implement changes, as approved by appropriate administration

- Utilize appropriate District and/or community resources to address and help remediate student unexcused absences, tardiness or early departures
- Monitor and report short and long term effects of intervention
- Establish a mentoring program to monitor students with attendance concerns

➢ Once a student is at 8 full unexcused absences they must be referred to Response to Intervention (RTI).

Step 4

➢ When a student has missed 10-17 full days (Kindergarten through 7th Grade) the Family Attendance Coordinator will complete a third Attendance Policy Referral Form and make parental contact (via email or telephone)

➢ School leadership will schedule a second meeting with the parent/guardian, principal and guidance counselor. At this meeting the attendance policy will be reviewed and the following steps may be utilized to address the attendance concerns:

- Identify specific element(s) of the pattern (e.g., grade level, building, time frame, type of excused, unexcused absences, tardiness or early departures)
- In specific cases where the pattern involves an individual student, the student and parent/guardian relation will be contacted
- Discuss strategies to directly intervene with specific element
- Implement changes, as approved by appropriate administration
- Utilize appropriate District and/or community resources to address and help remediate student unexcused absences, tardiness or early departures
- Monitor and report short and long term effects of intervention
- Establish a mentoring program to monitor students with attendance concerns

Step 5

➢ When a student has exceeded the eighteen (18) (unexcused/excused) absence in a full-year course designated school personnel will pursue the following:

- The Family Attendance Coordinator and Principal will file a formal concern with the Manhattan Charter School Network
- After 18 missed full days the Family Attendance Coordinator and or school personnel will contact Administration for Children Services (ACS)

MCS School Calendar 2025-2026

➢ Manhattan Charter School I

➢ Manhattan Charter School II

Meals

Breakfast

The NYC Department of Education provides a free breakfast to every child at MCS. Breakfast will *not* be served after 7:50 am.

MCSI: Breakfast is served to students in the school cafeteria between 7:30 and 7:43 am. After 7:43 am cold breakfast will be served in the students classroom until 7:50am.

MCSII: Breakfast is served to students in the school cafeteria between 7:30 am to 7:43 am.

Lunch

MCSI: A separate lunch period has been set aside for MCSI students at 11:30 am. Students in Kindergarten through 5th Grade, lunch will be served in the cafeteria.

MCSII: A separate lunch period has been set aside for MCSII students at 12:15 pm. Lunch for students will be served in the cafeteria space separate from the other schools located at 220 Henry Street.

Free or Reduced Priced Lunch: All parents are required by law to complete and return the Free and Reduced-Price Lunch regardless of whether they believe their child is entitled to a free or reduced-priced lunch.

The Free and Reduced-Price Lunch Forms for the school year 2025-2026 will be distributed to your children when we receive them. Again, all families must fill out this form and return it, even if they believe they will not qualify for the program. All eligibility determinations for the Free and Reduced-Price lunch program are made by the City of New York and not by the schools. Any questions regarding your status with the program will be forwarded to the appropriate city agency.

Food sent from home: Food sent to school with students must be appropriately selected and packed (no glass containers and no glass bottles), as we do not have facilities to refrigerate or heat food sent from home.

Parents may not bring slices of pizza, bags of fast food, etc. at or just before lunch. Delivery of lunches from home must take place by 11:00am. Only bagged home lunches that do not need refrigeration will be accepted. Daily delivery of student lunch is not permitted. Students must bring their lunch to school with them during the usual arrival hours.

Open Door Policy

MCS maintains an open-door policy and encourages parents to utilize it and strive to resolve problems. Whenever a parent or guardian has a problem or complaint, they are expected to communicate directly with their student's teacher, the Principal or the Principal's designer to resolve problems early and informally wherever possible. The MCS Network will also be available to resolve any problems as needed. While it is our hope that you will use the open-door policy to resolve problems, parents can also utilize the Formal Complaint Policy as described below.

Formal Complaint Policy

All formal complaints from parents, guardians, students (through their parents or guardians) and other sources, should be handled in the following way.

The general process is for individuals to bring a concern to the Network Leadership or Board of Trustees is as follows:

- All formal complaints regarding the individual school should be directed to the Network Leadership team and/or the MCS Board of Trustees.
- All formal complaints regarding the MCS Network Leadership team should be directed to the MCS Board of Trustees in writing.
- A representative of the Network Leadership team or Board of Trustees will send a written acknowledgement of receipt of complaint to the complaining party within 5 business days of receiving such complaint.
- The Network Leadership team or Board of Trustees will investigate the concern and respond to the complaining party in writing with their findings and decision within 30 business days from receipt of the formal complaint.
- If the Network Leadership team does not satisfactorily address the issue, the decision may be appealed in writing to the MCS Board of Trustees.

- ➢ If the Board of Trustees does not satisfactorily address the issue, the decision may be appealed in writing to SUNY Charter Schools Institute.
- ➢ The complaining party must submit a written copy of the Board's decision along with the initial complaint.
- ➢ If the Charter Schools Institute does not satisfactorily resolve the formal complaint, the complaining party can appeal the Institute's written determination to the New York State Board of Regents through the New York State Education Department. For matters relating to alleged violations of law or of the school's charter agreement, appeals of decisions made by the Board of Trustees may be made first to the school's authorizer (this is the SUNY Charter Schools Institute) and then to the Board of Regents through the New York State Education Department.

Public Conduct on School Grounds

MCS is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of environment, it is necessary to regulate public conduct on school property and at school functions. For the purposes of this policy, "public" shall mean all persons when on school property or attending a school function including students, staff, parents and other visitors. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner.

No person, either alone or with others, shall:

- ➢ Intentionally injure any person or threaten to do so.
- ➢ Intentionally damage or destroy school property or the personal property of a teacher, administrator, other school employee or any person lawfully on school property, including graffiti or arson.
- ➢ Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, or obstruct the rights of others.
- ➢ Disrupt classes, school programs or other school activities.
- ➢ Intimidate or harass any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, or disability.
- ➢ Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- ➢ Obstruct free movement of any person on school property or at school functions.
- ➢ Violate the traffic laws, parking regulations or other restrictions on vehicles.
- ➢ Violate the prohibition on alcohol, drugs, and other illegal substances.
- ➢ Violate the prohibition on tobacco and smoking.
- ➢ Violate the prohibition on weapons, firearms and dangerous objects.
- ➢ Loiter on school property.
- ➢ Gamble on school property or at school functions.
- ➢ Refuse to comply with any reasonable order of school officials performing their duties.
- ➢ Willfully incite others to commit any of the acts prohibited by the Code.
- ➢ Violate any federal or state statute, local ordinance, or Board policy while on school property or at a school function.

Section III: School-to-Family Communication

Contacting MCS

MCS believes that clear communication among all community members is key to a successful and supportive educational environment. Parents/guardians are encouraged to contact the school regarding matters they feel might impact a student's education or well-being.

ParentSquare

At MCS, we use ParentSquare as the primary platform for all school-to-family communication. ParentSquare is a user-friendly tool that allows us to send important updates, announcements, and reminders directly to your phone or email. It also enables two-way communication, so you can easily stay connected with teachers and school staff.

Through ParentSquare, you can send instant messages to teachers and staff for quick and efficient communication about your child's progress, questions, or concerns. Additionally, you can view school-wide posts, updates, and event reminders, ensuring that you are always informed about what's happening at the school. We encourage all families to download the ParentSquare app or register via the website to stay connected and engaged.

PowerSchool

MCS uses PowerSchool as our primary platform for sharing student academic progress with families. Through the PowerSchool Parent Portal, you can view your child's grades, assignments, and teacher comments in real time. We encourage all families to log in regularly to stay informed and engaged in their child's academic journey. If you need help accessing your account or navigating the system, please contact the main office for support. Your involvement is key to student success.

Email and Phone Calls

Additionally, families can call or email your child's teacher or Principal if you have questions or concerns or need to share pertinent information. However, it is not permissible to contact any staff member to discuss any issues related to your child's education through personal cell or home phone, non-school email address or any form of social media. All contact with staff members must be through ParentSquare, school phone, or school email addresses.

Who to Call?

Teachers

ParentSquare message, email, or call your child's teacher for matters relating directly to teaching and learning, such as homework, grading, and any help you might need assisting your child in their learning.

Family and Attendance Coordinators

ParentSquare, email, or call the Family Relations and Attendance Coordinator when you would like to discuss:

- any family issues we might be able to assist you with
- transportation
- food service (including matters relating to dietary restrictions)
- medical matters and matters relating to the nurse.
- forms
- changing contact or other information with the school, such as adding or
- removing people from your child's authorized pick-up list
- all matters relating to money.

Principal/ Network

ParentSquare, email, or call the school Principal or Assistant Principal or Network Team regarding any information pertaining to your child's academic experience.

MCS Contact Information
ParentSquare: https://www.sandbox.parentsquare.com/signin
PowerSchool: https://manhattancharterschools.powerschool.com/public/

MCSI Phone Number & Email
- 212-533-2743
- mcsmainoffice@manhattancharterschool.org

MCSII Phone Number & Email
- 212-964-3792
- mcs2mainoffice@manhattancharterschool.org

Section IV: MCS Academics

Grading Policy
Manhattan Charter School will report grades periodically throughout the school year to denote student achievement. Academic grades will reflect student learning/performance in a content area. Teachers will be responsible for providing students and parents with the written criteria by which academic performance will be assessed. This will be provided at the beginning of each year, project, and/or course. Parents will have the ability to monitor their student's performance in all content areas electronically through the online gradebook. Additionally, grades will be provided by teachers on a regular basis throughout the instructional process. Grades will be provided on report cards and on interim progress reports as outlined below:
- Grades K – 4: Students receive 4 interim progress reports and 4 district report cards.
- Grade 5-7: Students receive 4 district report cards.

Use of Grades
Grades will not be used to punish or reward students but to reflect student learning. Academic grades will be used to:
- Communicate the teacher's assessment of a student's knowledge of and proficiency in a subject.
- Provide a record of student achievement over time.
- Serve as part of the criteria for student promotion to the next grade level.
- Provide information for advisement and counseling regarding future course/program selection (5th-7th Grade Only)
- Provide criteria for honor roll and principal's list selection (5th-7th Grade Only)
- Derive student GPA (5th-7th Grade Only)

Manhattan Charter School assesses the performance of students on a quarterly basis following the marking period dates below:
Marking Period Begins/Ends
- 1st Quarter: *August 26th, 2025-October 31st, 2025*
- 2nd Quarter: *November 3rd, 2025-January 16th, 2026*
- 3rd Quarter: *January 19th, 2026-April 3rd, 2026*
- 4th Quarter: *April 6th, 2026-June 5th, 2026*

Elementary School Final Grade Parameters

To ensure that grades awarded to students are equitable and consistent across the district, content grading parameters are used. The final grade parameters are set at the district level within our online grading platform PowerSchool. PowerSchool calculates a student's grade by utilizing the predetermined category weights and the assignment scores entered by a classroom teacher.

The rationale for these parameters is for teachers to use a variety of assessments that promote higher levels of thinking while engaging students in meaningful learning activities. Please note that the examples provided for some categories are intended to be a representative sample only and are not all-inclusive. You may have other examples that fit each category. The parameters and weights for assessing student achievement are reviewed and updated annually.

- ➢ Level 1: Students demonstrate minimal understanding of concepts and skills that they have been taught.
- ➢ Level 2: Students are beginning to demonstrate knowledge and understanding of concepts and skills that have been taught.
- ➢ Level 3: Students demonstrate knowledge and understanding of concepts and skills that have been taught.
- ➢ Level 4: Students consistently demonstrate mastery of knowledge; understands, applies and extends concepts and skills that have been taught.

Manhattan Charter School Grading Policy for <u>Grades K</u>

Tests/Assessments	40%
Projects	20%
Classwork & Participation	40%
Homework	Citizenship

Manhattan Charter School Grading Policy for <u>Grades 1-4</u>

Major Tests/Assessments	30%
Minor Test/Assessment	25%
Projects	20%
Classwork & Participation	25%
Homework	Citizenship

Manhattan Charter School Grading Policy for <u>Enrichments K-5</u>

<u>Music K-2</u> 1. Participation: 40% 2. Classwork: 40% 3. Test/Quizzes: 30% **<u>Orchestra 3-4</u>** 1. Participation: 30% 2. Classwork: 20% 3. Test/Quizzes: 30% 4. Performances: 20%	**<u>Art K-4</u>** 1. Participation: 30% 2. Classwork: 30% 3. Portfolio: 40%
<u>Technology K-4</u> 1. Participation: 20%	**<u>French K-2</u>** 1. Participation: 40%

2. Test/Quizzes: 30% 3. Classwork: 30% 4. Portfolio: 20%	2. Classwork: 40% 3. Test/Quizzes: 20% **French 3-4** 1. Participation: 30% 2. Classwork: 30% 3. Test/Quizzes: 40%

5th Grade/Middle School Grading Parameters

To ensure that grades awarded to students are equitable and consistent across the district, content grading parameters are used. The final grade parameters are set at the district level within our online grading platform PowerSchool. PowerSchool calculates a student's grade by utilizing the predetermined category weights and the assignment scores entered by a classroom teacher.

The rationale for these parameters is for teachers to use a variety of assessments that promote higher levels of thinking while engaging students in meaningful learning activities. MCS Middle School has two grading scales, the 4 point scale and the 100 point scale. Students at the MCS Middle School will receive both a 4.0 GPA and a 100 Point Scale for all classes/courses.

Grade	GPA 4.0 Scale	100 Point Scale	Definition
A	3.8-4.0	95-100	Designates the status of students who consistently demonstrate accurate and complete knowledge of content and skills. Applies that knowledge to solve problems in a variety of settings.
A-	3.4-3.7	90-94	
B+	3.1-3.3	87-89	Designates the status of students who demonstrate knowledge of content and skills with some improvement needed in accuracy/consistency in performance.
B	2.8-3.0	84-86	
B-	2.4-2.7	80-83	
C+	2.1-2.3	77-79	Designates the status of a student who demonstrates knowledge of basic contingent skills but requires additional
C	1.8-2.0	74-76	
C-	1.4-1.7	70-73	

			practice and instructional experiences to acquire skills necessary to solve problems.
D+	1.1-1.3	67-69	Designates the status of a student who needs significant practice and instructional experiences to acquire the knowledge of basic content and skills necessary to solve problems. As a final mark, it is not necessarily sufficient to meet the prerequisite requirement.
D	.8-1.0	64-66	
D-	.5-.8	60-67	
F	0-.5	Below 64	Designates the status of a student who has not demonstrated the basic knowledge of content and or skills and requires additional practice and instructional experiences in order to succeed. As a final mark, it is not necessarily sufficient to meet the prerequisite requirement.

Manhattan Charter School Grading Policy for <u>Grades 5-7</u>

Major Tests/Assessments	30%
Minor Test/Assessment	25%
Projects	25%
Classwork & Participation	20%

Manhattan Charter School Grading Policy for <u>Enrichments 5-7</u>

<u>World Languages</u>	**<u>Health and Fitness Education</u>**	**<u>Digital Graphic Arts</u>**
1. Participation: 30% 2. Classwork: 30% 3. Test/Quizzes: 40%	1. Test/Quiz: 40% 2. Participation: 30% 3. Preparedness: 30%	1. Participation: 20%

		2. Test/Quizzes: 30% 3. Classwork: 30% 4. Portfolio: 20%
Digital Media Techonology 1. Participation: 20% 2. Test/Quizzes: 30% 3. Classwork: 30% 4. Portfolio: 20%	**Orchestra** 1. Participation: 30% 2. Classwork: 20% 3. Test/Quizzes: 30% 4. Performances: 20%	

Manhattan Charter School Grading Policy for Intervention Block/ Response to Intervention (RTI)

Manhattan Charter Schools is committed to provide all students support and interventions. Built into a student's daily schedule is "intervention blocks." Intervention is specifically designed to tailor the unique needs of each student in subjects such as math, ELA (reading, writing, phonics), science, and humanities. Classroom teachers, PLC teams, and the RTI committee will monitor student progress through data collection.

Grading Requirements

Students will be assessed in core subjects based on their progress in foundational skills such as literacy, mathematics, writing, science, and social studies. Students will also be graded in Enrichment classes. Grades will reflect a combination of observations, minor and major assessments such as unit exams, projects, exit tickets, quizzes, and other informal observations.

Citizenship/SEL Grades K-4th Grade

To assess a student's progress towards achieving the three core values of MCS (opportunity, curiosity, and courage) a student will receive a "Citizenship Grade." A citizenship grade will be the following:

- ➢ E: Excelling
- ➢ P: Progressing
- ➢ D: Developing with Support
- ➢ CN: Concern Noted

A staff member will take into consideration the students participation, homework, classwork, behavior, and social interactions with peers and adults.

Advisory/Social Emotional Learning Grades 5th-7th Grade

To assess a student's progress towards achieving the three core values of MCS (opportunity, curiosity, and courage) a student will receive a "Advisory/Social Emotional Learning Grade." An advisory/SEL grade will be the following:

- ➢ A- Excellent/Consistent
- ➢ B- Good/Sometimes
- ➢ C- Fair/Occasionally
- ➢ D- Poor/Rarely
- ➢ F- Inconstant/Not Yet

A staff member will take into consideration the following parameters.

- ➢ Participate in discussions/ activities with relevant information
- ➢ Is focused and attentive

- ➢ Displays organizational skills
- ➢ Completes tasks independently
- ➢ Works effectively in group settings
- ➢ Completes class assignments on time
- ➢ Completes homework on time
- ➢ Displays grade level penmanship

Assessments

Manhattan Charter School is committed to providing families, students, and staff with a comprehensive overview of a student's learning ability. Assessments are an important part of a student's learning process. Assessments are used to guide classroom instruction, be as unbiased as possible, and will connect to grade level standards.

Purpose

The primary purpose of assessment is to improve students' learning and teachers' teaching. Assessment for learning is an ongoing process that arises out of the interaction between teaching and student learning.

Our purpose of assessments at Manhattan Charter School is the following:

- ➢ To collect, organize, and use data to guide instruction.
- ➢ To inform parents, teachers, and students of progress
- ➢ To monitor growth and build on students' strengths and monitor weaknesses.
- ➢ To assist all members of our learning community in setting goals
- ➢ To encourage students to take responsibility of their own learning

Principles

Manhattan Charter School currently assesses Next Generation Standards as well as the Common Core New York State Standards. Manhattan Charter School follows the following assessment principles:

- ➢ Assessment practice will reflect the Next Generation Standards and the Common Core State Benchmark Standards
- ➢ A variety of assessment strategies will be used (observation, major summative assessments and minor formative assessments)
- ➢ A variety of assessment tools will be used (rubrics, exemplars, checklists, anecdotal records, narrative descriptions)
- ➢ Assessments will be meaningful, consistent, and fair.
- ➢ Assessments will be developmentally appropriate.
- ➢ Assessments will promote reflection, goal setting, self-assessments, and peer assessments.
- ➢ Assessments will be differentiated as necessary.

Honor Roll & Principal's List for 5th Grade/Middle School Students

At the MCS, Middle School students will have the opportunity to be recognized for their outstanding academic achievement. Students can receive either Honor Roll or the Principal's List due to their GPA average/ 100 Point Scale and in the core subjects in ELA, Math, Science, and Social Studies. To be eligible for Honor Roll, students must achieve a GPA of 2.8-3.7 or 83-92 %. For the Principal's List, a more prestigious recognition, students must

attain a GPA of 3.8-4.0 or 93-100 %. Honor Roll and Principal's List are to encourage students to strive for academic success, rewarding consistent hard work, dedication, and excellence in their studies. To promote academic success for all students the attendance requirements for both Honor Roll and Principal's List include no more than 4 absences per quarter.

Practice

Manhattan Charter School will assess students fairly and appropriately through multiple forms of reporting and progress monitoring. Manhattan Charter School will carry out of philosophy with the following:

- Major (Summative) Assessment will be used to determine student mastery on standards taught.
    - End-of-unit/Mid-Unit assessments (such as chapter tests) will be classified as a Major Assessment
- Minor (Formative) Assessment will be used to help guide instruction, and the "feedback/feed-forward" model will be a part of this.
    - Exit/entrance tickets, quizzes, fluency quizzes.
- Projects/Portfolios will be used and will include teacher and student selected items.
    - Projects are teacher led and are required to show mastery of topics and standards learned from the quarter. Projects will be developed in PLC.
    - Projects are required to have a rubric with the following guidelines.
        - Performance Levels: At the top, the rubric mentions 1-4 performance levels. These are the marks/grades students will get for each category.
        - Criteria: The criteria go down to the left-hand side of the rubric. Teachers will choose 3-6 different criteria or aspects of the project that you will be focusing your grading on.
        - Descriptors: After listing the performance levels and criteria all the boxes in the middle of the rubric will now be filled with descriptors. These are sentences that describe what the teachers are looking for in each criterion for each performance level.
- Student-led conferences will be held at least one time per year in grades 6.
- Students will reflect on their own learning through data tracking and student PowerSchool student profile.
- State and district-mandated standardized testing will be used.
- District-mandated mid-quarter progress reports will be used.
- District-mandated quarterly report cards will be used.
- Parent-teacher conferences will be held one time per semester.
- Parent-teacher conferences will be held four times a year for potential retention students.

Academic Honesty & Integrity

Manhattan Charter School holds academic honesty and integrity as an integral part of the educational process. Academic honesty aims to promote integrity and responsibility in students' academic work. Upholding academic honesty is essential for fostering a learning environment based on trust, respect, and fairness. Students are expected to take ownership of their work and ensure that all assignments and assessments reflect their individual efforts.

Academic honesty refers to the practice of completing one's own work and acknowledging the contributions of others when appropriate. This includes:

- ➢ Original Work: All assignments, projects, and tests must represent the student's own knowledge and abilities.
- ➢ Proper Attribution: When using information or ideas from other sources, including books, websites, and individuals, students must provide proper credit through appropriate citation.
- ➢ Truthfulness: Students must be honest about the completion of their work and must not engage in any form of deception.

Academic dishonesty refers to any form of cheating, plagiarism, or deceit in academic work. It includes copying someone else's work, using unauthorized materials during exams, or failing to properly credit sources when using others' ideas or words. Academic dishonesty undermines the integrity of education, devalues genuine effort, and compromises personal growth. Students are expected to uphold honesty in their studies to foster a fair and respectful learning environment. The following behaviors are considered violations of academic honesty:

- ➢ Cheating: Copying another student's work, or allowing someone to copy your work, during assessments or assignments.
- ➢ Plagiarism: Using another's words, ideas, or work without proper acknowledgment, whether from books, websites, or any other source.
- ➢ Falsification: Misrepresenting the completion of work, falsely claiming credit for work done by others, or altering submitted work without permission after evaluation.
- ➢ Unauthorized Assistance: Receiving help on assignments or assessments beyond what is permitted by the teacher, including the use of unauthorized materials such as cheat sheets, electronic devices (e.g., smartphones, calculators not approved for the test), or accessing websites or apps during an exam.
- ➢ Inappropriate Use of Artificial Intelligence (AI): Using AI tools to generate work that is submitted as your own without proper citation or relying on AI to complete assignments without understanding the content.

Consequences & Supports

Academic dishonesty undermines the integrity of the educational process and will not be tolerated. Disciplinary actions for academic dishonesty will follow the guidelines outlined in the MCS Discipline Policy. Consequences may vary depending on the severity and frequency of the offense but will be applied consistently to uphold fairness and accountability.

Manhattan Charter Schools are committed to educating students about the importance of academic integrity. Teachers will provide instruction on how to appropriately use sources and will teach age-appropriate methods for citing references. Additionally, students who are struggling with assignments are encouraged to seek assistance from teachers rather than resorting to dishonest behavior.

Progress Reports and Report Cards

Manhattan Charter School is committed to providing students and families with multiple comprehensive reports regarding student academic progress and social emotional wellbeing.

Manhattan Charter School will send out four interim progress reports and four district level report cards yearly. Students with disabilities will receive eight interim progress reports and four district level report cards yearly. Four of the interim progress reports will specifically address the students IEP goals.

Progress Reports
Manhattan Charter School is committed to sending to families four interim progress reports yearly. Progress Reports help teachers anticipate the future needs of each student. Teachers use these reports to communicate clearly with families and help students identify areas where they should apply more effort or seek additional help. To be most effective, Progress Reports should be clear and easy to understand. Progress reports are sent to families with students in grades Kindergarten through 4th grade.

Report Cards
Manhattan Charter is committed to sending to families four district report cards yearly. Report Cards help teachers communicate student mastery of standards. Teachers use these reports to communicate to families and students how the student is progressing academically. To be most effective, Report Cards will be standards-aligned and easy to understand. Families will receive feedback regarding Report Cards through parent-teacher conferences and other identified meetings from the school. Manhattan Charter School is committed to the following below:

- ➢ Report cards will be sent home 2 weeks after the quarter ends.
- ➢ Report Cards will be sent home four times a year to families with students in Kindergarten through 7th grade.

Homework and Grading
Manhattan Charter School is committed to providing students with reinforcement of learning through homework. Students will receive weekly homework assignments. Homework will count towards a student's citizenship grade under the “Opportunity” pillar. A student who misses homework assignments due to absences, excused or unexcused, due to their access to resources, or due to any family circumstance that did homework challenging, shall be given sufficient time to make up the work and/or be allowed to complete the assignment while at school.

The following length of homework assignments are recommended based on research:

- ➢ Kindergarten-Grades 2: No more than 20 minutes per night (not including reading log)
- ➢ Grades 3-5: No more than 50 minutes per night (not including reading log)
- ➢ Grades 6-7: No more than 60 minutes per night (not including reading log)

Students, teachers, and parents have a responsibility concerning homework.
Students have the responsibility to:

- ➢ 1. Complete all homework as assigned
- ➢ 2. Ask teachers questions to clarify any problems encountered
- ➢ 3. Inform teachers of any difficulties experienced during the completion of homework assignments

- ➢ 4. Take home all necessary materials to complete homework assignments
- ➢ 5. Secure assignments when absent (grades 2-6) upon return
- ➢ 6. Make-up work is due within 2 days of returning to school

Teachers have the responsibility to:

- ➢ 1. Ensure that homework reinforces classroom learning
- ➢ 2. Assign homework that meets the academic needs of the students while allowing for physical, emotional, and social needs
- ➢ 3. Require the use of only those resources known to be available
- ➢ 4. Assign homework that promotes creative thinking and independent research
- ➢ 5. Provide feedback (verbal or written) promptly to the student
- ➢ 6. Maximize opportunities for students to complete assignments while at school that may include before school, during lunch and after school to allow equal access to resources that may be needed

Homework is required at all levels and is assigned a minimum of four nights a week. However, in some content areas homework may not be appropriate. Because homework is an extension of class assignments at an independent level, students should be held accountable for completing homework assignments and given credit for fulfilling the required tasks. Homework assignments should be reasonable in length, academically based, and meaningful to student learning. Assignments should not be "busy work".

Grading Exceptions

Students with Disabilities

Certain students with disabilities have Individual Education Program (IEP) teams who have determined that they will be graded according to their progress toward meeting their IEP goals. At Manhattan Charter School, we are committed to providing a high-quality education to all students, including those with disabilities. To ensure that students with disabilities receive the appropriate support and evaluation, both content teachers and special education teachers share the following responsibilities:

1. *Review and Manage:*
    a. Content teachers and special education teachers must collaboratively review and manage the educational needs of students with disabilities.
    b. Regular meetings should be scheduled to discuss student progress, classroom accommodations, and modifications.
2. *Instruction:*
    a. Both content and special education teachers are responsible for delivering instruction that meets the diverse needs of students with disabilities.
    b. Instruction should be differentiated to accommodate various learning styles and to ensure accessibility of the curriculum.
    c. Content teachers must implement accommodations and modifications as outlined in each student's Individualized Education Program (IEP)
3. *Assessment and Grading:*
    a. Grading should reflect the student's progress towards mastering the content standards and IEP goals.

    b. Both content teachers and special education teachers must collaborate to develop fair and consistent grading practices.
    c. Special education teachers should provide input on how accommodations and modifications are impacting student performance.
4. *Data Collection and Reporting:*
    a. Content teachers and special education teachers must provide grades and data that support the student's progress towards their IEP goals.
    b. Regular data collection is essential to monitor progress and adjust instructional strategies as needed.
    c. Progress reports should be shared with the IEP team, including parents/guardians, to ensure transparency and continuous communication.
5. *IEP Progress Monitoring:*
    a. It is crucial for both content and special education teachers to contribute to the ongoing monitoring of IEP goals.
    b. Teachers must document and report on specific goals as outlined in the IEP.
    c. Regular assessments should be conducted to evaluate the student's progress, and this data should inform instruction and interventions.

English Learners

Once Multilingual Language Learners (MLLs) have been determined to be English proficient enough to earn an 1,2,3,4 in the content areas, grades should be given using the same criteria required of all students. However, as long as the level of English proficiency prohibits progress in the content areas, Multilingual Language Learners should be given an "L" (no grade/MLL student) rather than a traditional letter grade. In any case, a student's lack of English proficiency should not be the sole reason a student earns a failing grade.

Students Proficiency levels will be one of five levels: Entering, Emerging, Transitioning, Expanding, or Commanding.

- MLLs at levels Entering and Emerging can generally be expected to earn an "L" in their core content courses, but could feasibly earn regular letter grades (1,2,3,4) in content courses or performance based courses such as Music, Physical Education and Art if appropriate accommodations and instructional support is provided.
- MLLs at Transitioning Should be able to earn at least a passing letter grade (2) if the following has occurred:
    - The teacher has engaged the student and appropriate accommodations and scaffolds to instruction have been provided.
    - The student has attended class and attempted work.
    - The student is able to demonstrate understanding of content in non-linguistic ways.
- MLLs at Expanding and Commanding can generally be expected to earn regular grades.

Procedures Governing Make-up Work

New York Law:

- Chancellor's Regulation A-501 governs **promotion standards** in NYC schools. It states that students should not be retained unless they fail to meet promotion criteria and have been given opportunities for remediation. If a school fails a student without

adequately documenting intervention efforts, it could potentially be seen as arbitrary and capricious, a violation of the due process protections afforded to students.

- ➢ Student & Parent Bill of Rights serves as a guide for students as they strive to become productive citizens in a diverse society. As part of the Bill of Rights students and parents are provided access to the following:
    - receive professional instruction;
    - know the grading criteria for each subject area and/or course offered by the school and to receive grades for schoolwork completed based on established criteria;
    - be informed of educational progress and receive periodic evaluations both informally and through formal progress reports;
    - be notified in a timely manner of the possibility of being held over in the grade or of failing a course;
    - be notified of the right of appeal regarding holdover or failing grades.

Work/Assessments Missed Due to an Unexcused Absence
At the discretion of the teacher and school administration, missed work and assessments may be made up within a time period upon the child's return. Upon returning to school a child will be given an adequate amount of time to complete their missed work. Students who miss an excessive amount of days in a grading period may be "exempt" from receiving a final grade if inadequate work is collected to assess the child fairly and equitably.

Missed Work/Assessments During an Excused Legal Absence
Missed work/quizzes, due to an excused legal absence, <u>are not</u> to be graded as a zero. It is required by the teacher to assess the student upon their return. Students who miss an excessive amount of days in a grading period may be "exempt" from receiving a final grade if inadequate work is collected to assess the child fairly and equitably.

Reporting a Concern or Complaint
If a Parent/Guardian has a concern or complaint regarding their student's grade, families will use the appropriate protocols (Teacher, School Administration, Network, Board of Trustees) established to address these matters. All matters of concern must be first addressed at the building level with the principal.

<u>Concern/Complaint Process:</u>

1. Request a meeting to discuss any concerns first with the teacher or complete a formal Complaint Form that will be forwarded to the principal for review and follow-up.
2. Some concerns/complaints may require documenting. Complaint Forms can be requested at the Front Desk or from any School administrator.
3. Principal reviews the complaint/ concern and contacts the Parents/ Guardians within 48 hours. Serious concerns are prioritized and responded to sooner.
4. If the matter is not resolved to the satisfaction of the Parent/ Guardian on the School level, please contact the Manhattan Charter School Network.

In efforts for building administrators to respond to any concerns, it is important that Parents/ Guardians follow the appropriate protocol (teacher, school-based administration, network) to address

School-related matters.

Promotion and Retention

Manhattan Charter School utilizes performance-based criteria for promotion and follow the Light's Retention Scale. Light's Retention Scale provides a comprehensive framework for evaluating whether a student would benefit from being retained for an additional year in the same grade level.

Evaluation Process

Retention decisions will be made based on the following steps:

1. *Comprehensive Evaluation:*
    - Teachers will use Light's Retention Scale to evaluate students who are being considered for retention. This scale assesses various factors, including academic performance, social-emotional development, physical development, and other relevant criteria.
2. *Data Collection:*
    - Multiple data points will be collected to inform the retention decision. A Promotion in Doubt file will be created by the classroom teacher per student after the first benchmark assessment. The student promotion in the doubt file will contain the following.
        - Academic records (benchmark assessment, grades, standardized test scores, classroom assessments)
        - Teacher observations and evaluations
        - Input from Special Education and content teachers
        - Attendance records
        - Behavioral reports
        - Signed Parent-teacher notification forms (x4)
        - Signed Parent Promotion in Doubt forms (x2)
3. *Collaboration and Review:*
    - A multidisciplinary team, including content teachers, special education teachers, school counselors, and administrators, will review the collected data.
    - Parents/guardians will be involved in the discussion to provide their perspectives and insights regarding the potential retention.
4. *Scoring Using Light's Retention Scale:*
    - Each factor on Light's Retention Scale will be scored objectively.
    - Scores will be tallied to provide a comprehensive view of the student's needs and the potential benefits or drawbacks of retention.
5. *Decision-Making:*
    - The multidisciplinary team will consider the total score from Light's Retention Scale, along with qualitative data, to make a final decision regarding retention.
    - The best interests of the student's overall development and future success will be the primary consideration.

Factors Considered in Light's Retention Scale

Light's Retention Scale evaluates the following areas:

1. Academic Performance:
    - Grades and progress in core subjects
    - Standardized test scores
    - Teacher assessments
2. Cognitive Ability:
    - Intellectual functioning
    - Ability to grasp new concepts.
3. Emotional and Social Development:
    - Emotional maturity
    - Peer relationships
    - Behavior in school settings
4. Physical Development:
    - Physical health and growth
    - Coordination and motor skills
5. Age and Birth Date:
    - Relative age compared to classmates.
    - Birth date proximity to cut off date for school entry.
6. Attendance:
    - Frequency of absences
    - Impact of attendance on learning
7. Support Systems:
    - Parental involvement and support
    - Access to additional educational resources
8. Special Considerations:
    - Any unique circumstances affecting the student's performance (e.g., learning disabilities, English language proficiency)

Notification and Documentation:
Parents/guardians will be notified of the retention consideration process and invited to participate in meetings twice a year regarding their students' promotion in doubt. Classroom teachers are required to show documentation of student data and performance as well as conference documentation with the students' parent/guardian. The final retention decision will consist of reviewing the Promotion in Doubt student file and school leadership holding a final retention meeting after examining all criteria. The decision to retain a student will be documented in the student's educational record.

Follow-Up and Support:
If retention is decided, an individualized support plan will be developed to address the specific needs of the student. Ongoing monitoring and support will be provided to ensure the retained student's progress and success in the subsequent year.

Other promotion considerations include:
Intervention and Student Support: Parents/ Guardians are expected to be active partners in the education of their child. Therefore, the School Administrators will communicate to Parents/ Guardians what the student must know and the level at which the student must perform to meet state standards and the promotional criteria. Parents/ Guardians will be advised at the time of the 2nd report card if their child's promotion will be in doubt based on their academic performance related to meeting or approaching state standards. Early notification will provide an opportunity to review student work and discuss strategies and academic intervention that is geared to meeting state standards and assessments/ grade-level expectations.

Students performing below their grade level expectations will have a Response to Intervention (RTI) plan and will be eligible for appropriate services. Students who have been classified with special needs will be eligible for services/support/accommodations as indicated on their Individualized Education Plan (IEP) or their Section 504 Plan.

The principal, teacher, and parent will discuss all promotions and retention. The final decision is based upon a total evaluation of the students' growth in all areas of development.
Specific criteria for retention are as follows:

1. The student has failed to pass the major subjects on their grade level.
2. The student has failed to achieve satisfactory scores on a standardized test in reading, mathematics, and language arts.
3. The student has not demonstrated acceptable effort in achieving academic success. The type of behavior that would indicate unacceptable effort might be failure to complete school homework assignments and projects, consistent inattention to classroom instruction, and lack of preparedness for school assignments. Parents will be notified by the end of the second trimester if there is a possibility of their child being retained or going to summer school.

Parents/ Guardians are required to attend scheduled conferences with teachers two times a year. For students who are possible retentions it is required for Parent/Guardian to attend an additional two conferences to discuss student progress. If a Parent/Guardian is not able to attend parent-teacher conferences, they are responsible for scheduling a meeting with the teacher and picking up the report card at a mutually convenient time.

Educational Apps and Online Learning

Clever

At MCS we use Clever as the central platform to access all student digital learning applications. Clever serves as a secure, single sign-on portal that allows students to easily log in to the educational tools and resources they need for their learning. From Clever, students can access a wide variety of instructional programs used in their classes, such as math, reading, and science applications, without the need for multiple usernames or passwords.

We encourage parents and guardians to familiarize themselves with Clever to support their child's online learning experience. All MCS students will be provided with a "Clever Badge" which will allow for single sign on. If students or families need assistance accessing Clever or have any questions about the digital resources available, please reach out to the school for support.

Section V: Student Records

Student/Guardian Information

It is essential that MCS maintains accurate and up-to-date student records to ensure the safety and well-being of your child. Parents and guardians are responsible for providing and updating the school with any changes to key student information, including:

- ➢ Manhattan Charter Schools Annual Student Information Form

- ➢ Manhattan Charter Schools Health & Immunization Records Form
- ➢ Manhattan Charter Schools Permission for Emergency Treatment
- ➢ Manhattan Charter School Medication Administration Form
- ➢ Consent for Release of Records
- ➢ Media Release Form
- ➢ Free and Reduced Lunch Application
- ➢ Transportation Request Form
- ➢ Parent/Guardian Volunteer Form

Please notify the school immediately if any of this information changes throughout the year. This helps us maintain clear communication with families and ensures we can respond appropriately in case of emergencies. The school will also conduct periodic checks to confirm that all records are current. Your cooperation in providing and maintaining accurate student records is crucial for ensuring the safety and well-being of all students.

Health and Medical Records

School Nurse

MCSI: A full-time nurse is assigned to 100 Attorney Street. Students attending MCSI and PS142 will be cared for by the same nurse.

MCSII: A full-time nurse is assigned to 220 Henry Street. Students attending MCSII and all other schools at 220 Henry Street will be cared for by the same nurse.

Illness, Accidents and Emergencies

At the time you registered your child you provided us with information regarding your child's physician, and you also gave us the names of emergency contacts. In the event of illness, which is not an emergency, we will attempt to contact you or one of the other people you have specified as emergency contacts. In the event of an emergency, we will apply our best judgment to protect and help your child.

Head Lice

MCS has adopted the NYC Department of Education head lice protocol. At this time, MCS has a "No Head Lice" policy. Students who have live head lice are not allowed to go to school until they are lice-free. Students with nits are still allowed to attend. Students may return to school the day after treatment for head lice as long as there is no live lice upon re-inspection by designated school personnel. Students will be re-inspected by a school worker 14 days after the treatment to make sure there are no live head lice. For more information around head lice treatment and at home support please utilize the following link.
https://www.schools.nyc.gov/school-life/health-and-wellness/staying-healthy/head-lice

Medications

Medications taken by any student during the school day must be registered with the school nurse. The student's doctor must fill out a 2-page "Medical Administration Form" (a copy of the 504 Form will be provided upon your request by the Family Relations and Attendance Coordinator) and the completed form must be submitted with a picture of the child to the school nurse. A delay in submitting this completed form will cause a delay in the implementation of the medication orders.

Immunizations

Parents are responsible for ensuring that the school has a record of all of the immunizations required by the NYC DOE. The health form that is sent to the school by opening days will ask for this

information. If you need more information, please contact the Family Relations and Attendance Coordinator.

Allergies

Parents are responsible for notifying the school of any and all allergies your child may have. Complete the form provided in the enrollment packet and submit it to the Family Relations and Attendance Coordinator.

Student Digital Records

PowerSchool

MCS utilizes PowerSchool as our digital Student Information System (SIS). PowerSchool provides parents and guardians with real-time access to important information about their child's education, including attendance records, grades, and progress reports.

MCS will provide parents/guardians with access to PowerSchool through the student and family portal. Families can stay informed about their child's academic performance, assignments, and upcoming assessments. We encourage all parents and guardians to regularly log in to PowerSchool to monitor their child's progress and stay up to date with any school-related information. If you do not yet have access to PowerSchool or need assistance, please contact the school office for guidance on how to create an account.

MCS Family PowerSchool Login: https://manhattancharterschools.powerschool.com/public/

Kickboard Behavioral Management

Kickboard is a leading provider of K-12 education behavior management solutions that helps educators effectively manage social and emotional learning (SEL), positive behavior intervention and support (PBIS), and multi-tiered systems of support (MTSS) initiatives to help improve student well-being, school culture, and achieve more equitable outcomes.

At Manhattan Charter School, we will enable educators to securely input and analyze student behaviors, interactions, and outcomes. Kickboard Behavior Management will be used to track both positive and negative student daily behaviors. Parents and Guardians will be provided with access to the family portal to stay up to date with their child's behavior.

Annual Notice of Rights Under the Family Educational Rights and Privacy Act

The Family Educational Rights & Privacy Act of 1974 and implementing regulations ("FERPA") is a federal law designed to protect the privacy of a student's education records. The school recognizes the need to safeguard the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and protected handicapped students (if not protected by the Individuals with Disabilities Education Act ("IDEA") in accordance with FERPA as well as the IDEA and its implementing regulations.

Education records are records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. "Educational agency", for purposes of this notice, means IAL. For all students, the educational agency maintains education records that include but are not limited to:

- Personally identifiable information ("PII") is confidential information that includes, but is not limited to, the students' name, name of parents and other family members, the address of the student or student's family, and personal information or personal characteristics which would make the student's identity easily traceable.

- Directory information is information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, sports activity sheets showing weight and height of members of athletic teams, dates of attendance, degrees, honor roll, recognition lists, awards received, and the most recent previous educational agency or institution attended.

FERPA affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. "Parent(s)" for purposes of this notice means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian. They are Parents have the right to inspect and review a child's education record. MCS will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding an Individualized Education Plan "IEP" or any due process hearing, but in no case more than forty-five (45) days after the request has been made.

Requests should be submitted in writing, indicating the records the parents wish to inspect, to the principal. Parents have the right to a response from MCS to reasonable requests for explanations and interpretations of the records. Parents have the right to request copies of the records. While MCS cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child's records. MCS must receive signed, dated and written consent from a parent that specifically states a representative may inspect and review their child's records. Such a release must be sent to the principal or designee and must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made and the time period that the release is in effect. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.

If parents think information in an education record is inaccurate, misleading or violates the privacy or other rights of their child, they may request an amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. MCS/MCS2 will decide whether to amend the record and will notify the parents in writing of its decision.

If MCS refuses to amend a record, it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or eligible students when notified of the right to a hearing.

MCS will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school keeps a record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Parents have the right to consent or refuse to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain

conditions found in §99.31 of the FERPA regulations.

"Consent" means: the parent (s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and maybe revoked at any time, information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by the school, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); state agency representative, person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Directory information may be released without parental consent.

Parents have the right to refuse to let an agency designate any or all of the above information as directory information. Parents are required to submit written notification to the principal, by September 30th, or within two weeks after enrolling at MCS if later than September 30th, if they do not want the school to release Directory information.

Parents have a right to file a complaint with the U.S. Department of Education concerning alleged failures by MCS to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605. Parents are also encouraged to contact the principal to discuss any concerns regarding FERPA.

Dignity for all Students Act ("DASA")
MCS and its Board of Trustees (the "Board") are committed to providing a safe and productive learning environment within the charter school. In accordance with New York State's "Dignity for All Students Act" ("DASA") the school is committed to promptly addressing incidents of harassment and/or discrimination of students that impede students' ability to learn. This includes bullying, taunting or intimidation in all their myriad forms.

Students' Right
No student shall be subjected to harassment by employees or students on school property or at a school function. Nor shall any student be subjected to discrimination based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

In addition, the Schools reserve the right to discipline students, consistent with our Code of Conduct, who engage in harassment of students off school property under circumstances where such off-campus conduct 1) affects the educative process; 2) actually endangers the health and safety of students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of students within the educational system. This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the school and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

Dignity Act Coordinator (DAC)
Manhattan Charter School designates the Assistant Principals of the schools as the Dignity Act Coordinator ("DAC") for its school. The DAC is trained to handle human relations in the areas of

race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. The DAC will be accessible to students and other employees for consultation and advice.

Reporting and Investigating
Personnel at all levels are responsible for reporting harassment of which they have been made aware to their immediate supervisor. Any student who believes that they are being subjected to harassment, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, shall report the harassment to any staff member or to the School Leader. A staff member who witnesses harassment or who receives a report of harassment shall inform the Assistant Principal. The Assistant Principal shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the schools to investigate allegations of harassment. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of allegations of harassment have not suffered retaliation. Material incidents of discrimination and harassment on school grounds or at a school function will be reported to the State Education Department as required by law.

No Retaliation
Manhattan Charter Schools prohibit any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment. All complainants and those who participate in the investigation of a complaint in conformity with state law and School policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

Section VI: Students with Disabilities and other Special Populations
At Manhattan Charter Schools (MCS), our commitment to supporting diverse learners is rooted in a comprehensive approach that emphasizes inclusion, differentiated instruction, and collaboration. Our special population services are designed to support Multilingual Learners (MLLs), students with intellectual disabilities, and those with 504 Accommodation Plans, ensuring each student receives the tailored support they need. Through an Integrated Co-Teaching (ICT) model, we provide instruction that leverages the expertise of both general and special education teachers. This approach not only helps students access the general education curriculum but also encourages differentiated instruction to meet a variety of learning styles and academic levels, fostering a rich, inclusive environment.

We prioritize academic and social-emotional learning through programs that reflect the principles of Response to Intervention (RTI) and Special Education Teacher Support Services (SETSS). Our use of a tiered support system enables early identification of academic challenges and targeted interventions, creating a foundation for all students to thrive. Regularly updated policies, continuous professional development, and collaborative planning between educators reinforce our dedication to sound instructional practices as mandated by NYSED Special Education Law. Additionally, we collaborate closely with the NYC Committee on Special Education (CSE9) to maintain open communication with parents and provide cohesive support tailored to each student's IEP or learning plan.

In our post-pandemic environment, we have embraced trauma-responsive practices to address the social and emotional challenges that students face. By embedding trauma-informed approaches into daily practices and enriching our curriculum with supportive interventions, we strive to create safe,

nurturing learning spaces. This holistic support framework ensures that all students—whether in elementary or middle school—experience a blend of academic rigor, social learning, and the emotional support needed for resilience and growth. Our dedicated approach reflects MCS's mission to empower students to reach their full potential through high expectations and unwavering support.

Section VII: MCS Discipline Policy & Positive Behavior Interventions and Supports

Mission on School Climate and Discipline
Manhattan Charter School (MCS) is committed to prioritizing the creation of environments conducive to learning, accessible to all children, and supportive of their potential for success. Central to this mission is ensuring the safety of students, preserving schools as centers of learning, and addressing the holistic needs of each child. Acknowledging that overly punitive disciplinary measures are ineffective and detrimental to long-term student development, MCS is committed to implementing research-driven strategies that emphasize positive support systems, particularly for students with special needs or those affected by trauma. Recognizing the varying needs of schools, MCS will provide necessary resources and training to facilitate the adoption of progressive disciplinary approaches, drawing on local and national models to enhance school climate and safety concurrently. In pursuit of fairness and equity, MCS adamantly opposes discrimination in disciplinary practices and pledges to eradicate disparities based on race, color, religion, age, creed, ethnicity, national origin, alienage, citizenship/immigration status, disability, age, sexual orientation, gender (sex), gender identity, gender expression, or weight through comprehensive measures.

To Access the complete discipline policy please see the hyperlink below or visit our website at www.manhattancharterschools.org

- ➢ Discipline Policy 24-25

Section VIII: Anti-Bullying Policy
Purpose Statement
It is a priority of the Manhattan Charter Schools to maintain a safe and supportive bully free learning environment. A part of the MCS mission is the incorporation of respect, integrity and honesty into education to prepare students to be ethical members of their communities. Self-respect, respect for others, integrity and kindness in all endeavors is required of all students. We will refuse to allow bullying of any kind at our school.

Prevention and Intervention
Manhattan Charter School promotes a nurturing school culture that promotes positive interpersonal and intergroup relations and respect for diversity among students and between students and staff. MCS provides all students with a supportive and safe environment in which to grow and thrive academically and socially. The ability of students to learn and meet high academic standards and the school community's ability to educate its students are compromised when students engage in discrimination or harassment, bullying, or intimidating behavior toward other students.

Manhattan Charter School prevents bullying behavior through:

- ➢ Implementation of school-wide and classroom-based social and emotional learning strategies and positive approaches to discipline.
- ➢ Age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum.
- ➢ Creation of a school-wide and classroom climate that supports racial, cultural and other

forms of diversity, (i.e., clear communication of behavioral expectations, incorporation of lesson plans on prejudice reduction, modeling unbiased behavior, empathy development and cooperative learning); and
- ➢ Encouragement of parent participation in bullying behavior prevention initiatives.
- ➢ Each school should intervene to put an end to bullying behavior, utilizing discipline methods that reflect a commitment to restorative practices, which may include, but not be limited to:
- ➢ Immediate referral of the student harmed to appropriate support services in the school and community.
- ➢ Referral of those who caused harm to counsel to address underlying behavior and/or to administrators for appropriate discipline.
- ➢ Notification of parents of all those involved.
- ➢ Processes for resolution, such as restorative justice circles, led by an experienced circle leader; and
- ➢ Ongoing actions intended to prevent recurrence, such as increasing adult supervision of an activity in which incidents have occurred and close monitoring of the security of those harmed.
- ➢ Reconvening an Individualized Education Program (IEP) meeting
- ➢ Participation in community service (with parental consent)

Bullying and harassment can take many forms and includes behavior that targets students because of their actual or perceived race, color, national origin, ethnicity, citizenship/immigration status, religion, creed, disability, sexual orientation, gender, gender identity, gender expression, or weight. These behaviors pose a serious threat to all students, and it is MCS responsibility to eliminate the hostile environment created by such harassment, address its effects, and take steps to ensure that harassment does not recur. All reports of harassment, intimidation, discrimination, and/or bullying behavior will be investigated, and appropriate follow up action will be taken.

Integral to preventing student-to-student bullying and/or bias-based behavior is effective social emotional learning that helps students develop core competencies. These fundamental life skills are recognizing and managing their own emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. Students who are able to recognize and manage their own emotions are better able to be assertive rather than aggressive or passive when they interact with their peers.

Students who develop caring and concern for others and establish positive relationships are less likely to engage in bullying or discriminatory behavior. Additionally, students who have learned how to make responsible decisions and handle challenging situations ethically and constructively are less likely to be bystanders and more likely to act as allies if a peer is the target of harassment or bullying of any kind.

What is Bullying?

Bullying is behavior that is intended to cause some kind of harm. The person doing the bullying purposely says or does something to hurt the target of their behavior.

Bullying behavior always involves an imbalance of power (physical or social) or strength between the person doing the bullying and the target of the behavior. The person doing the bullying may be physically bigger or stronger or may be older or have greater social status or social power than the person being targeted.

Bullying is aggressive behavior by one individual (or group) that is directed at a particular person (or group). Aggressive behavior is unwanted and negative. It is deliberate and unprovoked. The targeted person is harmed by what is purposely being said or done.

Harassment and/or bullying may take many forms and can be physical, non-verbal, verbal, or written. It may be a single incident or a series of related incidents. Written discrimination, harassment, intimidation and/or bullying includes electronically transmitted communications and cyberbullying (e.g., via information technology including, but not limited to internet, cell phone, email, personal digital assistant wireless handheld device, social media, blogs, chat rooms, and gaming systems).

Bullying Is Not Conflict

Conflict is a struggle between two or more people who perceive they have incompatible goals or desires. Conflict occurs naturally as we interact with one another. It is a normal part of life that we will not always agree with other people about the things we want, what we think, or what we want to do.

Most conflicts between students arise when students see the same situation from two different points of view. Think of some of the ways we describe people in conflict: "They were butting heads"; "They were going back and forth at each other"; "It was 'he said/she said/they said.'" In these cases, both people are equally "telling their side of the story."

In a conflict, people may get frustrated and angry. Chances are the amount of emotion each person feels will be relatively equal because both are vying for what they want. In the heat of the moment, one or both people's emotions can escalate a conflict. All of us have known of conflicts in which people have said things to hurt one another which they later regret.

People engaged in conflict want the issue to be resolved. The "back and forth" that occurs is each person trying to make the case for what they want. When one or both people have the skills to resolve the dispute so that both sets of needs are met, the same conflict between the same two people most likely will not be repeated.

Statement of Scope

- Our school's consequences for bullying apply when bullying happens:
- On school grounds: Immediately before or after school hours, during school hours, or at any other time when the school is being used by a school group.
- Off school grounds: At a school activity, function, or event
- When traveling: To or from school or a school activity, function, or event
- When using property or equipment provided by the school
- On or off school grounds: When the behavior has caused significant disruption to the learning environment or interfered with an individual's ability to learn.

Reporting Procedures

It is the school's expectation that all alleged bullying incidents are reported to the principal.

Preventing Bullying

Teachers and staff will:

- Closely supervise students in all areas of the school and playground

Watch for signs of potential bullying to ensure the safety of all students involved and report it immediately to the principal.

Investigating & Responding to Bullying

Once an allegation of bullying is made, a report is written and submitted to the principal. The principal will:

- ➢ Respond quickly and sensitively to bullying reports to ensure the safety of all students involved.
- ➢ Look into all reported bullying incidents.
- ➢ Assign consequences for bullying based on our school's discipline code.
- ➢ Provide immediate consequences for those who retaliate against students who report bullying.
- ➢ Students knowingly making false accusations of bullying will be subject to disciplinary action.

If it is determined that bullying has occurred, the principal will:

- ➢ Take appropriate disciplinary action.
- ➢ Notify the family of the bullied student.
- ➢ Notify the family of the student who bullied.

As needed, create a plan for both the bullied student, and/or the student who bullied.

Written Records

Written documentation of all bullying incidents and their resolution must be maintained. Documentation may include the following:

- ➢ Bullying Intake Form
- ➢ Student Plan

Communication between the school and the involved parties and their families

Training & Prevention Education

Our school takes a proactive approach to dealing with bullying by providing the following training and prevention education for our students and staff:

- ➢ Social skills lessons are a regular part of the curriculum at our school. The *Navigate360* Program and its Bullying Prevention Unit are taught in all grade levels.
- ➢ All staff go through the Bullying Prevention Unit online training on recognizing and responding to bullying effectively.
- ➢ In addition to the general all-staff training, teachers, counselors, and administrators are trained on how to coach and create safety and behavior plans and continue to follow-up with students involved in bullying.
- ➢ Staff members are trained and given resources to help create a positive classroom climate to minimize the likelihood that bullying will occur.

Communication Plan

Bullying prevention communications can be shared with various stakeholders in many forms including but not necessarily limited to the following:

- ➢ Staff: Staff meetings; Anti-Bullying Policy; Bullying Prevention Unit Online Training
- ➢ Students: Bullying Prevention Unit lessons; Bullying Prevention Unit posters
- ➢ Families: Parent Student Handbook; ParentSquare, Emails/Letters; School website

Section XI: Student Internet Safety Policy

Introduction

It is the policy of Manhattan Charter Schools to:

- ➢ prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications.

- ➢ prevent unauthorized access and other unlawful online activity.
- ➢ prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- ➢ comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions
Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material
On computers accessible by students, to the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter the Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors on computers accessible by students.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage
To the extent practical, steps shall be taken to promote the safety and security of users of the Manhattan Charter School/Manhattan Charter School 2 online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes:

- ➢ unauthorized access, including so-called 'hacking,' and other unlawful.
- ➢ activities; and
- ➢ unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring
It shall be the responsibility of all members of the Manhattan Charter Schools staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of the principal or designated representatives.

The principal or designated representatives will provide age-appropriate training for students who use the Manhattan Charter Schools Internet facilities. The training provided will be designed to promote the Manhattan Charter Schools commitment to:

- ➢ The standards and acceptable use of Internet services as set forth in the Manhattan Charter Schools Internet Safety Policy.
- ➢ Student safety with regard to safety on the Internet.
  - ➢ appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
  - ➢ cyberbullying awareness and response.

- ➢ Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Adoption

Manhattan Charter Schools adopted this Internet Safety Policy at a public meeting, following normal public notice, on May 2, 2013.

CIPA definitions of terms:

Technology Protection Measure

The term "technology protection measure" means

a specific technology that blocks or filters Internet access to visual depictions that are:

- ➢ Obscene, as that term is defined in section 1460 of title 18, United States Code.
- ➢ Child Pornography, as that term is defined in section 2256 of title 18, United States Code; or
- ➢ Harmful to minors.

Harmful to Minors

The term "harmful to minors" means any picture, image, graphic.
image file, or other visual depiction that:

- ➢ Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion.
- ➢ Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- ➢ Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Sexual Act; Sexual Contact

The terms "sexual act" and "sexual contact" have the meanings given such terms in 2246 of title 18, United States Code.

Minors

The term "minors" means any individual who has not attained the age of 17 years.

Section X: Student Dress Code

Manhattan Charter Schools believe learning is a serious undertaking and students should not be distracted from it by matters of dress. We also believe the manner of dress affects student behavior. To this end, MCS has enacted its Student Dress Code**.** The Student Dress Code will be enforced daily, including on field trip days. Items prohibited by the Student Dress Code will be prohibited every day school is in session.

Students who arrive at school not dressed in accordance with the Student Dress Code will receive a written notice that will be sent home with them on that day. They will also be given clothing in uniform colors to put on over the clothes they are sent to school wearing. An exception to the dress code may be requested for religious observations such as headwear.

Mandatory Items

Each student must wear the following items at all times, both when school is in session and when attending a school activity at school or elsewhere:

- ➢ Grades Kindergarten to 5th

- Bottoms: long pants or short pants to the knee (during hot weather), or skirt with a hem not higher than 1 inch above the knee.
  - Navy, Khaki or black color only.
  - Non-uniform skirts, skorts, jumpers are not permitted.
- Uniform Tops: long- or short-sleeved blue or white polo shirts with MCS Logo. All tops must be tucked in.

➢ Grades 6th-7th

- Bottoms: long pants or short pants to the knee (during hot weather), or skirt with a hem not higher than 1 inch above the knee.
  - Navy, Khaki or black color only.
  - Non-uniform skirts, skorts, jumpers are not permitted.
- Uniform Tops: long- or short-sleeved red or gray polo shirts with MCS Logo. All tops must be tucked in.

Uniforms can be purchased through the MCS official school uniform supplier. French Toast. https://www.frenchtoast.com/schoolbox/schools/manhattan-charter-schools-QS61DVN

➢ Socks: a pair of navy socks that reach above the ankle, or tights, every day. No running socks, prints, floral pattern, or argyle permitted. Socks must be worn every day. No leggings or jeggings are ever permitted.
➢ Shoes: Only close-toed shoes are permitted. No backless shoes, sandals or crocs.

Permissible Items

A student may wear any or all of the following while they are at school in session or participating in a school activity at school or elsewhere at any time.

➢ One pullover or button-front, long- or short-sleeved, sweater, or sleeveless vest. Navy blue, black, or grey only. Solid color only. Oversized shirts, sweatshirts or sweaters may never be worn. Students will be required to remove all items that are not permissible items as described above.

➢ One belt worn inside belt loops on pants, shorts or skirt.

MCS respects the diverse religious and cultural beliefs of our students and their families. Students are permitted to wear items of clothing or accessories that are part of their religious or cultural practices, provided that such attire adheres to safety guidelines and does not disrupt the learning environment. This may include, but is not limited to, head coverings, religious symbols, modest attire, or specific jewelry worn for religious reasons.

Prohibited Items

The following are prohibited on all days.

➢ The uniform of any other school or organization
➢ Any garment or wearing of an accessory that has more than one logo or label of any manufacturer or other entity or any logo of a manufacturer or other entity that is larger than 1” square, if the aforesaid logos and/or labels are visible while the garment or accessory is worn.
➢ Any hat, headband or bandana, visible tattoos, body piercing or jewelry other than as expressly permitted above is not for religious purposes.
➢ Any garment or wearing any accessory which has one or more words or symbols visible while worn; or
➢ Open toe sandals, flip flops, slip on sandals.

General Requirement

In addition to the above, students must present themselves neatly, cleanly and modestly, with pants at the waist, and all shirts and blouses tucked into bottoms. Oversized, untucked clothing is never permitted. Manhattan Charter Schools reserves the right to modify the dress code at any time.

Section XI: MCS Mask Policy

Masks are OPTIONAL at Manhattan Charter Schools. MCS will NOT provide masks for students. If you choose to have your child wear a mask, they will be responsible for keeping it in place. Teachers and other school staff are no longer required to monitor the wearing of masks.

The following guidelines must be in place for any child wearing a mask:

- ➢ NO wording, silly faces and/or graphics
- ➢ Must fully cover the mouth, nose, and chin.
- ➢ Must fit snugly against the side of the face so there are no gaps; not create difficulty breathing while worn.
- ➢ Must be held secure through a tie, elastic, etc. to prevent slipping.
- ➢ Must (if cloth) be washed after every day of use and/or before being used again, or if visibly soiled.

Families must supply masks for their child/ren.

Section XII: Use of Cell Phones and Other Electronic Devices on School Property

To Access the complete Cell Phones and Other Electronic Devices on School Property (BELL to Bell 8/25) policy please see the hyperlink below or visit our website at www.manhattancharterschools.org

Draft: Cell Phones and Other Electronic Devices on School Property (BELL to Bell 8/25)

Parent/Guardian Contract for Use of Cell Phones and Other Electronic Devices

I have read the Manhattan Charter Schools policy about the use of cell phones and other electronic devices, as per the Parent and Student Handbook, and understand the behavior that is required of my child. I agree to help my child follow these policies by:

- ➢ Discussing with my child the contents of the school's cell phone and electronics policy, as per the Manhattan Charter Schools Parent & Student Handbook.
- ➢ encouraging my child to be a respectful and peaceful member of the school community, and to never use an electronic device to engage in harassment, bullying or intimidation, or to take photos or post pictures of others without staff authorization.
- ➢ reminding my child that cell phones and electronic devices may not be used during school.
- ➢ reminding my child about the importance of academic honesty and never using an electronic device to engage in cheating or to help others cheat.
- ➢ Calling or messaging the school on ParentSquare if I need to contact my child during the school day, and not trying to reach my child on their electronic device during the school day.
- ➢ Teaching my child to be responsible and safe about their electronic devices, both in school and while traveling to and from school, to not display the devices or carry them in a manner that attracts attention.
- ➢ Reminding my child that having a cell phone in school is a privilege, and that the privilege may be revoked, or electronic devices may be confiscated by the school if they are used in violation of the school's policy or the Discipline Code as per the Manhattan Charter School Parent & Student Handbook.
- ➢ Reminding my child that the school is not responsible or liable if their device is lost, damaged or stolen, that it is my child's responsibility to take proper care of their device, and that devices may not be charged at school.

Parent Full Name (please print): _____

Parent Signature: _____

Student Contract for Use of Cell Phones and Other Electronic Devices
I have read the Manhattan Charter Schools policy about the use of cell phones and other electronic devices, as per the Parent and Student Handbook.

I agree to:

- ➢ Follow all rules in the Manhattan Charter Schools Parent & Student Handbook.
- ➢ Adhere to my school's policy about cell phones and other electronic devices.
- ➢ Behave respectfully, without arguing, and cooperate when a staff member gives me directions or makes a request, including to turn over my cell phone or electronic device.
- ➢ Refrain from taking photos and videos of other students, staff, or school security agents without staff authorization.
- ➢ Never use my cell phone or other electronic device to intimidate, embarrass, threaten, or bully others.
- ➢ Never use my cell phone or other electronic device to cheat or help others cheat.
- ➢ Keep my parents informed about school-related matters and make sure I give them any information sent home.

I understand that:

- ➢ Cell phones and electronic devices may not be used at school unless I get approval from my principal.
- ➢ If I violate my school's policy, my cell phone or other electronic device will be confiscated.
- ➢ If I use my cell phone or other electronic device to take photos or videos of others without staff authorization, or to bully, threaten, or intimidate others, or cheat, I will be disciplined in accordance with the Manhattan Charter Schools Parent & Student Handbook.
- ➢ I am not permitted to charge my cell phone or other electronic device at school.
- ➢ I assume all responsibility for my cell phone and other electronic devices if I bring them to school. My school is not responsible for stolen, damaged, or lost devices.

By signing this document, I agree to follow all the rules contained in this document.

Student Full Name (please print): _____

Student Signature: _____

Date: _____

Section XIII: MCS Family Commitment
There are three components of a high achieving school. They are powerful teaching, strong sequenced curricula, and dynamic parent/family participation. The Manhattan Charter Schools pledge to deliver the first two components but without you, the formula is incomplete. Parents ensure the quality of the school by making a personal commitment to the school goals and philosophies and their child's education.

Parent/Guardian Commitment Statement

As a Manhattan Charter Schools parent or guardian, I recognize that I am a key partner in my child's academic and personal success. I understand that my commitment and engagement are essential to creating a strong school community where every child thrives. I have read the school Parent and Student handbook in its entirety, and I agree to

- **Courage**:
    - Supporting my child to take academic risks and bounce back from challenges.
    - Partnering with school staff to address concerns honestly and constructively.
    - Advocating for my child while holding them accountable for their actions and learning.
    - Encouraging my child to reach their highest academic achievement level and to develop a deep commitment and enthusiasm for learning.
    - Commit to the Manhattan Charter School philosophy and goal as set forth in the handbook.
    - Require my child to abide by Manhattan Charter School's code of conduct and emulate the same characteristics in my personal life.
    - Ensuring I will do everything in my power to cooperate with the school to help my child make the necessary adjustments.
- **Curiosity**:
    - Encouraging my child to ask questions, explore new ideas, and stay engaged in learning.
    - Actively learning about school policies, programs, and how to best support my child's growth.
    - Participating in a minimum of 5 school meetings and conversations to better understand the school's mission and approach.
    - Actively reading and understanding my rights and Manhattan Charter School's policy regarding student records and the Family Educational Rights and Privacy Act (FERPA) contained in the Parent and Student Handbook.
- **Opportunity**:
    - Ensuring my child attends school every day and is ready to learn
        - Arrives and is picked up on time
        - Wears their uniform and has their materials
    - Creating a home environment that supports focus, reading, and academic preparation by creating a suitable time and place within my home that will support the completion of homework.
    - Promoting a mindset that every child—including my own—deserves a path to success and college and career readiness.
    - Attending Parent-Teacher Conferences, school-sponsor meetings, activities and fundraisers or by joining the Family Committees to the best of my ability.

By living out these commitments, I help create a school community where every student has the courage to try, the curiosity to grow, and the opportunity to succeed. As a parent or guardian, I hereby give my pledge of commitment to help our Manhattan Charter School children achieve academic success.

Student Name:
Signature of Parent/Guardian:
Date: