



Mission Statement

Prospect School aims to inspire students to become lifelong learners who are globally minded. We will create opportunities for students to be active inquirers, thinkers, and contributing members of society.

Admissions Policy

Hempstead Public Schools affirms that its primary responsibility is to provide the best possible educational opportunities for the children who are legal district residents and who are of legal age to attend school. To register a student, parents must show proof of district residency, proof of age, immunization and placement records. Prospect School students must be 4 years of age by December 1st to enter Pre-Kindergarten and 5 years of age by December 1st to enter Kindergarten. Students can enroll into each grade throughout the school year and is provided with bussing from their home school.

Academic Honesty Policy

Prospect School believes in building a foundation of honesty, authenticity and respect which is embodied in the IB Learner Profile. By promoting a culture of integrity and honesty in the early years, students will build the skills needed to become inquirers, knowledgeable and principled throughout their academic journey.

We believe our students should:

- Be open-minded and take risk to become knowledgeable
- Take responsibility of your own work
- Recognize the difference between individual work and group work

- Be principled and give credit to other people working in the group

We believe our teachers should:

- Teach and utilize the vocabulary of integrity
- Cultivate an environment of kindness and respect
- Engage students as inquirers and thinkers
- Emphasize the importance of being honest standards based inquiry approach to learning.

Inclusion Policy

At Prospect School we believe that all students have different learning styles and needs. Along with Hempstead Public School's Board of Education, our goal is to give every student the opportunity to develop and achieve to his or her maximum potential. An educational environment will be fostered that attempts to provide educational programs and services designed to meet the individual needs of all students. The Board shall identify, evaluate, refer, place, provide adaptations for and review all eligible students with disabilities.

The Board and district staff shall work together to achieve the following goals for all learners:

- to tailor the learning program to each student's learning styles, interest and aspirations
- to protect and observe the legal rights of students
- to enhance the self-image of each student by helping him/her feel respected and worthy through a learning environment that provides positive encouragement

Students with disabilities shall be provided with:

- a structured learning environment
- repeated and simplified instructions in class and for homework assignments
- verbal instructions with visual instruction
- behavioral management techniques
- modified assessments
- differentiated work and tailored homework assignments

- instruction from qualified teaching personnel
- fulfillment of students' Individual Education Plans (IEP's) and individual 504 plans
- access to Special Education and Speech teachers as well as access to OT and PT, social worker and psychologist

Students who are gifted and talented shall be provided with:

- multi-dimensional teaching approach involving special curriculum enrichment
- acceleration of course content to give each gifted child the opportunity to realize his or her maximum potential
- assessment feedback

At the Early Years level, students can be referred to the Committee of Special Education to be evaluated for possible disabilities such as speech, occupational therapy, and physical therapy. These needs may include, but are not limited to:

- specific learning disabilities
- language and communication disorders
- emotional and behavioral difficulties
- physical difficulties affecting mobility
- sensory impairments
- mental health conditions
- gifted and talented students

Resource services are individualized to meet the unique needs of students who have disabilities. It is the responsibility of the administrator, teacher, psychologist and social worker to:

- Model the IB Learner Profile attributes
- Create optimal learning environments that embrace the diversity of all learners
- Modify instruction to meet the needs of all students (Gifted and Talented, Students with Disabilities and English Language learners)
- Use technology that is accessible to all learners
- Develop collaborative learning activities that involve all members of the school community

- Encourage students to view learning as something that they do for themselves
- Provide individualized services for specific needs of each student

Policies will be reviewed annually and made accessible for parents to view on district website.