



Student & Family Handbook

School Year 2026–2027

- Downtown Elementary • International Elementary
- Sunset Yards Elementary • Windsor Terrace Elementary
- Clinton Hill Middle • Downtown Middle • Sunset Yards Middle
 - Windsor Terrace Middle
 - Brooklyn Prospect High School

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Welcome from the CEO

Dear Prospect Schools Family,

Welcome to the new school year! Whether you are new to us or returning for another year, I am grateful and proud to have you in our community.

Prospect Schools is a K–12 college preparatory community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning. Since opening our doors in 2009, we have grown to seven schools across Brooklyn and serve more than 2,700 students in Kindergarten through 12th grade. Our incredible team of over 400 employees helps our diverse student body learn, grow, and thrive every single day.

Together, we're re-imagining elementary, middle, and high school education so your child can thrive in a global, 21st century community. Through our commitment to excellent teachers, a world-class curriculum modeled after the International Baccalaureate program, and a program designed to serve the needs of a diverse student body, we believe Prospect Schools can help all students achieve academically and socially, and reach for success in college and beyond.

Our team is so excited to launch into this school year with your child and family. Together, I know we will continue to grow into curious, caring thinkers with a lifelong passion for learning.

Thank you for choosing Prospect Schools. It is our honor and greatest privilege to educate your child and serve your family.

Warmly,

Tresha Ward

Chief Executive Officer, Prospect Schools

All About Prospect Schools

Our Mission

Prospect Schools is a K–12 college preparatory community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning.

Our Vision

Prospect Schools strives to be the leading network of intentionally diverse schools where ALL students and educators can learn, work, and thrive.

Our Core Values

We opened the doors of our first school in September 2009 with 100 sixth grade students. Today, we've expanded our program to serve a growing student body in kindergarten through twelfth grade.

Our Core Values serve as a common thread to connect students and adults at Prospect Schools. Influenced by the International Baccalaureate learner profile, these values illustrate who we are, how we learn and behave, and what we find important in this extraordinary world of teaching and learning.

At Prospect Schools, we share:



Curiosity

Develop sound judgement and intellect by asking questions confidently and thinking critically.



Care

Support others by grounding every action in empathy while championing equity and inclusion in our work



Persistence

Grow and learn by solving problems with determination, creativity and tenacity



Passion

Succeed by approaching challenges with excitement, enthusiasm and self-assurance

Our Schools

Prospect Schools is a network of schools across Brooklyn serving students in Kindergarten through 12th grade.

School	Grades	Address
Downtown Elementary School	K–5	80 Willoughby Street, Brooklyn, NY 11201
International Elementary School	K–5	272 Macon Street, Brooklyn, NY 11216
Sunset Yards Elementary School	K–5	341 39th Street, Brooklyn, NY 11232
Windsor Terrace Elementary School	K–1	3002 Fort Hamilton Parkway, Brooklyn NY 11218
Clinton Hill Middle School	6–8	1100 Fulton Street, Brooklyn, NY 11238
Downtown Middle School	6–8	80 Willoughby Street, Brooklyn, NY 11201
Sunset Yards Middle School	6–8	341 39th Street, Brooklyn, NY 11232
Windsor Terrace Middle School	6	3002 Fort Hamilton Parkway, Brooklyn NY 11218
Prospect Schools High School	9–12	181 Livingston Street, Brooklyn NY 11218

2026–2027 School Calendar

Our school calendar is thoughtfully designed to help families plan ahead for key events throughout the year — including the first and last days of school, holidays, and scheduled breaks. View the official school calendar on the Prospect Schools website:

[Prospectschools.org](https://prospectschools.org)

Family Partnership and Commitments

Family Partnership & PTSO

To provide the best possible education for our students, Prospect Schools depends on a strong partnership with, and involvement from, parents/guardians. There is a Parent Teacher Student Organization (PTSO) governing body on each Prospect school campus, and all parents of Prospect students are automatically members of the PTSO. The PTSO partners with school and network leadership to support BPCS families, faculty, and staff, to strengthen our community, and enrich the lives of our students.

On a rotating basis, one PTSO President serves on the Prospect Schools Board of Trustees. The school administration meets regularly with the organization. The goal of the PTSO is to support Prospect Schools, leading to:

- All families in our school community feeling welcomed and engaged at BPCS
- Clear and direct communications between families and the school
- An active and inclusive volunteer organization
- An annual fundraising plan that supports our student supplemental programs and school needs
- Strong reciprocal relationships between school, family, and the larger community

PTSO meetings held on each school campus are a good way to provide all families in the Prospect Schools community with access to school administrators and faculty in a timely and effective manner that is open and welcoming. Meetings are generally held in the evenings on a monthly or bi-monthly basis. Times and dates vary by campus; please consult your school's website calendar for up-to-date times and information (www.brooklynprospect.org).

Charter School Advocacy and Funding

Charter school advocacy and funding is an important issue for charter school families. We urge our families to learn more about charter school funding in New York State and to contact local and state representatives urging them to visit our school and vote for continued charter school funding and, in particular, facility funding for charter schools located in private space.

Volunteers

Volunteers are welcome partners in our schools. If you are interested in volunteering at BPCS, please contact your PTSO officers by email. Examples of volunteer roles include events, publications, fundraisers, and as guest speakers on careers and special interests.

Please consider the following guidelines when volunteering at Prospect Schools:

- Keep anything you hear about students and/or families confidential unless it poses danger to a student. In such cases, please inform a member of the faculty or administration.

- When chaperoning, if a student is reluctant to follow directions, please immediately refer the problem to a faculty member or administrator.
- Avoid gossiping or sharing impressions of students and families with other members of the Prospect Schools community.

Fundraising

Fundraising is a vital part of how our PTSO supports Prospect Schools. We welcome all families to participate — whether by volunteering time, providing gifts-in-kind, or making donations. Every contribution matters, and family participation sends a powerful message to outside funders. Unrestricted gifts to the Prospect Schools Fund support curriculum development, extracurricular programming, and professional development. The generosity of our parents, family members, and friends directly helps students reach their potential alongside dedicated, inspired faculty.

The Parent/Teacher/Administrator Partnership

Strong partnerships between families, teachers, and administrators are essential to every student's success. We encourage families to reach out directly to the school whenever needed. The classroom teacher is always the first point of contact, and school administration welcomes meetings with families once the teacher has been approached.

Family Expectations

To ensure a safe, respectful, and productive learning environment for all students, staff, and families, it is essential that all parents, guardians, and families engage with the school community in a manner that upholds the school's values of respect, equity, and collaboration. The following expectations are designed to foster positive partnerships between families and the school while protecting the integrity of the educational setting. Any behavior that includes derogatory, discriminatory, or inflammatory language—whether directed at staff, students, or other families—will not be tolerated. Failure to comply with these expectations may result in restricted access to school grounds, school events, and school personnel.

- **Communicate Respectfully** – All communication with school staff, students, and other parents should be respectful and constructive, whether in person, by phone, email, or social media.
- **Support a Safe Learning Environment** – Refrain from any language or behavior that could be perceived as threatening, aggressive, or disruptive to the school environment.
- **Avoid Discriminatory Language** – Derogatory, discriminatory, or inflammatory remarks based on race, gender, religion, sexual orientation, disability, or any other protected category are strictly prohibited.
- **Follow School Procedures** – Adhere to all school protocols, including arrival and dismissal procedures, visitor sign-in policies, and classroom visitation rules.

- **Address Concerns Appropriately** – When concerns arise, approach school staff in a respectful manner and seek resolution through proper channels.
- **Model Positive Behavior** – Serve as a role model for students by demonstrating courteous, cooperative, and inclusive behavior during school functions and interactions.
- **Respect School Decisions and Processes** – Acknowledge and support the professional decisions of teachers and administrators, even when they may differ from personal preferences.
- **Protect Student Privacy** – Avoid discussing or sharing information about other students that is learned through school-related activities.
- **Collaborate with Staff** – Partner with educators to support your child’s learning and development through open, honest, and solution-focused dialogue.
- **Uphold a Culture of Belonging** – Help maintain an inclusive school community where all families feel valued, respected, and welcomed.

Uniforms at Prospect

Overview

At Prospect Schools, we believe that school uniforms help to create a sense of community. Wearing a uniform nourishes a sense of belonging and emphasizes the idea of the collective over the individual. Rather than having a strict uniform policy, we have established a dress code that allows students to feel comfortable being their authentic selves as part of a community for whom learning is the primary focus.

Students may not wear hats or headgear of any type in the building. Headphones (including earbuds) are not allowed in the hallways or classrooms. Religious observance and health-related headgear is exempt.

Uniform Vendors

Flynn O'Hara and Cookie's Department Store are the official uniform providers for Prospect Schools. All required clothing can be purchased over the phone and through their websites.

- Cookie's Department Store: (877) 942-6654 — www.cookieskids.com — Code: BPCS (use the "school uniform" tab; enter BPCS in the "Find Your School" box; enter BPCS at checkout for free shipping on orders over \$25).
- Flynn O'Hara: (800) 441-4122 — atyourservice@flynnohara.com — www.flynnohara.com

In addition to these options, iron BPCS Uniform Patches are available for sale at the school. Our PTSO also hosts a number of gently used uniform sales throughout the academic school year. We encourage families to order uniforms as soon as possible to allow for lead times in the busy season.

Dress Code

All students are required to arrive at school in full uniform. The school uniform must be worn respectfully and through the completion of the school day.

- **Tops:** Polo shirt with Prospect Schools logo/monogram in white or green; long or short sleeve with Prospect Schools logo; green PE shirt; school-designed shirts from community events. Shirts must be worn at least to the waist of pants.
- **Jumpers:** Jumpers that cover the regulation uniform top must have a school logo embroidered on the chest.
- **Bottoms:** Students are welcome to wear any brand or color of trouser, jeans, shorts, skirt, or drop-waist jumper. Solid, small logos are allowed.
- **Sweater/Sweatshirt:** Prospect sweater or athletic sweatshirt with BPCS/Prospect Schools logo, OR solid gray or black, non-hooded sweatshirt, sweater, or fleece. Polo or t-shirt must be worn underneath.
- **Hoodies:** BPCS logo hoodie, or plain hoodies allowed. Polo or t-shirt must be worn underneath.

Please Note

- Students do not change for physical education.
- A BPCS regulation shirt must be worn under jumpers and overalls.
- Shorts must be worn underneath skirts and dresses (Elementary).
- Shorts, skirts, skorts (and any slits) must be no higher than two inches above the knee.
- No flip-flops or slides are allowed due to their potential to cause accidents.
- Hoods may not be worn inside the building. Only head coverings as part of a religious belief or medical need will be allowed.
- All pants, shorts, skirts, and skorts must be worn at the waist. A belt is required if pants do not remain at the waist.

Prospect Schools Hours

School hours vary depending on division: elementary, middle, and high school. Below are the arrival and dismissal times for normal day programming. Students arriving after the designated arrival time will be marked late for the day.

Division	Mon	Tues	Wed	Thurs	Fri
Elementary	Arrival: 8:30 am Dismissal: 3:45 pm	Arrival: 8:30 am Dismissal: 3:45 pm	Arrival: 8:30 am Dismissal: 1:30 pm	Arrival: 8:30 am Dismissal: 3:45 pm	Arrival: 8:30 am Dismissal: 3:45 pm
Middle School	Arrival: 8:30 am Dismissal: 3:45 pm	Arrival: 8:30 am Dismissal: 3:45 pm	Arrival: 8:30 am Dismissal: 2:00 pm	Arrival: 8:30 am Dismissal: 3:45 pm	Arrival: 8:30 am Dismissal: 3:45 pm
High School *Times may vary based on staggered scheduling. Please confirm with the school directly.	Arrival: 9:00 am Dismissal: 4:00 pm	Arrival: 9:00 am Dismissal: 4:00 pm	Arrival: 9:00 am Dismissal: 3:21 pm	Arrival: 9:00 am Dismissal: 3:21 pm	Arrival: 9:00 am Dismissal: 4:00 pm

Attendance at Prospect

Overview

All Prospect Schools students must be present at school on time and engaged in learning every day. If a student is absent, a family member or guardian must contact the school's operations team. Families should provide a doctor's note or other documentation whenever possible. Excused absences are still included in the total cumulative absences.

Prospect Schools tracks attendance and will follow up with families if students are repeatedly absent or tardy. We do this to ensure all of our students and families have the support they need and to help maximize student learning. In the event a student accrues excessive absences, this may put a student at risk of not being promoted to the next grade. The school may also file a report with the New York Administration for Children's Services (ACS) or the Statewide Central Register (SCR) as required by state/local laws.

Chronic Absenteeism Tier System

Students who are marked as absent, without an excuse, 10+ times will result in a family meeting with a school administrator and the possibility of a student intervention plan that includes increased academic time at the expense of Specials and/or field trips, the After School Program (ASP) etc. and the reporting of the student's attendance record to the appropriate state agencies. Unexcused absences are marked on the student's narrative report and on their official NYCNYCPS records.

Tier	Threshold & Owner	Action and Communication
Tier 1	4 absences Owner: Registrars	Phone call home and email to parent/guardian. Message: "Your student missed 4 cumulative days of school."
Tier 2	5–10 absences Owner: DSS/Social Worker	Phone call home from DSS/Social Worker. Message: "Your student has missed 7 days of school and we are very concerned. We want to partner and support."
Tier 3	11–20 absences Owner: DSS/Social Worker/Ops	Certified Letter sent home and archived in student record. Message: "Your student has missed x days of school and we are very concerned. Please contact us to discuss next steps within the next 3 days."
Tier 4	20–25+ absences Owner: Social Worker/LT/DSO	In-person meeting with leadership team member and social worker. Message: "Your student has

		missed 20+ days of school. Continuing to miss school could lead to retention or ACS involvement."
Tier 5	Family unreachable or 20+ days missed Owner: Social Worker	Re-engagement: FAP referrals, mental health referrals, home visits, certified letters, Office of Safety calls, ACS calls, alternative school placements.

Inclement Weather Policy

In the event of poor weather conditions such as heavy snow, please listen to your local television or radio stations, or call 311, for relevant information regarding school cancellation. Prospect Schools will follow the cancellation policies of New York City Public Schools — if NYC public school buildings are closed, so are Prospect School buildings. You will also receive notification from your student's school directly.

Transportation at Prospect

General Transportation Policy

Student transportation is provided by the New York City Department of Education Office of Pupil Transportation (OPT) to eligible students. Transportation eligibility is based on a student's grade level, walking distance between home and school, and existing accommodations based on medical condition, housing status, or safety assessment as determined by OPT.

Depending on eligibility, a student may qualify for a full fare OMNY card or may be assigned a Yellow School Bus. Buses will pick up and drop off students directly in front of the school building. Families dropping off and/or picking up students should be mindful of the tight traffic situation and plan accordingly. Families who drive should arrive no earlier than dismissal time, since announcements and staggered dismissal sometimes delay students from leaving the building at exactly dismissal time.

Contact your school's operations team for school-specific bus stops and pick-up/drop-off procedures.

Student Support at Prospect

Section 504 Plans

Section 504 of the Rehabilitation Act of 1973 requires public schools to offer accommodations for eligible students with disabilities. Students qualify for 504 Accommodations if they have a physical or mental impairment that substantially limits at least one major life activity. The 504 Coordinator at each school will schedule a 504 Team meeting that includes the parent, school staff who know the child, staff who can interpret reports, and school nurse/Office of School Health representatives when health services are requested.

No 504 Plan may be implemented without written parental consent. For more information, review Chancellor's Regulation A-710.

Individualized Education Plan (IEP)

The Individualized Education Program (IEP) is a written statement of our plan to provide your child with a Free and Appropriate Public Education (FAPE) in their Least Restrictive Environment (LRE). The IEP team, including the parent, determines if your child is eligible for special education services under one of the 13 disability classifications defined by NYSED Part 200 regulations.

Your child's IEP includes: Present Levels of Performance, Measurable Annual Goals, Progress Reports, Recommended Special Education Programs and Services, Participation with Students without Disabilities, and Participation in State and District-Wide Assessment. We will not arrange for services until we receive your informed written consent. You can withdraw consent at any time.

Related Services

Your child's IEP may recommend related services in the classroom or elsewhere in school, one-on-one or in small groups. Types of related services available through Prospect Schools include: Assistive Technology Services, Counseling, Hearing Education Services, Occupational Therapy, Orientation and Mobility Services, Physical Therapy, School Nurse Services, Sign Language Interpreter, Speech/Language Therapy, and Vision Education Services.

Multilingual Learner / English Language Learner (ML/ELL)

Prospect Schools is committed to serving Multilingual Learners (MLs), also referred to as English Language Learners (ELLs). The goal is that ML/ELL students achieve proficiency in listening, speaking, reading, and writing in English. Prospect Schools offers a structured English immersion program with written and oral modifications and instructional scaffolds.

Upon enrollment, students identified as potential MLs take the NYSITELL. Families are notified before and after testing. All identified ML/ELL students take the NYSESLAT each spring, with results communicated to families the following September.

Families who speak a language other than English are entitled to interpretation and translation services. Prospect faculty will use phone interpretation services and/or multilingual staff members to communicate with families in each family's preferred language.

Compliance with the Child Find Requirements of IDEA

Prospect will comply with the federal Child Find requirements (34 CFR §300.111). Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or Individualized Education Program or referral to the CSE of the student's district of residence. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

Student Accommodation Policy (Remote Learning)

Prospect best serves students' educational success and socio-emotional well-being through in-person instruction. In rare circumstances, students may apply for accommodation for bedside instruction. Remote learning will be granted only if a student is deemed at increased risk of severe illness by a medical professional in accordance with state criteria, or if there is a state or local requirement (for example, certain cities/states may require exceptions for temporarily displaced students).

Health & Safety at Prospect Schools

General Health and Safety Procedures

Students should not be sent to school if they are feeling too sick to participate. Students should stay home if they have:

- Fever of 100 degrees or higher
- Vomiting and/or diarrhea
- Symptoms of communicable illness such as rash/sores, sore throat, conjunctivitis
- Any other symptoms or illnesses that prevent participation in learning

Students can return to school when they are fever free (without fever-reducing medication), have not vomited for 24 hours, and when symptoms have resolved or are mild enough to enable full participation in the day's learning.

Administration of Care and Medication

If a student requires medication of any kind (including Tylenol, aspirin, and asthma inhalers), the family must submit a Medication Administration Form and give the medication in the original container to the nurse. A second inhaler must be kept in the nurse's office if a student carries an inhaler. Nurses are not allowed to give out any medication (prescription or over-the-counter) without a doctor's written order and pharmacy label.

Students are not permitted to carry or self-administer over-the-counter or prescription medication without family or guardian permission and doctor's written order.

Healthy Policies and Immunizations

Prospect Schools complies with New York State laws governing students' health, immunization, and health records. New York State law requires every student to be vaccinated against certain diseases unless such student has a valid medical exemption in accordance with New York State law. As of June 2019, religious exemptions from school vaccination requirements have been removed from New York State law and are no longer allowed.

Each school must have on file a completed and signed Child & Adolescent Health Examination Form (CH205) completed by a New York State licensed physician, for each student, by the fourteenth day from the first day of school. The Principal may extend this 14-day period to thirty days under limited circumstances. A student who does not provide sufficient proof of immunization in compliance with these legal requirements will be excluded from school until such requirements are met in accordance with Public Health Law 2164.

Meals at Prospect

Breakfast and lunch are served daily and are free through partnership with the New York City Department of Education. If a student does not like a particular meal, they may bring in their own. Families are required to notify the school of any food allergies and provide documentation from a doctor for the student's health file. Families should also notify the school of any food restrictions due to religion or custom.

Emergency Procedures

In accordance with state and city regulations, each Prospect school conducts regularly scheduled lockdown, shelter-in, and evacuation (fire) drills. For information regarding drill procedures, or the school's designated evacuation site, contact the school's main office.

Building Security and Visitor Policy

Prospect Schools Charter Network is committed to maintaining a safe, secure, and welcoming environment for all students, staff, and visitors. This policy establishes clear procedures and expectations for anyone entering school premises and applies to all visitors — including parents, guardians, contractors, volunteers, and community members — during operating hours.

All visitors must adhere to the following process:

1. Sign-In Procedures: All visitors must enter through the designated main entrance of the school. Upon arrival, visitors must sign in at the reception desk, complete the visitor log, and present a valid photo ID to the security officer for verification. A visitor badge will be issued and must be worn visibly at all times while on school grounds. Visitors should remain at the reception desk until their escort arrives.

2. Authorized Access: Roaming is not permitted. All visitors must be accompanied by a school staff member at all times. Visitors attending scheduled events — such as conferences, performances, or school activities — are subject to the same check-in procedures and are permitted only in areas relevant to the purpose of their visit (e.g., classrooms, offices, or event spaces).

3. Pre-Approved Visits: Appointments with teachers or staff must be arranged in advance. Classroom visits require prior approval. Prospect Schools reserves the right to deny unscheduled visits or drop-ins.

4. Visitor Expectations: All visitors are expected to maintain a positive, respectful attitude toward students and staff. Disruptive or inappropriate conduct will not be tolerated and may result in immediate removal from campus. Visitors must adhere to all school safety guidelines, including fire and emergency evacuation protocols.

5. Special Provisions:

- **Volunteers:** Regular volunteers are required to attend a school orientation session to familiarize themselves with school policies and procedures. All volunteers must complete screening and check in each time they visit campus and must comply with badge-wearing requirements.

- Contractors and Maintenance Personnel: Contractors must coordinate with school administration prior to arriving on campus and must wear identifiable badges at all times. All work conducted during school hours must comply with applicable health, safety, and student safety protocols.
- Visitors with Disabilities: Visitors requiring accommodations should notify the security officer at the main entrance upon arrival. Prospect Schools Charter will comply with all ADA requirements and make every effort to meet the needs of guests requiring assistance.

6. Enforcement: Visitors who do not comply with this policy will be asked to leave school premises immediately. Repeated violations may result in restricted access to the school.

After School Programming (ASP)

Prospect's Afterschool Program offers students educational enrichment and recreational activities at the end of every school day. All students can enroll in enrichment and academic support programming after school.

Club Areas of Focus include Performing and Fine Arts; Physical Activity & Healthy Living; Leadership Organizations; STEM/Literacy Enrichment; and Homework/Academic Support. Students must attend school during the school day in order to participate in ASP. All ASP participants must sign in daily. The ASP is aligned with the behavioral expectations of the school day for both students and families. Pricing and scholarship information is provided with registration details.

Contact your school's main office for school-specific ASP schedules, enrollment information, and coordinator contact details.

Homework at Prospect Schools

Why Homework Matters

Homework teaches students to work independently, develop self-discipline, and learn time management. It reinforces important skills and content learned during the instructional day and provides families an active role in their child's education. Families can support homework success by providing a time and quiet place for study, helping the student develop responsibility for completing assignments, talking with their child about their learning, and contacting the child's teacher if they have concerns.

Elementary School Homework

Families can support elementary homework by reading to or with their child every night for at least 20 minutes, reviewing assignments for neatness and accuracy, and helping students get started by asking guiding questions.

Middle School Homework

Teachers at Prospect Schools provide meaningful homework activities each night. Homework supplements classroom instruction, helps students develop resourcefulness, and involves parents in the learning process. Anticipated frequency: Math 2–3x/week; ELA daily reading; Science 1–2x/week; Humanities 1–2x/week; World Language 1–2x/week.

High School Homework

Students may average 1.5–2 hours of homework per evening in 9th and 10th grades. Students in 11th and 12th grade will experience increased homework as a result of greater out-of-class preparation and work required for IB and other upper-level classes.

Faculty are responsible for: assigning homework that reinforces learning; giving clear instructions; communicating expectations through handouts and Google Classroom; providing feedback; avoiding due dates on or after religious holidays; modifying expectations for students with IEPs/504 plans; and involving advisors and families when patterns of late or incomplete homework develop.

Students are responsible for: reviewing assignment expectations and deadlines; developing consistent routines; asking questions when necessary; completing work on time; and attending office hours as needed.

General Academics Policies at Prospect Schools

Grading Policies

High School:

Students are graded on a scale of 55–100. See BPHS school-based academic policy for detailed grading information.

Middle School:

Students are graded on a scale of 70–100. The minimum passing grade is a “C.” In order for a student to pass a course, they must earn a cumulative average of at least 70 for the year.

Elementary School:

Students are graded based on their proficiency towards specific NYS Next Generation Learning Standards (Priority Standards), on a 4-point rubric scale. A passing grade is a 3 or higher.

Rubric Score	Grade Level Expectation	Description
4	Above Standard	Work consistently reveals deep, independent ownership of the student’s grade-level skills or beyond.
3	Proficient	Work is completed independently and with a high degree of accuracy.
2	Approaching Proficiency	Work can be completed accurately with teacher support.
1	Not Yet Proficient	Work reveals conceptual misunderstandings; extra supports are being put in place.

Prospect Schools' Philosophy on State Testing

Prospect Schools believes that meaningful assessment is essential to fulfilling our mission. We embrace state testing and school-wide performance measures as part of our accountability — using them to evaluate our program and hold ourselves to our mission.

We believe that innovation requires validation: the more innovative our approach, the more important it is to demonstrate results. We also believe families deserve access to multiple measures of student performance so they can make informed school choices. Annual state tests serve as one such measure, providing consistent, comparable data across schools.

We are committed to normalizing testing for our students. Standardized tests remain a significant factor in college admissions, and for students who have historically been shut out of the most competitive post-secondary institutions, strong test performance can be transformative. Distributing assessment across multiple measures also reduces the weight of any single test, lowering stress for both students and teachers.

At the same time, we do not believe any one test should be the sole determinant of a student's or teacher's success. No single high-stakes exam should define a student — and while Regents proficiency is required for graduation, we do not use test data in isolation to evaluate students or educators.

Report Cards & Conferences

Report cards are distributed at the end of each academic quarter/semester. In MS and HS, students may achieve Honor Roll status each quarter by earning at least all B's, or High Honors for straight A's. In Elementary, students receive a report card three times a year for Fall, Winter, and Spring Term. Family conferences occur after the Fall and Winter report cards.

Promotion & Retention

Prospect Schools are committed to making sure students are always prepared both socially and academically for success. If a student is demonstrating significant difficulty in achieving grade-level expectations, that student may be retained. The school will inform parents/guardians and schedule a meeting to discuss concerns and options.

Promotion in the elementary and middle grades is determined through a holistic evaluation including: academic performance, age and maturity relative to peers, Tier 1 summative data, teacher recommendation, absences/lateness, IEP status, and RtI/MTSS Intervention Status.

High school students must earn the minimum number of credits per year and pass required Regents Exams. Students who fail to receive the minimum required annual credits will be retained. Students may attempt to recover credit in summer school.

Cell Phones and Personal Electronics at Prospect Schools

Overview of Policies

Beginning August 1, 2025, in compliance with New York State Education Law, Prospect Schools does not permit students to use personal electronic devices (PEDs) at any time during the school day. This bell-to-bell policy applies across all Prospect Schools and is consistent with the network's expectation for a focused academic environment. Students struggling to follow PED policies may be placed on a Tier 2 behavior intervention plan or have a temporary loss of privilege.

Limited exceptions to the bell-to-bell ban — with prior approval from school leadership — include:

- Medical use (e.g., diabetes monitors)
- Translation support
- Emergency use under adult supervision
- Documented caregiving responsibilities
- Devices required in an IEP or 504 plan

Contact your school's administration for school-specific protocols for phone storage during the school day.

Prospect Schools does not accept financial responsibility for cell phones reported missing during school hours. Students who bring cell phones or other electronic devices to school do so at their own discretion.

Student Enrollment at Prospect Schools

Re-enrollment

All students enrolled at Prospect Schools are guaranteed a seat in the next progressive grade and division from kindergarten through high school graduation. During the winter term (typically late January), families will be asked to complete an Intent to Return survey. Re-enrollment typically happens in May.

Intent to Return surveys and Re-enrollment are performed on the SchoolMint platform at <https://prospectschools.schoolmint.net/>. Families' accounts are typically linked to the primary email address of the primary guardian. For help logging in, contact enrollment@prospectschools.org. Families do not need to and should not submit an application for a currently enrolled student for the next school year.

Return from Leave Policy

As a courtesy to our families, Prospect Schools gives priority to students who wish to return after a leave of one year or less. If a student disenrolled midyear, students are eligible for this priority for one calendar year from the student's withdrawal date. If a student disenrolled at the end of a school year, they will be eligible for this priority up to the first day of the school year after next. As with all enrollment priorities, returning students will only be enrolled subject to available space in the grade/school.

Internal Transfers

Transfers between Prospect schools are approved only under limited circumstances, including student/family hardship that impacts attendance, documented socio-emotional concerns, and/or receiving IEP services. Families must submit a formal request with detailed explanation and applicable documentation to the Director of Student Recruitment and Enrollment (DSRE). Transfer recommendations are subject to approval by the Chief Operating and/or Chief Academic and Schools Officers and will be executed once seats become available.

Enrollment of Sibling Policy

Applications for children with siblings currently enrolled at any Prospect school are given priority for both lottery (K, 6, 9) and waitlist (other grades) seats. Sibling applications are encouraged to be submitted before April 1. Siblings are defined as two or more children who share a legal guardian AND a primary residence. Sibling priority will be approved if the child applying has an actively enrolled sibling in any grade (K–12) at Prospect Schools at the time the offer to enroll is issued. To apply, navigate to <https://prospectschools.schoolmint.net>.

All About High School

Prospect Schools High School (BPHS) serves students in grades 9–12 and is the network's sole high school.

HS Graduation Requirements

A BPCS Diploma reflects a student's meeting the requirements for post-secondary readiness as defined by Prospect Schools Schools. All BPCS High School students are required to have a full class schedule of 14 credits. Students in 12th grade may opt to take 1 period as an academic lab and carry a 12-credit schedule. Students must take four years of English, Humanities, Math, Science, and PE; three years of World Language; and at least one elective course per year.

The basis of the Prospect Schools diploma is the NYS Regents Diploma, which is earned by accumulating high school credits and passing Regents exams. Students can also pursue an IB Diploma, which begins in 11th grade.

Subject	BPHS Scheduling Credits	NYS Regents	Min. NYS Course Requirements
English	8	8	
Humanities	8	8	Global I (2), Global II (2), US History (2), Govt (1), Econ (1)
Math	8	6	At least 2 credits in Advanced Math (Geometry+)
Science	8	6	Life Science (2), Physical Science (2)
LOTE	6	2	
Arts	2	2	
PE	4	4	Must take one each year
Health	1	1	
Elective	3	7	

Total Credits	48	44	
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In addition to academic credits, students must complete a Personal Project (10th grade), Senior Internship Project (12th grade), and pass their College Seminar classes (11th and 12th grade).

Regents Diploma Exams

Prospect Schools curriculum is designed for students to achieve a NYS Regents diploma by the end of 12th grade. Students must earn a 65 or higher on five Regents Exams, including one from each of: English; History (Global or US); Mathematics (Algebra I, Geometry, or Algebra 2); and Science (Living Environment, Chemistry, Earth Science, or Physics). The 5th exam can be an additional exam from any category or the NY-approved LOTE Checkpoint B Exam.

International Baccalaureate Diploma Program

All eligible students are automatically enrolled in the IB Diploma Program at the beginning of 11th grade. Students wishing to opt out go through a process in coordination with their Advisor, Academic Counselor, Diploma Programme Coordinator, and Principal. To be eligible, students must have earned the following credits by the start of 11th grade: 4 English, 4 Global History, 1 Government, 1 Economics, 2 Algebra 2, 2 Chemistry, and 1 Health.

Students pursuing an IB Diploma must complete a course in each of the six IB Subject Groups (Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, The Arts). At least three courses must be taken at Higher Level (HL). To earn the IB Diploma, students must earn a minimum of 24 total points (at least 12 from HL, 9 from SL), complete CAS requirements, and earn at least a D in TOK and EE.

All IB assessment work must have a teacher's signature verifying authenticity. If a teacher refuses to sign a piece of work, the IB will not grade the work. Diploma candidates who plagiarize will be subject to consequences in accordance with the Academic Honesty Policy.

Student Athletics

Student-athletes at Prospect Schools High School represent the school in leadership, athletic performance, and competition. Student-athlete goals include adherence to coach and school rules; enthusiastic participation; acceptance of responsibility as a role model; demonstration of dignity and grace regardless of winning or losing; maintenance of grades; and good attendance.

Academic Prerequisites: Students must pass all classes to participate in athletic tryouts, practice, or competitions. Students with any failing grades cannot participate.

Behavioral Prerequisites: Students must remain in good behavioral standing. Suspended students cannot participate in games or practice that day.

DASA: Any DASA violation is handled by the school liaison and may affect athletic eligibility.

Parent-Coach Communication: Appropriate concerns to discuss with coaches are ways to help your student-athlete improve and concerns about behavior. Issues NOT appropriate are

playing time, team strategy, play-calling, and other student-athletes. To request a meeting, contact the Athletic Director — do not approach coaches before or after games or practice. The line of communication is: (1) Head/Assistant Coach; (2) Athletic Director; (3) Principal

Our Philosophy of Discipline

Overview

At Prospect Schools, expected behaviors give students guidance as they strive to exhibit positive and safe behaviors. The discipline policy is restorative — providing opportunities for students to pause and reflect, recognize impact, and commit to repairing harm. Our policy is applied equitably without regard to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or disability.

Determining the Disciplinary Response

In determining how to best address inappropriate conduct, administrators evaluate the totality of circumstances, including the student's age and maturity; disciplinary record; nature, severity, and scope of the behavior; circumstances/context; frequency and duration; social-emotional status; and the student's IEP, BIP, and/or 504 plan if applicable.

Behavioral expectations and disciplinary responses are grouped into three levels: Level 1 (Noncompliant, disorderly, or disruptive); Level 2 (Majorly disruptive, aggressive, or harmful); Level 3 (Seriously unsafe, dangerous, or violent).

Level 1 — Noncompliant, Disorderly, or Disruptive Behavior

Level 1 infractions include acts of misconduct that interfere with orderly classroom procedures, school functions, or a student's own learning process. Examples include, but are not limited to:

- Dress code violation
- Personal electronics use violation
- Unexcused absence from school and/or excessive tardiness
- Not following behavior expectations in the classroom after teacher redirections
- Failing to be in one's assigned place on school premises
- Falsifying a family/guardian signature or email
- Using inappropriate language or profanity
- Engaging in insubordination
- Disrespectful or disruptive behavior causing the discontinuation of a class
- Lying to, giving false information to, or misleading school personnel, including failing to provide information regarding another student's violation of the Code of Conduct

Consequences for Level 1 Infractions

Before consequences are issued, students will first be supported in developing the skills necessary to foster a positive school climate and avoid future negative behavior. When students fail to abide by the standards set forth in the Code of Conduct, our response is immediate, appropriate, instructive, and consistent. Consequences fall under four broad categories:

Re-teaching — Students are reminded of the expectations and values that guide our school, their responsibility to uphold them, and the strategies they can use to be successful.

Reflection — Students have the opportunity to reflect on their behavior and its impact on themselves and others.

Restoration — Students receive staff support in resolving conflict, repairing harm, and restoring relationships.

Consequences — Including, but not limited to:

- Family outreach
- Removal from the classroom
- Referral for school leader intervention
- In-school disciplinary action (e.g., detention, exclusion from extracurricular activities)
- Escalation to a Tier 2 behavior plan
- Any other consequences school personnel deem reasonable to address the violation

Level 2 — Majorly Disruptive, Aggressive, or Harmful Behavior

Level 2 infractions include serious acts of misconduct that create a major disruption to the learning environment or cause harm to others. Examples include, but are not limited to:

- Violations of the Dignity for All Students Act (DASA) — including the use of biased speech — that do not meet the criteria for bullying or harassment, but that cause harm to community members or disrupt the learning environment
- Defying or disobeying the authority or directive of school personnel in a way that substantially disrupts the educational process
- Cutting class (reporting to school but failing to attend one or more scheduled classes)
- Leaving class or school premises without permission from supervising school personnel
- Violating the Computer Use Policy (e.g., using the internet for non-educational purposes, security or privacy violations)
- Shoving, pushing, or similar physically confrontational behavior toward students or school personnel
- Engaging in vandalism, graffiti, or other intentional damage to school or personal property
- Using or possessing cigarettes, tobacco, e-cigarettes, or vaporizers (these items will be confiscated if found)
- Taking or knowingly possessing property belonging to another without authorization (e.g., theft)
- Engaging in non-violent or non-threatening behavior related to gang affiliation, including but not limited to: wearing or displaying gang apparel or accessories, making gang-related gestures or signs, writing gang-related graffiti, identifying as a gang member, or recruiting or soliciting gang membership
- Engaging in coercion — persuading or compelling another person through threats or force
- Instigating or inciting violence, injury, or harm to another person

- Violating the Academic Honesty Policy
- Engaging in a persistent pattern of Level 1 or Level 2 behavior within the same school year

Consequence for Level 2 Infractions

Consequences include, but are not limited to:

- Re-teaching, reflection, and/or restoration
- Family outreach, including formal warning letters and/or required meetings
- Removal from class
- Referral for school leader intervention
- Referral to the Respect for All Liaison for educational interruption or behavior intervention
- In-school disciplinary action (e.g., detention, exclusion from extracurricular activities)
- In-school or out-of-school suspension (short-term or long-term)
- Referral to the Discipline Committee with recommendation for long-term suspension or expulsion
- Escalation to a Tier 3 behavior plan
- Any other consequences school personnel deem reasonable to address the violation

Level 3 — Seriously Unsafe, Dangerous, or Violent Behavior

Level 3 infractions are addressed immediately and consistently by administrators, including principals and other school leaders, using a clearly defined process. The six categories of Level 3 infractions are:

- Escalated incidents of bullying, bias, hate, or harassment in violation of DASA
- Escalated incidents of sexual harassment
- Substance abuse, including possession and/or distribution
- Firearms and weapons
- Seriously unsafe behavior, including threats of violence, fighting, and assault
- Threatening, dangerous, or violent behavior that is gang-related

Consequences for Level 3 Infractions

Consequences include, but are not limited to:

- Re-teaching, reflection, and/or restoration.
- Family Notification
- Referral to Principal and/or the Brooklyn Prospect Disciplinary Committee
- In-School Suspension or Out-of-School Suspension (short-term or long-term)
- Referral to law enforcement agency
- Referral to the CEO, or their designee, who will serve as an unbiased hearing officer may find that long-term suspension or expulsion are appropriate
- Any other consequences that School personnel deem reasonable to address the violation of the Code of Conduct.

Substance Abuse

A student found to be using, possessing, selling, or distributing alcohol or drugs — or found to be in possession of drug paraphernalia or under the influence of drugs or alcohol — will be subject to disciplinary action up to and including expulsion. All faculty and staff are responsible for immediately reporting such activity to the Principal or school leadership, who will initiate the appropriate response. Where there is reasonable suspicion of possession based on smell, behavior, or peer report, a school leader will respond, and the student's personal belongings and locker may be searched.

Firearms and Weapons

In accordance with the Gun-Free Schools Act, firearms and weapons are strictly prohibited on or around school property. Federal and state law require expulsion for a period of not less than one year for any student determined to have brought or possessed a firearm at school. The Prospect Schools CEO may modify this expulsion requirement on a case-by-case basis, in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended).

"Weapon," as used in this policy, means a "firearm" as defined by 18 U.S.C. §921, and includes firearms and explosives (see also New York Education Law §3214(3)(d)). The following are included within this definition:

- Any device, instrument, material, or substance used for or readily capable of causing death or serious bodily injury, including knives with a blade of two and one-half inches or more in length
- Any weapon — including a starter gun, air rifle, or BB gun — designed or readily convertible to expel a projectile by the action of an explosive
- The frame or receiver of any such weapon
- Any firearm muffler or silencer
- Any destructive device, defined as any explosive, incendiary, or poison gas device — such as a bomb, grenade, rocket with a propellant charge of more than four ounces, a missile with an explosive or incendiary charge of more than one-quarter ounce, a mine, or similar device
- Any weapon with a barrel bore diameter of more than one-half inch that will or may readily be converted to expel a projectile by explosive or propellant action
- Any combination of parts designed or intended for use in assembling a destructive device as described above

Procedures and Due Process for Short-Term Suspensions

Students receiving a short-term suspension (i.e., 10 days or fewer) by the Principal or their designee will be required to either stay at home or report to a school office for a given period of time in accordance to the behavior. Students who have lost the privilege of being in class with their peers for a short term will not be allowed to return to their classroom school until they have fully served their suspension..

The Principal or their designee will make reasonable attempts by telephone to immediately notify the parent/guardian of the suspension, stating the cause(s) leading to the suspension, the length of suspension, and what the scholar must do to re-enter the school community.

The Principal or their designee will send written notification of the short-term suspension to the parent/guardian stating the cause(s) leading to the suspension, the length of suspension, the time and place for alternate education (or plans to identify such time and place), and what the scholar will be asked to do to re-enter the school community, and the parent's right to request an informal conference with the Principal.

When notified about a short-term suspension, a parent has the right to request an informal conference with the Principal and to present the student's version of the incident and provide any evidence related to the behavior leading to the short-term suspension. The school may limit or prohibit questioning of other students if there is good reason to do so (e.g., bullying, harassment, or any other situation that might impact the social, emotional, or physical well-being of a scholar). This hearing will be scheduled as soon as possible and normally within one day. The short-term suspension will stand while the hearing is taking place, although it will be removed from the child's record if the hearing reveals that the suspension decision was made in error.

Procedures and Due Process for Long-Term Suspensions or Expulsion

When the principal, their designee, or the Prospect Schools Disciplinary Committee determines that a suspension for more than ten days or expulsion may be warranted, the student may be removed from class and/or school immediately if the student's presence in school poses a continuing danger to persons or property or the student's presence may disrupt the academic process. The principal or their designee shall give reasonable written notice to the student and the student's family member(s)/guardian(s) of the Code of Conduct violations student engaged in, the proposed penalty, and the right to a fair hearing within ten days, unless the family member(s) or guardian(s) consent to an adjournment. A student may plead "no contest" or sign a waiver admitting the violation of the Code of Conduct and giving up the right to a fair hearing; the suspension will then go on the student's record. A student can plead no contest by contacting the principal or hearing officer before or during the fair hearing.

Upon determining that a student's action warrants a possible long-term suspension or expulsion, the following procedure, in compliance with applicable law, will be followed:

1. The student shall immediately be removed from the class or the school, as needed.
2. The student shall be informed of the charges and the evidence for those charges; where applicable, the student will have the opportunity to explain his or her side of the events.
3. The Principal or the designee shall immediately notify a family or guardian of the student, in person or on the phone.
4. The Principal or the designee shall provide written notice to the student and his or her family(s) or guardian(s) that the school is going to commence a disciplinary hearing. Notice to the student and his/her families/guardians shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal disciplinary hearing will be held on the matter which may result in a long-term suspension or expulsion. The notification provided shall be in the dominant language used by the family(s) or guardian(s) if it is known to be other than

- English. The notice will state that at the hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.
5. The school will attempt to reach the family by phone call to discuss the hearing.
 - In advance of the hearing, statements and a witness list will be provided to the student's family/counsel.
 - In advance of the hearing, any documents on which the school intends to rely and a witness list will be provided to the student's family/counsel. If necessary, records will be redacted in accordance with FERPA.
 6. The school will set a date for the hearing. The student and his or her parent(s)/guardian(s) will be notified in writing of the:
 - a) Charges and a description of the circumstances that gave rise to the hearing
 - b) Date, time, and place of a hearing
 - c) Notice of the right at the hearing to:
 - Be represented by legal counsel (at the student's/families/guardian's own expense)
 - Present evidence/witnesses and question evidence/witnesses
 - Notice that an electronic or written record of the proceedings will be created and made available to all parties.

The CEO or their designee shall serve as the hearing officer and preside over the hearing. The Hearing Officer shall, within four school days of the hearing, issue a written decision to the student, the parent(s)/guardian(s), and the school's Board of Trustees. If the student and parent(s) or guardian(s) fail to appear at the scheduled hearing, despite appropriate notice, the hearing shall take place regardless, and the Hearing Officer shall make a decision based on information at hand.

Appeals and/or Complaints

Appeals to the Board of Trustees may be made within two weeks on grounds that (1) facts are in dispute—for example, the student did not do what the school is alleging, (2) process was inappropriate—the school faculty or administration did not follow reasonable process and/or the policies and procedures set out by the student handbook. This must be a material breach; and/or (3) the consequence was not appropriate—the punishment is not in alignment with the discipline policy outlined in the student handbook. An appeal panel of at least three trustees not involved in the hearing hears the appeal within 30 business days; each party has twenty minutes. The panel issues a written ruling within five school days.

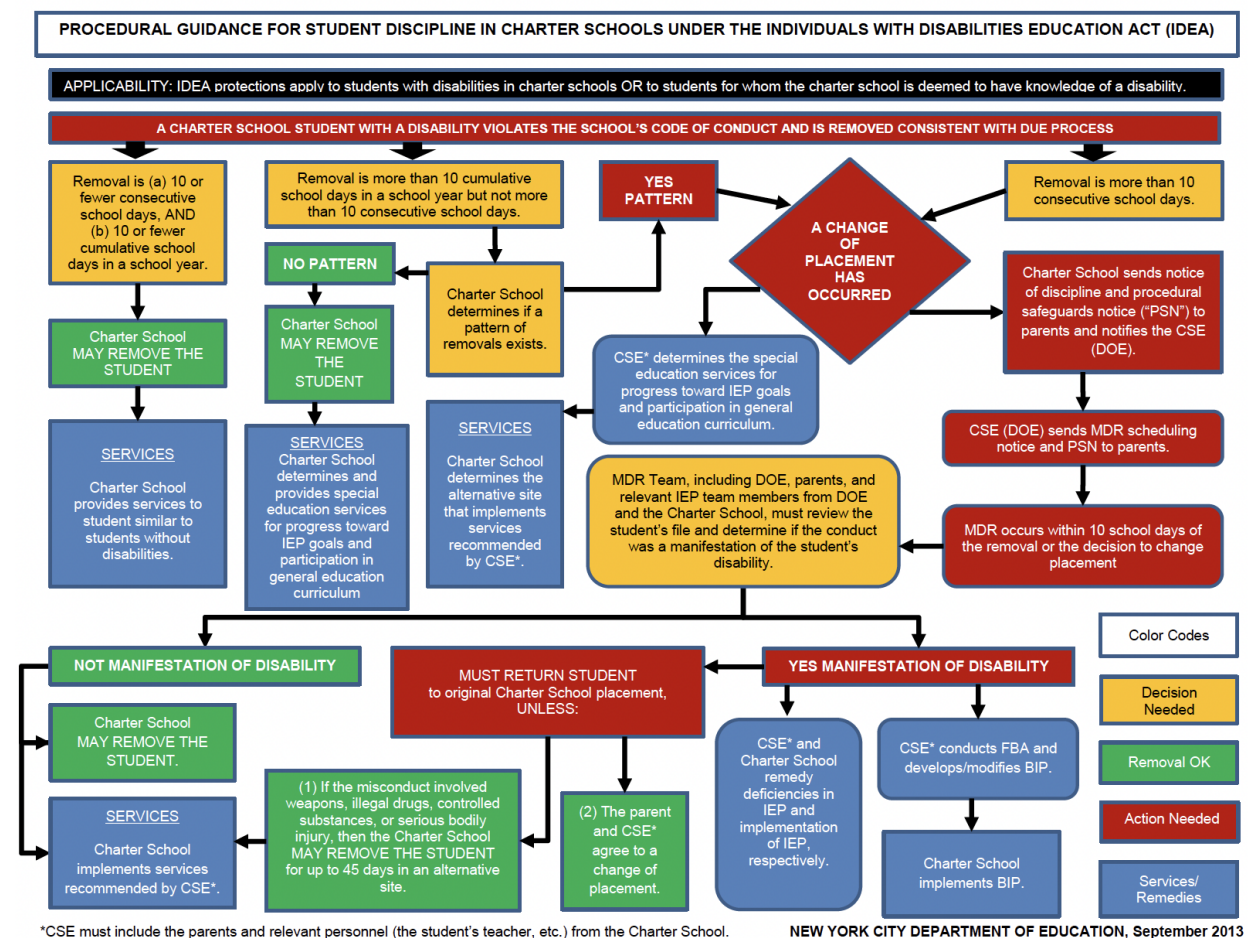
Provision of Services During Removal

Prospect Schools will ensure that alternative educational services are provided to suspended students to help them progress in the school's general curriculum. Alternative instruction enables the student to complete assignments, learn the curriculum, and participate in assessments. Instruction takes place in the student's home, a contracted facility, or a suspension room at the school.

Discipline of Students with Special Needs

Students with IEPs or 504 plans are afforded specific protections under federal/state law. If a student with a disability is subject to discipline that would constitute a disciplinary change of placement, a Manifestation Determination Review (MDR) must be conducted within ten school days, in coordination with the CSE of the student's district of residence. If the behavior is determined not to be a manifestation of the disability, the student may be disciplined in the same manner as a non-disabled student, except that services must be provided to enable the student to progress in the general curriculum and achieve IEP goals (34 CFR §300.530(d)).

Please see the Manifestation Determination Review (MDR) flowchart below:



Dignity for All Students Act (DASA)

Prospect Schools and its Board of Trustees 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), Prospect Schools affirms that all students have the right to attend a safe and supportive school environment free of bullying, bias, physical harm, harassment, and/or discrimination based on real or perceived race, color, weight,

national origin, ethnic group, religion, religious practice, disability, sexual orientation, sex, or gender identity/expression.

Each Prospect school designates a staff member to serve as that school's Respect for All Liaison (also known as the "Dignity Act Coordinator"). The Liaison responds to reported incidents with effective intervention, restorative practices, and disciplinary recommendations. Contact your school's main office for the name and contact information of your school's Respect for All Liaison. Material incidents of discrimination and harassment on school grounds or at a school function will be reported to the New York State Education Department as required by law.

Bullying

Bullying is strictly prohibited on school property, at any school function, and in any other context where the conduct would reasonably be expected to impact the educational environment.

For the purposes of this policy, bullying is defined as any intentional verbal or physical behavior — including harassment or aggression — that is intended or reasonably likely to cause emotional harm, distress, fear, ridicule, humiliation, or intimidation. This includes slurs, demeaning comments, jokes, innuendos, pranks, gestures, and physical attacks. Bullying may occur face-to-face or through any electronic means, including email, text, and social media platforms. Electronic bullying (cyberbullying) is subject to the same prohibitions and consequences as in-person bullying.

This policy applies to bullying directed at students by other students, employees, volunteers, or visitors — and to bullying directed at employees, volunteers, or visitors by students. Students found to have engaged in bullying may face discipline up to and including expulsion. Employees found to have engaged in bullying may face disciplinary action up to and including termination.

Harassment and Discrimination

Every student and employee at Prospect Schools is entitled to a learning and working environment free from harassment and discrimination. No member of our community — student, staff, or visitor — shall be subjected to discrimination or harassment based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, marital status, partnership status, age, military status, sexual orientation, sex, gender identity, or any other legally protected status.

Harassment includes any verbal or physical conduct that creates a hostile environment, substantially interferes with a student's educational opportunities or an employee's working conditions, causes a reasonable person to fear for their physical safety, or poses a risk to someone's physical or emotional well-being. Harassment that occurs off school property is also prohibited when its effects would reasonably be expected to disrupt the educational environment. Students found to have engaged in harassment may face discipline up to and including expulsion; employees may face consequences up to and including termination.

Prospect Schools is committed to fostering inclusive, welcoming communities where all students and families feel safe and supported. Families seeking accommodations based on cultural or religious practices, disability, sexual orientation, or gender identity should contact a school leader or a trusted adult to schedule a conversation about their child's needs.

Reporting of Incidents

Under the management of the Respect for All Liaison and Principal, each school will make available to their students, staff and families a form to use for reporting any possible incidents that violate the Dignity for All Students Act. This form may be online or in the classroom and will allow for anonymous reporting. Under the supervision of the principal, the Respect for All Liaison will respond to all reports using established protocols for educational interruptions, behavior interventions, and incident investigations. These responses will be documented and communicated to families. Brooklyn Prospect prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of bias, bullying, harassment and/or discrimination. Retaliation against any person for reporting harassment, bullying, or discrimination in good faith or for participating in any related investigation is prohibited and will itself be treated as a violation of this policy.

Title IX

Prospect complies with all requirements of Title IX of the Education Amendments of 1972. Prospect does not discriminate on the basis of sex, sexual orientation, gender, or gender identity in any of its programs and activities. Each school's Principal serves as the Title IX Coordinator. Submit formal Title IX complaints to your school's Principal via email, mail, telephone, or in person. After submitting a complaint, Prospect will follow the formal grievance procedures required by federal law.

Retaliation against any person for reporting a concern or participating in a Title IX proceeding is prohibited.

Academic Honesty

Prospect Schools's mission is to prepare a diverse student body to have a positive impact on society and a lifelong passion for learning. All members of the Prospect Schools community are responsible for acting in accordance with the Academic Honesty Policy. Families and students cement their commitment by signing the Academic Honesty Agreement annually. This will be sent at the beginning of the school year directly from schools.

Academic dishonesty includes Cheating, Plagiarism, Facilitating Academic Dishonesty, Abuse of Academic Materials, Stealing Academic Materials, and Lying Related to Academic Matters. All violations are considered Level 2 offenses.

Elementary and Middle School Penalties:

First Offense — zero on the assignment, family contacted, Principal notified, possible supervised redo at teacher's discretion. Subsequent Offenses — zero on the assignment, possible suspension, family conference with teacher and Principal.

High School Penalties:

First Offense — failing grade (55–64), family contacted, opportunity to make up a portion of assignment, Principal notified, letter home. Second Offense (Honor Probation) — failing grade with limited or no make-up; family conference with teacher and Principal. Third Offense (Honor Probation) — no-credit grade (0–45) with no make-up, short-term in-school suspension.

Plagiarism and the IB:

All IB assessment work must have a teacher's signature verifying authenticity. If a teacher refuses to sign, the IB will not grade the work; diploma candidates will lose the ability to earn a diploma. First IBDP plagiarism offense allows redo. Second offense does not — the work will not be sent to the IB.

Student Searches

A student and/or their belongings may be searched by a school official with reasonable suspicion that the search will produce evidence of a violation. Locker, desk, and belongings searches are conducted under the authorization of the CEO or designee, including principals or other school leaders. Items prohibited on school property may be removed by school authorities.

In addition to individualized searches, Prospect Schools may conduct safety screenings when there is a generalized safety concern affecting the school community. Such screenings must be authorized by the CEO or Principal and may include the use of metal detectors, wand scanners, or other non-invasive screening technology applied uniformly to all students present. Screenings may also be conducted on a random basis where the CEO or Principal has documented a reasonable basis to believe that a specific safety risk exists within the school community, such as a credible threat of weapons or contraband. All screenings will be conducted in a minimally intrusive manner, applied consistently and without singling out individual students based on personal characteristics, and limited in scope to the detection of prohibited items.

Student Rights and Responsibilities

Freedom of Expression

Students may express personal opinions verbally, in writing, or through symbolic speech, provided such expression does not interfere with others' rights or disrupt the educational process. Written expressions intended for distribution must be signed by the author. Expression involving libel, slander, obscenity, or harassment is prohibited. All expressions must comply with the student disciplinary policy, the Dignity for All Students Act, and the school dress code.

Student participation in school-sponsored publications (newsletters, yearbooks, literary magazines, etc.) is encouraged. These publications are supervised by faculty advisors, and

school authorities retain editorial control to maintain consistency with the school's educational mission.

No person may distribute printed or written materials on school property without prior principal approval. The principal may regulate content, timing, location, and manner of distribution to prevent substantial interference with school operations.

Off-Campus Events

Students at school-sponsored off-campus events are subject to all school guidelines and the authority of school officials. Failure to comply with school officials' instructions may result in loss of eligibility to attend future off-campus events and additional disciplinary action.

Respectful Environment Policy

Prospect Schools is committed to an orderly, respectful environment conducive to learning. All persons on school property or at school functions — including students, staff, families, and visitors — must conduct themselves respectfully and orderly.

The following are prohibited on school property or at school functions:

- Injuring, threatening, intimidating, or harassing any person
- Damaging or destroying school or personal property, including graffiti or arson
- Distributing or wearing materials that are obscene, appear libelous, obstruct others' rights, or that are reasonably likely to cause substantial disruption of the educational environment
- Disrupting classes, programs, or school activities
- Entering unauthorized areas or remaining in buildings after closing
- Obstructing free movement of any person
- Violating traffic, parking, or vehicle regulations
- Possessing or using alcohol, drugs, tobacco, weapons, firearms, or dangerous objects
- Loitering or gambling on school property
- Refusing to comply with reasonable directions from school officials
- Inciting others to commit any prohibited act
- Violating any applicable federal, state, or local law or policy

Students who violate this policy are subject to consequences under the Code of Conduct. Visitors who violate this policy will be directed to leave; refusal may result in ejection and/or referral to law enforcement. The CEO, Principal, or designee is responsible for enforcing this policy and reserves the right to restrict visitor access for noncompliance.

Technology at Prospect

Acceptable Use of Technology and Internet

Acceptable use of technology means respecting the rights of computer users, the integrity of facilities, and all license and contractual agreements. Students and faculty are encouraged

to explore and develop new ways of using technology to support Prospect’s teaching and learning objectives.

Use of Educational Technology

Prospect Schools integrates technology into instruction as a core component of preparing students to thrive in college, careers, and civic life. We believe that thoughtful, purposeful use of digital tools—including software platforms, online learning programs, and devices—is essential to a rigorous, relevant education. At the same time, the core of our work happens through relationships, discussion, and hands-on learning, and technology is used in a limited, intentional way in service of those goals. All technology used in our schools is selected and deployed exclusively for educational purposes, in support of student learning and development. Prospect Schools is committed to ensuring that students develop the digital literacy and skills they will need to succeed in an increasingly technology-driven world, while maintaining appropriate safeguards to protect student privacy and data. All use of technology complies with Prospect’s [Data Privacy and Security Policy](#).

Unacceptable Use of Technology

Students may only engage in appropriate, responsible, ethical, and legal use of network technology resources. Unacceptable use includes (but is not limited to): using another’s network credentials; violating privacy rights; using unapproved educational technology products; harassing or bullying others; using profane or obscene language; plagiarism or copyright violations; using the network for commercial or illegal activity; disrupting system performance or attempting unauthorized entry; accessing, downloading, storing, or printing illegal/obscene content; using BitTorrent or peer-to-peer methods to unlawfully download copyrighted material; or using technology to circumvent Prospect’s security policies.

Internet Filtering and CIPA Compliance

Prospect complies with the Children’s Internet Protection Act (CIPA) through a CIPA-compliant web filter that blocks Internet sites deemed inappropriate (obscene websites, pornography, content harmful to minors). The filter is continuously updated but is not guaranteed security from all inappropriate sites.

Damage, Loss, and Theft

Staff and students are stewards of Prospect technology and may be held financially responsible for damage, loss, or theft due to negligence — for example, damage from leaving devices in a vehicle exposed to heat/cold/moisture, damage from spilled food/beverages or dropping, or theft from leaving devices unattended or unsecured.

Monitoring

Prospect may monitor any Internet activity occurring on Prospect equipment or accounts. If Prospect discovers activities that do not comply with applicable law or departmental policy, records retrieved may be used to document the wrongful content aligned with the code of conduct.

Email

In order to comply with State and Federal regulations, Prospect Schools reserves the right to review any material accessed or transmitted by users, including email, therefore users should have no expectation of privacy. Prospect reserves the right, for legitimate school purposes, to access the contents of students' electronic communications without regard to content, and to conduct periodic, unannounced inspections.

Social Media

Should students engage in social networking outside of school, they should espouse the same values online as offline: be a friend, not a bully; be honest; accept responsibility for mistakes; remember that an online footprint is difficult to erase; and think about consequences. Staff members are not permitted to “friend” or “follow” students via social media.

Our K–12 Policies and Procedures

Non-Discrimination Policy

Prospect Schools welcomes all students equally. All students will be treated as individuals and different treatment based on actual or perceived race, color, ethnicity, national origin, citizenship status, sex, sexual orientation, gender, disability, religion or any other characteristic protected by local, state, or federal law will not be tolerated. Anyone who feels that they have been treated differently on any such basis should speak with a counselor/social worker, who will apprise the Principal of all reports. Anyone who raises any concerns of discrimination on any basis will be free from retaliation.

Reporting Suspected Child Abuse and Mandated Reporting

According to New York State law, all Prospect Schools employees are mandated reporters. If a Prospect employee has reasonable cause to suspect that a student enrolled is being abused, maltreated, or neglected, the employee is required by law to call the Mandated Reporter Hotline and file a report. All Prospect employees take this responsibility seriously and are committed to executing their legal obligations accordingly.

Students in Temporary Housing

Prospect is committed to ensuring that students who are homeless or in temporary housing receive the same programs and services as their peers. In accordance with the federal McKinney-Vento Homeless Assistance Act and NY Education Law §3209, students lacking a fixed, regular, and adequate nighttime residence are entitled to:

- Immediate enrollment even without records
- The right to attend their school of origin or current location
- Records forwarded within five days
- Comparable services to other students
- Confidential treatment of their housing status

Each school designates a McKinney-Vento liaison; all students in temporary housing are eligible for free transportation. Contact your school's main office for the name and contact information of your school's McKinney-Vento liaison.

FERPA — Student Records

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. FERPA affords families and students over 18 ("eligible students") the following rights:

The right to inspect and review education records within 45 days of submitting a written request to info@prospectschools.org. This right applies before any IEP meeting or due

process hearing. Prospect Schools may charge a copying fee, but not a fee to search or retrieve records.

The right to request amendment of records believed to be inaccurate, misleading, or in violation of privacy rights. Requests must be submitted in writing, identifying the record and explaining why it should be changed. If Prospect Schools declines to amend the record, the family will be notified in writing and informed of their right to a hearing.

The right to consent before disclosure of personally identifiable information (PII), except where FERPA permits disclosure without consent. Consent may be revoked at any time. Disclosure without consent is permitted to school officials with a legitimate educational interest — including administrators, teachers, support staff, Board members, and contracted service providers acting on the school's behalf.

Disclosures Permitted Without Consent

Prospect Schools may disclose student PII without consent in the following circumstances: to school officials — including third-parties acting on the school's behalf — with legitimate educational interests; to receiving schools for enrollment or transfer purposes; to authorized federal and state representatives for audits or program evaluations; in connection with financial aid; to state and local officials as permitted by statute related to the juvenile justice system; to organizations conducting studies on behalf of the school; to accrediting organizations; to parents of a student claimed as a dependent for tax purposes; pursuant to a judicial order or lawfully issued subpoena; in health or safety emergencies; to child welfare agencies responsible for students in foster care; and to the USDA Food and Nutrition Service for program monitoring under the National School Lunch Act.

Prospect Schools maintains a record of all disclosures and parents or eligible students may request to review it.

Filing a Complaint

Families who believe Prospect Schools has failed to comply with FERPA may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

Families with questions about FERPA are encouraged to contact the CEO at info@prospectschools.org.

FERPA — Directory Information

Prospect Schools may disclose appropriately designated “directory information” without written consent, unless you have advised Prospect Schools that you would like to opt out of directory information disclosure, in accordance with Prospect Schools procedures. The primary purpose of directory information is to allow Prospect Schools to include this type of information from your child's education records in certain school publications.

Prospect Schools has designated the following as directory information: student's name, address, telephone listing, email address, photograph, date and place of birth, major field of study, dates of attendance, grade level, participation in officially recognized activities and sports, weight and height of athletic team members, degrees/honors/awards received, most recent prior school attended.

Parents or eligible students may opt out of directory information disclosure by submitting written notification to the school's Director of School Operations by September 30 (or within two weeks of enrollment if later).

In addition, federal law (ESEA/NDAA) requires Prospect Schools to provide military recruiters, upon request, with student names, addresses, and telephone listings, unless parents have opted out in writing.

Title I Family Engagement Policy

As a district operating a Targeted Assistance Title I program, Prospect Schools implements a parent and family engagement policy in adherence to ESEA (consistent with section 1118 of ESEA). The policy is distributed annually in the Student and Family Handbook and posted on each school's website. Each BPCS school hosts an annual Title I Parent Involvement Meeting reviewing ESSA funding allocations and how funds will be used.

If a BPCS school receives a Title I allocation greater than \$500,000, BPCS will reserve at least 1% for parental and family involvement activities, ensuring not less than 90% goes directly to schools, with priority to high-need schools. Funded activities include professional development on family engagement strategies, home/community outreach programs, dissemination of best practices, and collaboration with community-based organizations.

Non-Local Law Enforcement

This policy is designed to ensure the safety and privacy of students and staff in the event of U.S. Immigration and Customs Enforcement (ICE) — or state or local law enforcement agencies acting on behalf of ICE, or agents or officers for any federal, state, or local agency attempting to enforce federal immigration laws — presence near or at a Prospect Schools campus. Our procedures comply with all federal, state, and local laws and ethical obligations, prioritizing the protection of vulnerable students and staff members from immigration enforcement activities.

This policy ensures compliance with legal and ethical standards and prioritizes student safety. These procedures are activated when there is a potential ICE presence at or near the school, such as ICE attempting to enter the building, observing surveillance targeting school property, or conducting a raid in the area visible to students.

School staff will not provide any student-related information to ICE agents without a valid judicial warrant. This policy is in place to ensure that all students, regardless of their immigration status, are treated with dignity, care, and respect.

Press Media Inquiries

In an attempt to preserve the sanctity of our students' education, we urge families to exercise the utmost caution and restraint in approaching or responding to any media that

relates to Prospect Schools. Our Chief of Staff is available at pastutol@prospectschools.org to work with families as needed when they are approached by the media.

Videotaping and Photography Policy

Videotaping and/or the use of photography on campus without teacher or administration consent are prohibited. No student or family member is allowed to submit online posts of video footage or photos of Brooklyn Prospect students, faculty, or staff without prior consent. Any student or family member found to have taken video or photos of others without consent will be subject to disciplinary action.

Resolving Disagreements with School or Network Decisions

Prospect Schools is committed to working collaboratively with families to address concerns about school or network decisions. Please raise concerns in a timely manner — ideally within 7 days of the decision or incident in question.

Step 1 – Teacher or Staff Member: Begin by reaching out directly to the teacher or staff member most closely involved in the matter.

Step 2 – Principal: If the concern is not resolved at the teacher level, contact your school's Principal.

Step 3 – Managing Director of Schools:

- DTES, DTMS, IES, SYC: Noah Hellman, nhellman@prospectschools.org
- CHMS, BPHS, WTC: Monique Payton, mpayton@prospectschools.org

Step 4 – Chief Academic and Schools Officer: Kecia Clark, kclark@prospectschools.org

Step 5 – Chief Executive Officer: Tresha Ward, ceo@prospectschools.org

At each level, families should expect a response within 10 business days.

The Formal Complaint Procedure described below — which involves escalation to the Board of Trustees, SUNY Charter Schools Institute, and the Board of Regents — is specifically reserved for allegations that Brooklyn Prospect Charter School (BPCS) or Prospect Schools is violating the New York State Charter Schools Act (Article 56 of the Education Law), the terms of the BPCS charter, or any other provision of law relating to the management or operation of the school.

This process is not intended for resolving general disagreements with the school or network policies and practices, which should be addressed through the process described above. If you are unsure whether your concern rises to the level of a potential legal or charter violation, we encourage you to first contact [Prospect Schools Information](#)

Formal Board Complaint Procedure

Any individual or group may bring a complaint to the School's Board of Trustees alleging a violation of the provisions of Article 56 of the Education law (i.e. the New York State Charter

Schools Act), the school's charter, or any other provision of law relating to the management or operation of the charter school.

Procedures for a complaint:

1. The complaint shall be presented to the Board in written form and may be sent to the Board, at bpcsboard@prospectschools.org
2. Board shall respond to the complaint within 30 days
3. Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint
4. The Board, as necessary, shall act or direct another responsible party to act upon the complaint.

If, after presentation of the complaint to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, the complainant may:

1. Present the complaint to the State University Trustees through the Charter Schools Institute ("SUNY")
2. SUNY shall investigate and respond.

If, after presentation of the complaint to SUNY, the individual or group determines that SUNY has not adequately addressed the complaint, the complainant may:

1. Present the case to the Board of Regents
2. The Board of Regents shall investigate and respond.

SUNY and the Board of Regents have the power and the duty to take remedial action as appropriate.

Board of Trustees

The school is governed by a Board of Trustees that brings educational and professional perspectives to maintaining a viable and thriving school. Information related to the Brooklyn Prospect Charter School Board of Trustees can be found [here](https://www.brooklynprospect.org/our-governance/) (<https://www.brooklynprospect.org/our-governance/>).

Open Meeting Policy

In accordance with the New York Public Officers Law, every meeting of the Board shall be open to the general public, except when an executive session is called. Reasonable efforts will be made to ensure meetings are held in barrier-free facilities. A calendar of regular meetings shall be posted at each school. Notice of all meetings scheduled one week in advance shall be conspicuously posted on the school's website and in one or more designated public locations, and provided to the news media at least 72 hours in advance.

Conduct of Executive Sessions

An executive session may be held with a majority vote of the members taken in an opening meeting, identifying the areas of consideration. An executive session may be held for any item below, provided no formal action shall be taken to appropriate public moneys:

1. Matters that will imperil the public safety if disclosed
2. Any matter which may disclose the identity of a law enforcement agent or informer
3. Information relating to current or future investigation or prosecution of a criminal offense that would imperil effective law enforcement if disclosed
4. Discussions regarding proposed, pending or current litigation
5. Collective negotiations pursuant to article fourteen of the civil service law
6. The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation
7. The preparation, grading, or administration of examinations
8. The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by the school, but only when publicity would substantially affect the value

Attendance at an executive session shall be permitted only to members of the Board and other persons authorized by the Board.

Minutes

Minutes shall be taken at all open meetings of the Board, consisting of a summary of all motions, proposals, resolutions and any other matter formally voted upon.

Minutes shall be taken at executive session of any formal action taken consisting of a summary of the final determination and the date and vote thereon. The summary need not include any matter that is not required to be made public by the freedom of information law.

Except for minutes of executive sessions, which shall be available within one week, minutes shall be made available to the public within two weeks of the date of the meeting.

Appeal

A person aggrieved by this policy shall have the right to submit a complaint pursuant to the school's complaint process. If the aggrieved person is still unsatisfied, they may bring an action under Article 78 of New York's Civil Practice Law and Rules.

Exemptions

These policies shall not apply to the following:

- judicial or quasi-judicial proceedings
- any matter made confidential by federal or state law

Freedom of Information Law (FOIL) Policy

Brooklyn Prospect Charter School ("BPCS") is subject to the New York State Freedom of Information Law (Public Officers Law, Article 6). The public has the right to access school records, and BPCS is committed to fulfilling that right transparently and promptly.

Records Access Officer

All FOIL requests must be submitted in writing (by mail or email) to:

Chris deLaubenfels
General Counsel
Brooklyn Prospect Charter School
397 Bridge Street, 9th Floor
Brooklyn, NY 11201
(718) 643.1086
compliance@prospectschools.org

Requests may also be submitted in person at any of BPCS's school locations during regular business hours (9:00 a.m. – 4:00 p.m.). Oral requests may be accepted when records are readily available.

Response Timeline

Within five business days of receiving a written request, BPCS will:

- Make the requested records available; or
- Deny the request in writing; or
- Acknowledge receipt in writing and provide a reasonable estimated date for granting or denying the request, which shall not exceed twenty business days from the date of acknowledgment.

If the School is unable to respond within twenty business days, it will provide a written explanation and a date certain by which the request will be resolved.

Denial of Access and Appeals

If access to records is denied, the requester will be notified in writing with the reason for denial. Any person denied access may appeal within thirty days to:

Tresha Ward
Chief Executive Officer

Prospect Schools
397 Bridge Street, 9th Floor
Brooklyn, New York 11201
(718) 643.1086
ceo@prospectschools.org

BPCS will respond to any appeal within ten business days by granting access or providing a full written explanation for continued denial. A copy of the appeal and BPCS's determination will be transmitted to the Committee on Open Government, Department of State, One Commerce Plaza, 99 Washington Avenue, Suite 650, Albany, NY 12231.

Exemptions

Records may be withheld to the extent permitted by law, including where disclosure would: violate an individual's personal privacy; impair contract awards or collective bargaining; reveal trade secrets; endanger safety; or disclose records specifically exempted by state or federal statute. See Public Officers Law § 87(2) for the full list of exemptions.

Fees

There is no fee to inspect or search for records. Copies may be made for a fee not to exceed \$0.25 per page for standard photocopies (up to 9" x 14"). Larger format copies and electronic records will be charged at actual cost. The School may require prepayment and may waive fees in whole or in part.

Subject Matter List

BPCS maintains a current subject matter list of records in its possession, updated annually, and available upon request from the Records Access Officer.

A notice with the name of the FOIL Officer and appeals body will be posted in a conspicuous location wherever records are kept. Additional information regarding FOIL and the Open Meetings Law can be found on the [New York State Committee on Open Government's website](#).

Acknowledgment

By enrolling at Prospect Schools, families acknowledge they have received and reviewed the Student and Family Handbook and agree that students and families are bound by the policies contained herein, as well as any school-specific policies provided to them while enrolled at Prospect Schools. Questions about any policy in this handbook may be directed to the school's main office or to info@prospectschools.org.