

**FACULTY
HANDBOOK
2019-2020**

PREFACE

This document serves as a resource for District procedures and protocols for faculty, staff and volunteers. Faculty, staff and volunteers are responsible for all of the material contained in this Faculty Handbook.

Please read this document thoroughly and complete the Faculty Handbook Check -Off Form on the next page. Return the signed form with your original signature to your building Principal/Administrator or immediate supervisor no later than 9:00 am on the last Friday in September of every school year. Late submissions will not be tolerated.

FACULTY/STAFF HANDBOOK
CHECK OFF FORM
2019-2020

I have read and understand that I am responsible upholding and following the expectations of the content in the Faculty Handbook including:

- | | |
|---|--|
| <input type="checkbox"/> Board of Education Mission, Goals and Meetings | <input type="checkbox"/> Safety and Security |
| <input type="checkbox"/> General Information | <input type="checkbox"/> Attachment |
| <input type="checkbox"/> Staff Protocol | |

I understand that it is my obligation to read and link the contents of the Faculty Handbook to my daily professional activities.

I understand that in the future, it is my responsibility to communicate in writing with my supervisor/administrator any issues which I believe requires clarification.

Staff Name (Please Print)	Signature	Date
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If there are items that are unclear to you, complete this section.

I request a meeting with an Administrator to discuss the following sections of the Faculty Handbook.

<u>Page#</u>	<u>Item topic for Discussion</u>	<u>Page #</u>	<u>Item topic for Discussion</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

I have reviewed the sections above with an Administrator and as a result of this review, these items are now understood.

Print Your Name (Must be Legible)	Signature	Date
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School Administrator Signature (Only if a meeting is held)	Date
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TABLE OF CONTENTS

BOARD OF EDUCATION MISSION, GOALS AND MEETINGS	7
Board of Education	7
Vision and Mission	7
School Board Meetings	8
District Policies	8
Theory of Action	8
Students' Daily Schedule	8
School Calendar 2019-2020	9
GENERAL INFORMATION	10
Administrative Backup	10
Building Maintenance	10
Communication Guidelines	10
Computers	11
Wireless Access	11
Copy Machines	11
Driving, Parking and Traffic Regulations	11
E-Mail/Internet	13
Eating and Drinking	13
Entry/Exit Times	14
Equipment	14
Grant Submission Procedures	14
Inclement Weather	14
Mailboxes	14
Medical Facilities on Campus	15
Paychecks	15
Petty Cash	16
Purchasing	16
School Buildings	16
Shared Decision Making	16
Special School Functions	16
Staff Work Day	16
Supplies And Materials	17
Telephone Calls/Cell Phones	17
The Children's Village	17
Field trips/Extended Learning Experiences	18
Visitors	18
Written Correspondence	19
STAFF PROTOCOL	19
I. General Staff Information	19
Staff Attendance	19
Justice Center	20
Child abuse Reporting	20
Drug and Alcohol Abuse	23
Guidelines for Student Appointments with Agency Staff During the School Day	24
Professional Liabilities	24
Professional Standards for the Instructional Workplace	24
Smoking	25
Staff Evaluations	25

Teacher Loan Forgiveness	25
Union Activities	25
II. Personnel Issues	26
Allegations of Discrimination and/or Harassment Based upon Sex or Handicap	26
Confidentiality And Personnel Issues	26
Family Medical Leave Act (FMLA)	26
Leave Requests	27
Minimum Standards of Professional Dress	28
Staff Attendance/Lateness	28
Summer School Staff Attendance	29
Teachers Leaving Campus	30
Workers' Compensation	30
III. Professional Development	30
CTLE Sponsor Approval	30
Professional Development District Form	31
Therapeutic Crisis Intervention (TCI)	31
Therapeutic Crisis Intervention Training	31
Greenburgh Eleven Restraint Protocol	32
IV. Curriculum and Instruction	33
Core Curriculum	33
Interim Progress Reports	33
Quarterly IEP Report Procedures	34
Report Card Procedures and Timeline	34
Review of Lesson Plan Planning Process	34
Review of Lesson Plan Guidelines	36
Structured Review of Lesson Plans	39
V. Student Supervision Protocols	39
Behavioral Intervention Plans and Functional Behavior Assessments	39
Code of Conduct Policy	40
Escorting Procedures	41
Homework	42
In-School Suspension Procedures	43
Out of School suspension	43
Late Arrivals/Early Departure of Students	43
OP/AWOL Intervention	44
Positive Behavioral Supports (PBS)	47
Student Attendance	48
Student Bathroom Procedures	48
Student Search Procedures	49
Student Supervision	49
Taking Students Off Campus	50
Time Out Rooms	50
SAFETY AND SECURITY	50
Asbestos Reporting	50
Chemicals And Cleaning Supplies	51
Emergency Response Plan	51
Emergency Response Training	52
Emergency Telephone Line – 911	52
Exposure Control Plan and Contagious Diseases	53
Fire Alarm Pull Station Locations	53

Fire Drills.....	53
Fire Extinguishers.....	54
ID Badges.....	54
Laboratory Safety.....	54
Food Laboratory Safety.....	54
Science laboratory Procedure.....	55
Locking of Classrooms and Doors.....	55
Pollutants.....	55
Rescue/Exit Windows.....	55
Workplace Accidents.....	56
Workplace Safety and Accident Prevention.....	56
CSE-PUPIL PERSONNEL OFFICE.....	56
Annual Review Meetings.....	57
CSE Information.....	58
CSE Meetings.....	59
CSE Other Information.....	59
Definition of IEP.....	60
IEPs and Other Information.....	60
School Counseling as a Related Service.....	61
Student Records.....	61

BOARD OF EDUCATION MISSION, GOALS AND MEETINGS

Board of Education

Welcome to the Greenburgh Eleven Union Free School District! The Board of Education is a dedicated team of volunteers that focuses on the needs of children. The Board understands that exemplary schools and healthy communities go hand-in-hand.

The Board of Education is composed of seven members, five whom are appointed from the Children's Village Board and two who are appointed by the Commissioner of Education.

Board meetings are typically scheduled on Wednesdays or Thursdays, twice a month, and are open to the public. At all regularly scheduled meetings, the open meeting convenes at 7:00 p.m. in the Multipurpose Room at the Mary McLeod Bethune High School. Special Board meetings are called as needed. Notices of all Board meetings are posted at least 72 hours in advance on a bulletin board located at the front entrance of the District Office as well on the Greenburgh Eleven UFSD website under Board of Education <http://www.greenburghelven.org/boe-meetings.html>. Board Meeting minutes are posted on the Greenburgh Eleven UFSD website under Board of Education – [Minutes. http://www.greenburghelven.org/all-minutes.html](http://www.greenburghelven.org/all-minutes.html)

Vision Statement:

Greenburgh Eleven will be an exemplary Special Act District serving the academic, social and emotional needs of all students. The District is committed to preparing students to be college and career ready by using the Common Core State Standards (CCSS) and a systemic approach to teaching behavioral expectations.

Mission Statement:

Greenburgh Eleven has a rigorous program that provides a clear progression in student's academic and behavioral development while transitioning students from a special needs environment to their community schools as productive, responsible students. Greenburgh Eleven is committed to preparing all students to reach their maximum potential by giving them the tools needed to be:

- engaged learners
- productive, responsible, competitive and informed citizens
- lifelong learners and critical thinkers
- confident individuals who understand their self-worth and are socially and emotionally competent

by providing a quality public education aligned with Common Core State Standards through the use of cutting edge technology and innovative teaching techniques through the collaborative efforts of students, educators, parents and the community.

District Highlights:

- Experienced, dedicated caring Staff
- Extensive student support services
- Low student to teacher ratio
- Technology (21st Century Tools) in all classrooms
- Therapeutic Learning Environment
- Beautiful, park-like campus
- Differentiated and Data-informed instruction

School Board Meetings

School Board Meetings are publicized internally, advertised in the local newspaper and posted on our website <http://www.greenburgheleven.org/boe-meetings.html>

District Policies

The Board Policy Committee reviews and recommends changes that are adopted by the full Board at regular meetings. Staff must review the District policies on the district website to familiarize themselves with all district expectations. <http://www.greenburgheleven.org/district-policies.html>

Theory of Action

The District operates under the belief that certain conditions must be in place for students to achieve at their highest potential. The District believes that if students and staff are provided with a safe environment where all adults establish high expectation for students, and a rigorous curriculum aligned with the New York State Common Core Standards is in place, student achievement will improve. Consequently, if the District aligns all its functions, practices and decision making with the New York State Diagnostic Tool for Schools and District Effectiveness and performs at the effective level using the DTSDE rubrics, student achievement will improve.

Students' Daily Schedule

PERIOD	BEGINNING TIME	ENDING TIME
<i>DAY STUDENT BREAKFAST BEGINS 8:00 A.M.</i>		
1	8:35 A.M	9:25 A.M
2	9:25 A.M	10:10 A.M
3	10:10 A.M	10:55 A.M
4/Escorting	10:55 A.M	11:45 A.M
Lunch	11:45 A.M	12:30 P.M.
5	12:30 P.M.	1:40 P.M.
6	1:40 P.M.	2:25 P.M.
7/Escorting	2:25 P.M.	3:10 P.M.

GREENBURGH ELEVEN UFSD 2019-2020 SCHOOL CALENDAR

2019

JULY (18)

M	T	W	T	F
1	2	3	4*	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST (12)

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPTEMBER (19)

M	T	W	T	F
2*	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30*				

OCTOBER (20)

M	T	W	T	F
	1*	2	3	4
7	8	9*	10	11
14*	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER (18)

M	T	W	T	F
				1
4	5	6	7	8
11*	12	13	14	15
18	19	20	21	22
25	26	27	28*	29*

DECEMBER (15)

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23*	24*	25*	26*	27*
30*	31*			

Calendar Legend

*	District Offices Closed
Red	First/Last Day of School
Light Blue	Regents Exams
Light Green	School Closed
Dark Blue	Students Early Dismissal
Orange	Superintendent's Conf. Day (No Students)

2020

JANUARY (19)

M	T	W	T	F
		1*	2*	3*
6	7	8	9	10
13	14	15	16	17
20*	21	22	23	24
27	28	29	30	31

FEBRUARY (15)

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17*	18	19	20	21
24	25	26	27	28

MARCH (22)

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

APRIL (17)

M	T	W	T	F
		1	2	3
6	7	8	9	10*
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

MAY (18)

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21*	22*
25*	26	27	28	29

JUNE (20)

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Emergency Closing Make-Up Days

Emergency closing and snow days in excess of three days will be made up.

Students: 180 Days
Staff: 183 Days

First Adopted: January 16, 2019

2019 SUMMER SESSION

JULY

- 4 Independence Day (District/School Closed)
- 8 Summer School Begins

AUGUST

- 13-14 Regents Examinations
- 16 Summer School Ends

2019-2020 SCHOOL YEAR

SEPTEMBER

- 2 Labor Day (District/School Closed)
- 3 Superintendent's Conference Days (No Students)
- 4 School Opens
- 30 Rosh Hashanah (District/School Closed)

OCTOBER

- 1 Rosh Hashanah (District/School Closed)
- 2 (Students Only) Early Dismissal - 11:30 a.m.
- 9 Yom Kippur
- 14 Columbus Day (District/School Closed)

NOVEMBER

- 5 Superintendent's Conference Day
- 11 Veteran's Day Observed (District/School Closed)
- 27 (Students Only) Early Dismissal - 11:30 a.m.
- 28-29 Holiday Break (District/School Closed)

DECEMBER

- 4 (Students Only) Early Dismissal - 11:30 a.m.
- 23-31 Holiday Break (District/School Closed)

JANUARY

- 1 New Year's Day (District/School Closed)
- 2-3 Holiday Break (District/School Closed)
- 20 Dr. Martin Luther King Jr. Day (District/School Closed)

FEBRUARY

- 5 (Students Only) Early Dismissal - 11:30 a.m.
- 17 President's Day (District Offices/School Closed)
- 18-21 Winter Recess (School Closed)

MARCH

- 20 Superintendent's Conference Day (No Students)

APRIL

- 1 (Students Only) Early Dismissal - 11:30 a.m.
- 6-9 Spring Recess (School Closed)
- 10 Good Friday (District/School Closed)

MAY

- 6 (Students Only) Early Dismissal - 11:30 a.m.
- 21-25 Memorial Day (District/School Closed)

JUNE

- 3 (Students Only) Early Dismissal - 11:30 a.m.
- 26 Last Day of School/Graduation/Early Dismissal

GENERAL INFORMATION

Administrative Backup

Administrator	Administrative Backup	Secondary Backup	Third Backup
Superintendent of Schools	District Principal (k-12)	Director of Finance and Grants administration	Lead Teacher
Anthony Gyetua-Danquah	Elton Thompson	Emmanuel Glasu	Monica Carman

Building Maintenance

Cleaning services are provided each day for all facilities within the District. Staff members are requested to place all refuse in appropriate receptacles or to mark items requiring disposal. Problems with cleaning services should be immediately reported to the Principal/Administrator. Please report to the school/unit secretary first thing in the morning whenever there has been an inadequate job of cleaning or if there are any items missing from your space. This will be reported to the School Principal who will follow up with the cleaners and Central Office Administration.

Whenever you have a maintenance request, you are required to fill out a work order form.

(<http://www.greenburgheleven.org/uploads/1/9/4/3/19430847/building-work-order-request.pdf>) Forms are also available in the building secretary's office. Complete the form and give it to your Principal/Administrator for approval and signature.

Maintenance staff should not be contacted directly to discuss needed repairs. Verbal requests to the maintenance staff are not acceptable as they inhibit progress on priorities and make it difficult to give fair and efficient service to everyone.

At the end of the day staff must make sure that their students leave the room in an organized fashion.

Communication Guidelines

Accurate sharing of professional knowledge, views and concerns is an important responsibility of all staff. Whenever possible, staff is encouraged to support and communicate with colleagues. Always feel free to communicate directly with your building Principal. If an issue cannot be resolved by your Principal, do not hesitate to contact the Deputy Superintendent and then if necessary the Superintendent of Schools. Greenburgh Eleven administrators have an "Open Door Policy" and welcome your input.

Computers

In order to preserve the integrity of the instructional program, all educational software must be authorized by the School Principal and Deputy Superintendent. In addition, it is extremely important that we ensure student safety when utilizing District computers for access to the Internet and World Wide Web. Please review the School Board Policy on Internet Safety. (http://www.greenburghelven.org/uploads/1/9/4/3/19430847/internet_safety_policy_4526.1.pdf)

Please see a School Administrator immediately if you have any questions.

Wireless Access

The wireless access belongs to Greenburgh Eleven UFSD for authorized use only. Any or all uses of this system and all data on this system may be intercepted, monitored, recorded, copied, audited, inspected, and disclosed to authorized sites and law enforcement personnel, as well as authorized officials of other agencies. By using this system, you consent to such disclosure at the discretion of authorized district personnel. Unauthorized or improper use of this system may result in administrative disciplinary action, civil and criminal penalties. By continuing to use this system you indicate your awareness of and consent to the Greenburgh Eleven acceptable use policy. Please refer the Greenburgh Eleven Policy.

Southern Westchester BOCES supports the technical services within the district. For assistance please complete the Computer Service Request Form (<http://www.greenburghelven.org/uploads/1/9/4/3/19430847/computer-service-request-form.pdf>) and return it to your administrator. Once received, the Business Office will then coordinate the request.

Copy Machines

Each school has designated copy machines available to staff for official school business. Classroom staff may only use the copy machines during non-instructional time. **Copyrighted materials cannot legally be copied.** At no time are staff permitted to photocopy materials brought in by the students.

Driving, Parking and Traffic Regulations

Securing automobiles is important. Please be sure that your car doors are locked while parked on campus. An unattended car should never be left running. In addition, students should **not** be given car keys for any reason. If children are assisting staff in carrying things to or from their cars, a staff member **must** accompany students.

1. Driving On Campus

The Children's Village/Greenburgh Eleven Campus is a **school zone** and the posted speed limit on campus is 15 MPH. As a private campus with school buildings and residential cottages, caution must be exercised at all times while driving on campus. The campus speed limit must be observed at all times to prevent injuries to students and staff. All employees and visitors respecting the posted speed limit will have no difficulty navigating the speed control devices. Any instance of speeding or reckless driving on campus should be immediately reported to Special Children's Services and the appropriate administrator for corrective intervention. Particular caution should be exercised when driving near day student school buses at the rear of the Bethune Building and the front of the Cordero building.

2. Parking

In order to make the campus safer for both children and adults, and to accommodate staff not based in Wetmore or the schools to be able to stop in the cafeteria and/or to conduct business, parking regulations are listed below. Signs will continue to be updated as needed. Each staff person is required to have a parking sticker attached to his/her vehicle's rear window. Parking stickers are issued by Greenburgh Eleven security personnel. Please follow the posted instructions. **This policy will be enforced by Children's Village and vehicles will be ticketed and eventually towed at the owner's expense.**

The following parking and driving rules must be observed:

1. No parking on the grass or outside designated parking zones.
2. No parking on roads posted with "No Parking" signs or in reserved areas.
3. All parking and speed limit signs must be observed.
4. The speed limit on grounds is 15 miles per hour.

5. The car engine must not be left running. The keys must not be left in the car.
6. The entire Dobbs Ferry Campus is a school zone and we ask all drivers to be attentive for students on the move and to avoid loud music or other distracting sounds.
7. All inner roadways are designated for emergency use and approved deliveries only. Driving, standing or parking on these inner roadways is a violation.
8. Towing is enforced when needed. All costs associated with towing are the driver/vehicle owner's sole responsibility.

Speeding signs have been posted around the grounds to remind motorists of the speed limit. "No Parking" signs and diagonal striped lines have been placed at strategic locations to discourage illegal parking or parking that will increase the risk of accidents on campus.

The Special Children's Services staff will issue warning tickets to traffic offenders. If a staff member receives two warning tickets additional steps will be taken.

Please follow the specific guidelines below regarding the parking regulations:

1. **Handicapped parking spaces:** In keeping with OCFS regulations, the use of Handicapped parking spaces will require a valid state, city or town issued handicapped license plate, parking tag or permit. Disabled parking spaces adjacent to school buildings are restricted to employees who have been issued disabled parking permits by the Department of Transportation. Cars parked in disabled spaces must have permits visible at all times. Copies of disabled permits must be given to the Deputy Superintendent of Schools.

The area in front of Wetmore Hall: This area is for visitor parking only. School staff are not permitted to park adjacent to the Wetmore building. This not only makes the campus more welcoming for visitors, but will also make it safer for children walking between the Cordero and Bethune buildings.

2. The area behind Wetmore Hall (Parking Lots A & B) - parking procedures are as follows:

- 15 minute parking is available from 8:00 – 8:45 A.M. This change should enable staff to stop and get breakfast at the cafeteria. At 9:00 AM these spaces revert to one (1) hour parking only.
- All SUVs must park in the designated SUV only row. This area is for SUVs only. SUVs are not permitted anywhere other than designated SUV areas. Mini-vans and crossover vehicles (station wagons) will be considered SUVs for purposes of this policy. Cars backing up when they are parked next to SUVs are inherently dangerous because of poor visibility. This regulation will make everyone safer.

3. Special Services area - parking procedures are as follows:

- The row closest to the building is for Special Services Vehicles, vehicles used by Medical Staff during rounds and Agency vehicles only.
- The spaces opposite the building and to the left of Dwight have been designated fifteen (15) minute parking for visitors signing-in at Special Services.

4. The area behind Bethune High School - parking procedures are as follows:

- All day 15 minute parking has been designated, close to the building, to provide outer academy staff the convenience of checking in for short visits to the school.
- Greenburgh Eleven School buses and Greenburgh Eleven vans have designated parking at the Southwest corner of the parking lot.
- SUVs are not permitted to park in this lot, except in the designated SUV only row by the woods.

5. Lanza Activities Center – Parking opposite the gym is prohibited.

Parking is not permitted in receiving areas, on roadways, on grassy areas, or in locations designated for other vehicles. You must park your vehicle in an appropriate location.

6. Traffic Regulations

It is essential for people driving on grounds to observe all traffic rules in order to ensure the safety of our students, as well as staff and visitors. The following regulations must be strictly adhered to:

1. Observe the speed limit on campus - 15 mph.
2. Bring vehicle to a complete stop at all stop signs.
3. Do not drive around a school bus where there are flashing red lights.
4. Give right-of-way to all pedestrians.
5. Observe parking signs and do not park or drive in unauthorized areas, i.e., on the grass, on walkways, etc.
6. All motorists must have a valid driver's license. Your license must be valid for the vehicle you operate.

Access to all buildings will continue to be available from roadways looping around the outer perimeter of the campus.

A dangerous environment with the potential for serious injuries to our students and staff is created if the above traffic regulations are violated. Special Children's Services staff will patrol with a view of reporting any staff found in violation of the traffic rules on campus.

Failure to comply with traffic regulations may result in the termination of driving privileges on campus by the Children's Village.

Thank you for your cooperation in helping to keep everyone on our campus safe.

E-Mail/Internet

As per School Board Policy on Internet Safety

(http://www.greenburgheleven.org/uploads/1/9/4/3/19430847/internet_safety_policy_4526.1.pdf), "All users of the District's computer network, including access to the Internet and World Wide Web, must understand that use is a privilege, not a right, and that any such use entails responsibility. They must comply with the requirements of this policy and accompanying regulation, in addition to generally accepted rules of network etiquette."

Eating and Drinking

We need to be especially careful to maintain a professional learning environment in our classrooms **whenever students are present**. Eating and drinking during the time students are present is not acceptable unless it is an instructional activity that includes all students and staff in the room. When transporting hot food/beverages please use closed thermal containers. Please remove coffee cups, soda cans, food, etc., from view in classrooms and offices when students are present.

To ensure student safety and prevent accidents, tea kettles, hot plates, coffee pots, coffee brewing machines, toaster ovens, microwaves and other similar machines, **cannot be used in classrooms or other areas where students may be present**. Each school will designate a safe area where hot water and coffee will be available and where cooking may take place. Cooking projects must be conducted in the designated cooking areas within each building.

Entry/Exit Times

Mary McLeod Bethune School – Entry and Exit Times:

Parking Lot Door - 7:45 A.M.-8:25 A.M.
Front Door - 8:25 A.M.-11:50 A.M.
Parking Lot Door – 11:50 A.M.-12:30 P.M.
Front Door – 12:30 P.M.-3:15 P.M.
Parking Lot Door– 3:15 P.M. – Day Student Dismissal (approximately 3:40 P.M.)

Equipment

It is the responsibility of all staff to safeguard all electronic equipment and to ensure that it is available and in proper working order when needed.

Grant Submission Procedures

All staff members are encouraged to apply for grants. Initial ideas are to be discussed with your Principal and the Deputy Superintendent **before** grants are written. All final applications must be approved by the Deputy Superintendent **at least two weeks before** the application deadline.

Inclement Weather

Local schools are generally closed and delayed when it is determined that school buses cannot safely transport children. All of our residential students are able to walk to school; therefore, like most Special Act school districts, we generally only close during very extreme weather conditions, such as a blizzard when non-essential transportation is prohibited.

K12 Alerts® Notification System

K12 Alerts® patented emergency messaging system is used by Greenburgh Eleven to send real-time staff and parent notifications during school closings, delays and early dismissals. It is the responsibility of all staff members to provide the district with current and accurate emergency telephone numbers to be included in all announcements concerning school closures/delays. **Staff must ensure that they have provided the District HR Office with current and accurate phone numbers and other accurate contact information at all times.**

In addition, addition to using the K12 Alerts notification system, school closings, delays and early dismissals will also be broadcast on:

Radio - WFAS 1230 AM, WFAS 104 FM, WHUD 100.7 FM, WOR 710 AM

TV Channels - WNBC, Cable News 12 Westchester, Fox 5 (WNYW), WRNN, CBS, ABC-Eyewitness News

During periods of inclement weather, the Mary McLeod Bethune Building – Parking lot door areas will be cleared for your safety and should be utilized for entering and exiting the building.

Please be aware that if school opening is delayed, the additional time is provided to assist staff in "working" to plow and clear their cars and to allow for increased travel time.

Mail

Greenburgh Eleven and Agency mail will be picked up and delivered once daily. U.S. Mail will go out at the end of each day.

Mailboxes

Staff mailboxes in Bethune are located in the Principal's/Administrator's offices. Pursuant to School Board Policy on Printed and Written Material on School Property (<http://greenburghelven.org/wp-content/uploads/2012/04/Printed-and-Written-Material-and-School-Property4.pdf>), no person shall distribute any printed or written matter on the school district grounds or in any school building unless the distribution of such material has prior written approval of the Superintendent of Schools. In addition, staff is reminded that they are not permitted to use school facilities, resources, equipment, mailboxes or work time, including conference periods, to prepare, edit, print or distribute materials which are not related to the actual school curriculum. Failure to comply with this policy may result in disciplinary action.

Medical Facilities on Campus

The Children's Village infirmary provides extensive medical services for Greenburgh Eleven students. Medical facilities are located in the upper level of the Medical/Respite Building opposite Wetmore Hall and the Chapel. The facility is staffed by medical personnel who are available to provide emergency medical assistance to staff and medical care to students. A physician is available on a scheduled basis to address students' medical needs. Please review the overview of these services. (Medical Department Information)

Emergencies

In the event of a medical emergency, please dial extensions 8-1403, 8-1405 or 8-1408 to have medical staff come to your location to provide assistance. Make sure that you communicate the urgency of the emergency to the medical staff (e.g. "This is a medical emergency. I need help immediately.") Medical support will come to the child. Be sure to tell them the exact location of the child. One staff member must be posted at the entry of the building to direct the nursing staff to the exact location of the child. During emergencies, a staff member should be designated to remain with the child while other students and staff are removed from the area. When a minor medical emergency occurs in school, the student must be escorted to the infirmary by a staff member. **Under no circumstances shall an injured student be sent alone to the infirmary without an adult escorting him.** The Principal of the school must be notified immediately when an injured child requires medical care.

When a child is injured, whether as a result of an accident or an altercation, and the injury necessitates medical attention at the Infirmary, an Incident Report must be generated. When your Principal receives it, the counselor or lead teacher will request a written statement from those responsible for the student, and any witnesses. In the event that you witness a student injury, make sure you write a statement recording your observations, including all pertinent information, such as individuals involved, date, time, place, and other witnesses, before leaving school that day and give this statement to your Principal.

A student asking to go to the infirmary does not constitute an emergency. Nursing staff visit each cottage daily to address routine medical issues. In order to minimize the number of classroom interruptions, and to reduce the possibility of children being out of program during the school day, the Medical Department has established specific "clinic hours" (9 A.M.– 2 P.M.) for non-urgent care during school hours. **If you believe that a student needs to go to Medical, obtain your Principal's permission and then call Medical to ask if the student may be seen. Greenburgh Eleven staff must call the Infirmary first before escorting the student.**

In a health or medical emergency, Day Students will be provided with emergency first aid by The Children's Village medical staff. Parents or guardians will be informed by The Children's Village medical staff about any medical situation involving their child.

1. Medical Appointments

Medical appointments are regularly scheduled by the Children's Village staff during school hours. **Students are not to be removed from school for any other unscheduled appointments without the approval of the Principal or the Assistant Principal.**

Medical Facilities on Campus: The Children's Village infirmary provides extensive medical services for Greenburgh Eleven students. Medical facilities are located in the upper level of the Medical/Respite Building opposite Wetmore Hall and the Chapel. The facility is staffed by medical personnel who are available to provide emergency medical assistance to staff and medical care to students. A physician is available on a scheduled basis to address students' medical needs. Please review the summary in Attachment 1 for an overview of these services.

Paychecks and Pay Stubs

According to the contract, certified staff and teacher associates may choose to be paid in either 22 or 26 paychecks, paid biweekly. Certified staff paychecks and pay stubs for direct deposits will be distributed at **3:15 P.M.** on paydays which fall on **Thursdays** during the regular school year. Teacher associates' checks will be distributed following escorting at the end of the school day. Per Diem checks will also be distributed following afternoon escorting.

Paychecks and pay stubs will be distributed at **12:00 noon** on the last day of the regular school year and on the last day of summer school. When pay dates fall within recess or holiday periods, paychecks will be distributed at **12:00 noon** on the day preceding the recess or holiday period or, if not available at that time, by 3:15 P.M. A copy of the payroll calendar for the school year has been included on Page 5 of this handbook. Direct deposit is available for all staff. Please contact the Business Office for enrollment forms.

Petty Cash

Petty cash is only available from the Business Office. Most purchases must be made through purchase orders. On the rare occurrence when unanticipated needs occur, all staff must obtain **prior approval** from their immediate Principal or Assistant Principal and the Business Office before making any purchases they wish to have reimbursed. Staff members are not permitted to make multiple purchases on the same day from the same vendor in order to utilize petty cash as an avoidance of issuance of a purchase order. Purchases which are reimbursed with petty cash cannot exceed \$25.00. A tax-exempt form must be obtained from the Business Office for all petty cash purchases. Reimbursement will not be made for sales taxes paid as a part of petty cash or any purchases.

Purchasing

All goods and services purchased by staff must have prior approval by their Principal, the Business Office, and the Superintendent. Purchase **requisition** forms should be completed and submitted to your Principal at least two (2) weeks before a purchase **order** is required. Be sure you have an approved purchase order before you make a purchase. Staff making purchases without full administrative approval may be held personally liable for the cost of items purchased.

Administrators and/or their designees will be responsible for inspecting and acknowledging receipt of all goods and services purchased by the District. Shipments of goods will be delivered to the Receiving Cage in Bethune and will not be released until inspected and approved for payment by the appropriate administrator. Invoices for goods or services will not be processed for payment until received by the District and approved by an administrator.

Staff needing checks to register for conferences or to pay for purchases must request them when submitting purchase requisition forms. For these types of purchases, purchase orders must be approved by the Superintendent and the Business Office. **Please submit purchase requisition forms with documentation of costs from the vendor at least four weeks before the check is needed.**

School Buildings

According to school board policy, individuals may not remain in any building or facility without authorization after it is normally closed. School facilities are normally open between the hours of 7:45 A.M. and 3:45 P.M.

Staff wishing to use the building for additional instructional preparation time beyond these normal hours must get **prior** approval from their Principal/ Administrator or administrative backup. Forms are available from the school secretary. (After hours Union meetings require the same procedure.) Meetings for other purposes are **not** permitted in school buildings or facilities.

Shared Decision Making

The Greenburgh Eleven District Plan for the Participation of Parents and Teachers in School-Based Planning and Shared Decision-Making was approved by the Greenburgh Eleven Board of Education on April 20, 2006.

Special School Functions

If a function is planned that requires the assistance of the building maintenance staff (even setting up chairs) you must submit a **work order** detailing exactly what you will need to your Principal **at least one week prior to the date of the function**. If audio/visual equipment is required, a Media Request Form, available in the school office, should be completed and forwarded to your Principal.

Staff Work Day

The workday for Certified Staff is **8:25 A.M. - 3:15 P.M.**, with 11:45 A.M. - 12:30 P.M. for lunch. All certified staff **must be in their classrooms at 8:25 A.M.** for students who may arrive early. For teacher associates, the workday is **8:25 A.M. - 3:25 P.M.** with **11:55 A.M. - 12:30 P.M.** for lunch. The workday for day student staff is 7:20 A.M. - 3:40 P.M. with a thirty minute lunch period at a time scheduled by the Principal. The work day for, per diems, teaching assistants and school monitors is **8:25 A.M. - 3:25 P.M.** with **11:55 A.M. - 12:30 P.M.** for lunch.

During these working hours (excluding lunch) staff members are required to remain in their assigned school/area unless they have received prior approval to leave from their Principal. If this is not possible, the staff member must seek and request permission from the administrative backup or Central Office Administration.

Teachers and teacher associates who are assigned to work with students must be with their assigned students at all times during instructional/ escorting periods except for special area classes. Students must **never** leave the classroom during instructional time without permission of the teacher (unless accompanied by a staff member). If an emergency arises requiring that you leave your assigned duties, please contact your Principal or administrative back-up for coverage.

Conference periods constitute work time and not a free time for staff. Teachers and teacher associates, once student escorting is completed, will prepare for instruction, receive training, attend meetings and confer with school and agency staff. **Material preparation, including copying, will be done during conference period.** Unless assigned elsewhere, teacher associates must return to their classroom after escorting students to specials. **If all classroom preparation has been completed, teacher associates may be assigned to school-wide tasks as needed.**

Related Services Speech and Counseling Providers will consult with teachers, meet with parents, provide “as-needed counseling,” conduct assessments, write reports, provide consultative speech services, prepare IEPs, and participate in any other professional activities as required by the administration. Related Services Providers may obtain additional information regarding the use of conference periods from the **Related and Support Services Manual.**

Supplies and Materials

General school supplies will be distributed when school begins. Additional supplies may be requested as needed from the school secretary or a person appointed by a Principal/Administrator.

Telephone Calls/Cell Phones and other Electronic Devices

Personal use of a cell phone in any capacity either for talking, texting, playing games, using the internet or for any other purpose and/or using Bluetooth during instructional time/supervision of students is prohibited.

Please be reminded of the agency’s policy prohibiting residents from having cell phones. All students are prohibited from having cell phones in school. Staff is responsible for confiscating any cell phone found in the possession of any student. There are no exceptions to this policy.

Phone messages will be taken during instructional time by the school secretary and will be forwarded to staff. Staff members will be contacted immediately for emergency calls. Please inform people who call you that you may not be disturbed while working with students. This includes school/unit, agency and personal calls.

While District telephones are available to all staff to conduct school business, they may not be used to make personal calls. Personal calls during the workday, regardless of the phone used, interfere with employee productivity and be distracting to others, therefore staff cannot make personal calls when on duty with children.

The Children's Village

The Children's Village is a voluntary not-for-profit corporation organized and governed to carry out its mission and philosophy as described. The Children's Village staff serves in loco parentis as the community for our students. All school/agency personnel are expected to develop positive, professional relationships with each other to provide the educational support for all students. For more information on The Children’s Village, visit their website at <http://www.childrensvillage.org>.

1. The Children's Village Shuttle Bus - Rules Of Conduct

The Children's Village provides shuttle service from the railroad station to The Children's Village campus free of charge. This is a courtesy provided to The Children’s Village and Greenburgh Eleven employees by the Village at its sole discretion and may be revoked at any time for any individual not abiding by the following rules:

1. All passengers must remain seated when the bus is in motion.
2. All The Children's Village and Greenburgh Eleven employees are reminded that the van is also available to The Children's Village guests and clients, including relatives of children in care and children themselves. Professional

conduct is expected at all times - for example, there may not be any discussion of case information (no talking about kids or family members!), no discussion of personnel matters or of agency or school issues, no inappropriate language or gestures.

3. Passengers may be taken only to the area in which they work or at which they have legitimate business.
4. Periodically, you may be asked to sign a "sign-in" sheet so that we can gauge the extent of van usage. Kindly cooperate with the driver when asked to do so -- on this and all other issues pertaining to this service.

Any violation of these rules may result in your being barred from use of the shuttle. Ridership is solely at the discretion of The Children's Village.

2. The Children's Village Cafeteria

The Children's Village makes their cafeteria available to Greenburgh Eleven employees. This facility is also used by students' families and other professionals, and therefore professionalism must be maintained including the removal of hats and of all headgear.

Students are **never** allowed in the cafeteria with school staff without **prior** approval by the Principal and Social/Case Worker. Staff members who witness youth in the cafeteria without permission are expected to redirect youth and notify their cottages and teachers. With Agency approval, students are allowed in the cafeteria with family members.

3. The Children's Village Daycare Center

The Children's Village Daycare Center exists primarily for the benefit of the staff of The Children's Village and the staff of the Greenburgh Eleven School District. For further information, visit this website: <http://www.littlevillagedaycare.org> or call the Daycare Director, Trisha Smith at (914) 693-0600 x 1732.

Field Trips/Extended Learning Experiences

Preparation for a field trip includes:

- Complete the field trip request and cost sheet and submit to the Building Principal for signature/approval. (Go to <http://www.greenburghelven.org/uploads/1/9/4/3/19430847/field-trip-request-and-cost-sheet1.pdf> or a copy of the Field Trip Request and Cost Sheet.)
- Fill out a purchase order form <http://www.greenburghelven.org/uploads/1/9/4/3/19430847/purchase-requisition.pdf> (available from the Business Office) and submit to the Building Principal for signature.
- Make lunch arrangements for all students going on the trip.
- The trip coordinator will inform the cafeteria about the trip: Date, number of students, day or resident, and if resident, the cottage where the student resides.
- Inform The Children's Village and parents in writing about the trip.
- Obtain permission from The Children's Village and parents/guardians for students to participate. (Provide the parent/guardian with a permission slip to sign.)
- Collect permission slips from parents/guardians and written approval from The Children's Village for all students participating 48 hours prior to the trip.
- Obtain from medical a list of students with special needs/concerns or medical issues.
- The trip coordinator will arrange and maintain the trip kit, which consist of the following materials: trip binder, safety material, contact information, etc.

All Day Students must have a trip form signed by their parent or guardian.

<http://www.greenburghelven.org/uploads/1/9/4/3/19430847/student-trip-permission-form.pdf>

This form must be on file prior to departure for any trip or excursion off the campus.

Visitors

In the rare instance when a person not employed by Greenburgh Eleven needs to observe your classroom for academic reasons, they should be processed as a visitor by your Principal and our security staff. Principals must complete a Security Clearance Form and submit it to the security staff prior to the arrival of any visitors to their programs. Please let the Principal know if

you feel that a visitor is interfering with instruction.

Our students are very demanding and require our undivided attention when school is in session. Staff members are not permitted to bring children, relatives, friends, etc. to school while school is in session. If you have an emergency when school is not in session, please speak to your Principal.

Written Correspondence

All correspondence which reflects or represents our school and/or district in any way must have the approval of the Principal/Administrator. Official letterhead, stationery, envelopes, facsimiles, logos, etc., cannot be utilized without prior administrative approval.

STAFF PROTOCOL

I. GENERAL STAFF INFORMATION

District Policies

All staff members must review all [District Policies](#) paying special attention to the section that deals with [personnel issues](#).

[Staff Attendance Policy # 9420.11](#)

The academic and emotional needs of our students can best be met by a caring, competent staff that arrive at work in a timely fashion and attend work regularly. An effective educational system can be maintained and improved only if the staff maintains a high level of daily attendance. The District believes that repeated or continuing absences, even if due to a legitimate condition, limit the effectiveness and competence of individual staff, disrupt and impair the educational and therapeutic goals of our students, and unnecessarily increase the District's expenses. Therefore all employees must abide by the District [Attendance Policy 9420.11](#).

Justice Center

The Justice Center was created in legislation known as the "Protection of People with Special Needs Act" to establish the strongest standards and practices in the nation for protecting people with special needs. It serves both as a law enforcement agency and as an advocate for people with special needs. The number to contact to report an incident of abuse or neglect involving a person with special needs is toll-free 24/7 Vulnerable Persons Central Register (VPCR) hotline is **1-855-373-2122**. The tele-typewriter (TTY) service is available by calling **1-855-373-2123**.

The Act defines a "vulnerable person" as a person who, due to physical or cognitive disabilities or the need for services or placement, is receiving care from a facility or provider within the systems of the State Oversight Agencies (SOA).

The law requires that the Justice Center Code of Conduct be read and signed by any "custodian" who will have both regular and substantial contact with people with special needs covered by the Act. Custodians include directors, operators, employees, or volunteers of a facility or agency as well as consultants, employees, and volunteers of any corporation, organization or governmental agency that provides goods or services to a facility or agency.

The employer must determine, based upon their knowledge of the type and frequency of contact by staff, contractors and volunteers, who has regular and substantial contact with people receiving services. The [Justice Center Code of Conduct](#) should be signed at the time of employment and at least annually thereafter.

What Mandated Reporters are required to report

All employees and volunteers are subject to the mandated reporting requirement to protect students from abuse, neglect, significant incidents and death. Reports should be made regarding any situation in which a person who is receiving services or supports is experiencing abuse, neglect, sexual, financial or emotional exploitation, or is at risk of experiencing any of the following reportable incidents in one of the settings that falls within the Justice Center's jurisdiction.

Types of abuse and neglect to be reported include:

- **Physical abuse:** intentional contact such as hitting, kicking, shoving, corporal punishment or an injury which cannot be explained and is suspicious due to extent or location;
- **Sexual abuse:** inappropriate touching, indecent exposure, sexual assault, taking or distributing sexually explicit photos, voyeurism or other sexual exploitation;
- **Psychological or emotional abuse:** taunting, name calling, using threatening words or gestures;
- **Deliberate misuse of restraint or seclusion:** use of these interventions with excessive force, as a punishment or for the convenience of staff;
- **Neglect:** failure to provide supervision, or adequate food, clothing, shelter, health care or access to an educational entitlement;
- **Aversive conditioning:** Unpleasant physical stimulus used to modify behavior without person-specific legal authorization; or
- **Obstruction:** Interfering with the discovery, reporting or investigation of abuse/neglect, falsifying records or intentionally making false statements.

Types of significant incidents to be reported include:

- Use of restraint when it is avoidable, involves a banned technique or is used by inadequately trained staff;
- Unauthorized seclusion or time-out;
- Harmful interactions between people with special needs that could reasonably have been prevented;
- Administration of a medication contrary to a medical order resulting in an adverse impact; or
- Any other conduct identified in regulations of the State Oversight Agency, pursuant to guidelines or standards established by the Justice Center Executive Director.

Reporting deaths. The death of any New York State student attending Greenburgh Eleven UFSD shall be immediately reported to the New York State Justice Center for the Protection of People with Special Needs, in the form and manner prescribed by the Center, and to the commissioner or his or her designee.

Please visit www.justicecenter.ny.gov for additional information and access to forms, webinars, regulations and more.

JUSTICE CENTER PROTOCOLS

The following protocol will be followed for all Justice Center calls to ensure student safety will be ensured by district administrators:

Duty to Report

As mandated reporters, all Greenburgh Eleven staff is required by law to report any student incidents where there is reason to suspect that a child has been abused, neglected, significant incident, including any death for which there is reason to believe that abuse and neglect may be involved. Mandated reporters must also report to law enforcement when criminal action is suspected to have occurred before or after reporting to the Vulnerable Persons Registry.

Safety Assessment: An immediate Safety Assessment must be completed and submitted within 24 hours of the incident.

Contacting Parents/Guardians: The district shall provide a student's parents with written information explaining the reporting requirements and processes regarding allegations of reportable incidents consistent with Article 11 of the Social Services Law, at the time the student is placed in such school. Such information shall also be made available upon request to any person.

In addition, whenever an allegation is received regarding a student, the parent will be contacted immediately.

Preserving Evidence: Upon notification of an allegation any potential evidence shall be preserved through such actions as securing the video footage if available and the suspected area where the incident occurred.

Medical Evaluation: Obtaining proper medical evaluation and or treatment of the student as needed with documentation.

Evaluate the situation: With consideration of causing as little disruption as possible to daily routines of student in the program, evaluate and take immediate appropriate measures to ensure the health and safety of students in the report and of any other students similarly situated in the program.

Training and increased supervision: when warranted, provide increased training and or supervision to the staff and volunteers involved pertinent to the prevention and remediation of abuse, neglect and significant incidents.

Temporary Removal of Student; when warranted, temporarily remove students from the program and reassign them as an emergency measure, if it is determined that there is a risk to health and safety of such students in remaining in the program. Whoever a student is removed, services specified in his individualized education program will be provided in accordance with the commissioner's regulations.

Provision of counseling and emotional support: Students involved in a Justice Center report receive counseling and emotional support.

Investigations and report findings: The district will take actions to support a request for information from the Justice Center, its representative or designee, and or the State Education Department as eh oversight agency.

Termination or Resignation of Staff: When applicable, the district will follow Taylor Law and its bargaining union agreements relative to terminations and resignations relative to staff involved in Justice Center findings. The District shall promptly report to the Justice Center the resignation or termination of a subject or an alleged abuse or neglect from his or her position.

Maintaining Information: The district will maintain all the necessary information involving alleged reports as required by law and the Commissioner's regulations..

Plans of Prevention and Remediation.

Upon receipt of an investigative report of abuse or neglect that identifies the need for corrective action, the Superintendent of School/Designee, after consideration of any recommendations of the Justice Center, its representative or designee, and/or the State Education Department, shall develop and implement a corrective action within 10 days of receipt of such a report and submit a copy to the appropriate designee of the commissioner for approval.

In the event a report of abuse or neglect determines that such abuse or neglect may be attributed in whole or in part to noncompliance by the facility with provisions of title 6 of article 11 of the Social Services Law, or sections 4212, 4314, 4358 or 4403(11)-(12) of the Education Law or the regulations of the Commissioner of Education, develop and implement a plan of prevention and remediation, which shall address, at minimum, those areas in which the facility has been found to be out of compliance and shall indicate the manner in which the facility will come into compliance. Such plan shall be developed and submitted for approval to the appropriate designee of the commissioner within 30 days of receipt of such a report.

Significant incidents. Upon a determination of the need for preventative or remedial action associated with a report of a significant incident, the Superintendent, after consideration of any recommendations of the State Education Department, shall develop and implement a written plan of prevention and remediation to address the investigative findings. Such plan shall be developed and submitted to the appropriate designee of the commissioner within 30 days of such determination. Plans of prevention and remediation required to be developed shall be endorsed with the signature of the Superintendent or his or her designee and address at minimum:

- the actions to be taken to address the investigative findings;
- the person(s) responsible for assessing the efficacy of the remedial action(s); and
- the monitoring dates or interval of monitoring dates, if appropriate.

Staff training. To the extent required by the provisions of sections 4212, 4314, 4358 and 4403(11) of the Education Law, Greenburgh Eleven shall provide, or ensure the provision of, child abuse prevention training to all administrators, employees and volunteers on a regular, but at least annual, basis. A written description of such training plan shall be submitted for review and approval within a time frame established by the commissioner. The purpose of such training shall be to increase the participants' level of awareness, encourage positive attitudes and enhance knowledge and skill development in areas including, but not limited to, the following:

- child abuse prevention and identification;
- safety and security procedures;
- principles of child development;
- characteristics of children in care;

- techniques of group and child management, including crisis intervention and appropriate restraint training;
- laws, regulations and procedures, including appropriate reporting responsibilities, governing the protection of students from reportable incidents;
- any relevant information provided by the department

Staff orientation.

- Each new employee or volunteer shall, immediately upon commencement of duties, be provided an orientation to the procedures of the school and the policies and procedures of the department regarding the protection of students from reportable incidents.
- Each custodian shall, at the time of his or her initial employment and at least annually thereafter, be provided with a copy of the code of conduct developed by the Justice Center pursuant to article 20 of the Executive Law and acknowledge that he or she has read and understands such code of conduct. Such code of conduct shall govern the conduct of such custodians with respect to the safety, dignity and welfare of students in residential schools to whom they provide care and is enforceable consistent with appropriate collective bargaining agreements.

Instruction of students: To the extent required by the provisions of sections 4212, 4314, 4358 and 4403(11) of the Education Law, and in consideration of the needs and circumstances of the program, Greenburgh Eleven shall provide instruction to all students in techniques and procedures which will enable such students to advocate for and protect themselves from reportable incidents. Such instruction shall be described in a written plan, and shall be:

- appropriate for the age, individual needs and particular circumstances of students' disabilities;
- provided at different times throughout the year in a manner which will ensure that all students receive such instruction; and
- provided by individuals who possess appropriate knowledge and training, documentation of which shall be maintained by the school.

Incident Review Committee: Greenburgh Eleven shall establish an incident review committee that will meet regularly to review justice Center incidents pursuant to section 490(1)(f) of the Social Services Law for the purpose of reviewing individual reportable incidents and incident patterns and trends to identify and implement preventative and corrective actions, which may include, but shall not be limited to, staff retraining or any appropriate disciplinary action allowed by law or contract, as well as opportunities for improvement.

The incident review committee shall be composed of at least one member of the School Board and other persons identified by the Superintendent. Members of the incident review committee shall be trained in confidentiality laws and regulations, and shall comply with section 74 of the Public Officers Law.

The incident review committee shall meet regularly to:

- review the timeliness, thoroughness and appropriateness of the school's response to reportable incidents;
- recommend additional opportunities for improvement to Superintendent, if appropriate;
- review incident trends and patterns concerning reportable incidents; and
- make recommendations to assist in reducing reportable incidents.

The Superintendent shall submit a report of incident patterns and trends, and patterns and trends in the reporting and response to reportable incidents to the State Education Department in the form and manner required by the Justice Center.

Access to records: The District shall grant access to the Department, other State agencies and the Justice Center as Taylor Law and local bargaining union agreements allow.

Child Abuse Reporting

As mandated reporters, Greenburgh Eleven staff are required by law to report any student incident where there is reason to suspect that a child has been abused and/or maltreated. The Board policy is available at the link provided http://www.greenburgheleven.org/uploads/1/9/4/3/19430847/child_abuse_prevention_and_reporting_5460.pdf Please review these procedures carefully and see a school administrator if you have any questions.

In order to prevent abuse, maltreatment or neglect of students in residential placements, Personnel Screening and Staff Supervisory Procedures are listed below:

All applicants for employment or voluntary work shall be subject to the following procedures, but are not limited to:

1. Personnel Screening Procedures

- Applicants or voluntary workers must submit a resume and cover letter detailing pertinent employment history, complete educational history [K-12+], and any certificated and/or licensed professional training.
- Submission of contact information of legitimate professional references for evaluative purposes of employment verification is also required.
- Be finger print cleared
- Justice Center Staff Exclusion List Clearance

2. Staff Supervisory Procedures

The staff representative(s) serving in the role as the Superintendent's designee will be provided with District specific documentation, procedural information, and school specific protocols for the purpose of informing teachers, volunteers and all other school personnel of the appropriate procedures/operations regarding student safety, educational development, and holistic wellbeing.

- Upon appointment as a staff member, all personnel must complete staff development in child abuse prevention and reporting followed by an extensive background check involving finger print clearance
- Staff members must complete Therapeutic Crisis Intervention (TCI) training.
- Each new incoming staff member/volunteer will meet with a member of the administrative team to discuss employee operational guidelines and expectations.
- Each instructional grouping should hold no more than eight students at a time unless a variance is filed. Each class (eight student cohort) will be assigned a classroom teacher and a teacher associate to provide instructional support.

Upon initiation of service, employees and/or volunteers will be provided a copy of the employee handbook and guidelines detailing procedures and expectations for operational affairs. All employees and volunteers will sign an accountability verification form stating understanding of all school and agency protocols/procedures. The aforementioned recognition forms will be housed in the employees/volunteers personnel file within the District's business office.

- Monthly professional conference meetings will be conducted for the purpose of reinforcing District-wide instructional and operational expectations including issues related to child abuse and mandated reporting. Moreover, as an additional means of providing individual instructional and/or operational support, supervisors will engage staff members in individual supervision to optimize pedagogical practices, services rendered and desired learner outcomes. Supervisors will periodically meet with the volunteer members to ensure that the mission and vision of the school is upheld and exercised.
- Observations and evaluations by supervisors of employees and volunteers in interaction with students will be conducted periodically to aid in informing optimal pedagogical practice in the form of informal and formal observations. Written performance evaluations of staff will be conducted by supervisors in alignment with applicable provision of the Civil Service Law, Education Law and the Commissioner's Regulations.

Student Safety Expectation

- Providing a safe learning environment for students is the responsibility of all district employees no matter their job title. It is a responsibility that should not be taken lightly. In every situation, adults are expected to do what reasonable persons would do to keep students safe.

Drug and Alcohol Abuse

The Greenburgh Eleven UFSD is committed to maintaining a learning environment and workplace that is free of drugs and alcohol. This serious commitment is reflected in the [District Policies](#) available at on the District website.

Policy #5300 : [Code of Conduct](#)

Guidelines for Student Appointments with Agency Staff During the School Day

Guidelines have been established between the school and the agency, which helps the agency meet their mandates without interfering with the academic programs of students. See Attachment 4: Guidelines for Student Appointments with Agency Staff during the School Day for specific responsibilities of Agency Social Workers, Caseworkers, Agency Psychologists, Teachers, Students, Child Care Workers, and Administrators.

Professional Liabilities

Employees who act within the normal scope of their designated assignment will be entitled to legal support provided by the District as required by the Education Law. Employees who act outside the scope of their designated assignment will not be protected by the District. If you have questions regarding the scope of your responsibilities, please speak with your Principal/Administrator. Questions regarding legal coverage should be referred to the Central Office.

Professional Standards for the Instructional Workplace

As one of our primary goals is to prepare our students for jobs in the business world, they should become familiar with the type of standards that are in place in major businesses, banks, utility companies, etc. In order to create effective school and classroom environments, there is a need to maintain professional standards for the instructional workplace. Clean, clutter-free, organized environments positively affect behavior. Since the emphasis on positive behavior is a life-skill that all our schools incorporate into their basic philosophy, we must create and maintain professional standards for our classrooms. Students should enter a classroom where desktops, windowsills and other surfaces as well as open shelving are neat and organized. Administrators/Principals are responsible for establishing and maintaining standards for their buildings and checking on a regular basis to ensure that these standards are being met.

Standards include but are not limited to the following:

1. For health and safety reasons, it is important that:
 - a. **Doors must be locked whenever students are present to prevent disruption to instruction.**
 - b. Windows in classroom doors are not to be covered to provide visual access to classrooms.
 - c. Glassware should not be available in the classroom unless it is absolutely necessary for instructional purposes. When the use of glassware is essential, its use must be carefully supervised and prior approval of the building Principal must be obtained.
2. Before any personal items that belong to staff are brought by staff into the classroom, prior approval must be obtained from the administrator who will ensure that such items are appropriate and have a direct and justifiable educational purpose. It is the responsibility of each staff person to ensure that personal valuables are placed in a secured location.
3. Furniture must be in good condition. Chairs, desks, etc. that are damaged should be brought to the attention of the Principal/Administrator. If lights are not working, ceiling tiles are damaged and shades/blinds are not in working condition, write a work order and submit it to the Principal/Administrator.
4. Technology and audio-visual equipment that is not in working condition should be brought to the attention of the Principal/Administrator.

In addition to students' work, only updated instructional materials (maps, charts, etc.) are to be displayed in the classrooms. If any questions arise regarding the appropriateness of displayed materials, please check with your Principal/Administrator.

5. During the holiday season, many people will wish to decorate their classrooms and bulletin boards accordingly. In order to ensure safety, please see NY State Department of Education regulations

The following guidelines must be followed:

Use only artificial trees which bear the UL labels during the holiday season.

- Use of combustible decorations such as untreated paper and plastic and natural tree boughs (including Christmas tree wreaths), present a fire hazard.
- Use only decorations which have the Underwriter's Laboratory (UL) label and are certified by the manufacturer to be flame resistant.
- Do not use glass tree ornaments that will shatter on impact and may cause injury.

If you have any questions about decorations, please consult with your Principal before bringing any items into the District.

Smoking

As per the School District Policy on [Smoke Free](#) smoking is prohibited in our district and on the grounds of the Children's Village. Please review the policy carefully.

Please be aware that in all The Children's Village facilities, a no smoking policy is in effect. This includes the cafeteria and other Children's Village buildings. Please be sure to follow the policy when you are in these buildings.

Staff and Volunteers Evaluations

Principal and Teacher evaluations will be in accordance with the New York State APPR Law and the Commissioner's Regulations.

School Monitors shall be evaluated at least once during their probationary period. Permanent School Monitors shall be evaluated at least once annually.

Teacher Associates shall be evaluated at least once during their probationary period. Permanent Teacher Associates shall be evaluated at least once annually.

Day Student Staff shall be given written feedback at least quarterly.

Per diem teacher associate substitutes shall be evaluated at least twice annually.

Volunteers shall receive periodic observations by district administrators

Teacher Loan Forgiveness

For more information on this program, go to <http://www.tgslc.org/borrowers/teachers/apply.cfm> and for the form, go to <http://www.tgslc.org/pdf/tlfa.pdf> or

Union Activities

The Greenburgh #11 Federation of Teachers is a private business enterprise, thus union activities are **not** Greenburgh Eleven school business.

The utilization of the school workday for union activities or business without prior written administrative approval for union business constitutes a theft of time, in that pay would knowingly be received for school time not worked. Employees should also know that the resources of the School District are not to be used personally, including for union business, unless there has been prior written administrative approval and such use is allowable under law, contract, or School Board policy. The personal or union use of School District materials, supplies, telephones, copying machines, etc., without prior written administrative approval constitutes a theft of services. The theft of either time or services may give rise to disciplinary action against the employee responsible for such conduct.

According to the union contract, only the mailboxes, union bulletin board in the teachers' lounge and public address system may be utilized for union activities.

II. PERSONNEL ISSUES

Allegations of Discrimination and/or Harassment Based upon Sex or Handicap

Discrimination and/or harassment are very serious. Please review the School District Policy on [Code of Conduct](#) and [Sexual Harassment of Employees](#). Our Deputy Superintendent is our Title IX Coordinator who will investigate allegations of discrimination in these areas. Please review the Grievance Procedures for Resolution of Complaints Alleging Discrimination based upon Sex or Handicap.

Confidentiality and Personnel Issues

Frequently sensitive information becomes available to certain District employees. It is essential that all confidential information from personnel actions and processes not be inappropriately shared.

While information about many areas of school operations is available under the Freedom of Information Act, the Deputy Superintendent is the records access officer for the District and requests for information are to be made in writing to her. All information processed by the Business Office staff must be maintained with the highest level of confidentiality. Any violation of our established procedures is inappropriate and unprofessional and may result in disciplinary action against those involved.

Family Medical Leave Act (FMLA)

Increasingly, America's children and elderly are dependent upon family members who must spend long hours at work. When a family emergency arises, requiring workers to attend to seriously-ill children or parents, or to newly-born or adopted infants, or even to their own serious illness, workers need reassurance that they will not be asked to choose between continuing their employment and meeting their personal and family obligations or tending to vital needs at home. The Family and Medical Leave Act (FMLA) was enacted in 1993 and updated effective January 16, 2009 to help alleviate the burden that such events cause to employees. (<http://www.dol.gov/dol/topic/benefits-leave/fmla.htm>)

Greenburgh Eleven actively supports FMLA legislation but is required to determine the eligibility of the person requesting FMLA leave. In order to expedite your request and to insure that we receive all the documents required to determine eligibility, please follow the steps below:

1. Request the FMLA packet from Pamela Budd at least 30 days in advance before FMLA leave is to begin if the need for the leave is foreseeable. You can reach her by telephone, by phone message, in person, or in writing. Pamela Budd's extension at the school is 222. Her office is located in Room 132 in the Rafael Cordero building.
2. If you submit your FMLA request for a FMLA packet in writing, use the following address: **Greenburgh Eleven UFSD, P.O. Box 501, Dobbs Ferry, NY 10522, Attention: Pamela Budd**. After your request has been received, the FMLA packet will be mailed to your home address.
3. When you receive your FMLA packet:
 - a. Fill out the [Employee Request for FMLA](#) leave form.
 - b. Have your physician for health care provider complete the **Certificate of Health Care Provider** form.

Please Note: Dates of approval for your FMLA leave are totally driven by the dates your physician writes on the form. Any dates prior to or after the dates stated on the Certificate of Health Care Provider form will not be approved.

4. The Employee Request for FMLA form is due back to Pamela Budd within 18 days from the date the packet was mailed to your home by the District. Please make sure to include both the completed Employee Request for FMLA Leave form and the completed Certificate of Health Care Provider form. If the completed FMLA forms are not received by the due date, your FMLA leave request will be denied and you will have to begin the FMLA request process again.
5. Hand delivers all the completed forms to Pamela Budd in Room 130 in the Bethune Building. If you prefer to mail the completed forms, please send them to the address stated in item number 2. If the FMLA request is for yourself, you will be required, prior to returning to duty at the conclusion of your FMLA leave, to provide the District with a doctor's note

stating that you are fit for duty. **If your duties involve running and restraining students, your doctor's note must specifically state that you are medically fit to return to work.**

6. Other: If after beginning your FMLA leave you find that your leave needs to be extended, another FMLA request must be made following the steps listed above.

If you have any questions regarding the above information or your particular FMLA request, please call Pamela Budd at extension 222.

Leave Requests

Leave request forms are to be completed for personal, bereavement, jury duty, compensatory time, military leave and union business, and are available on the district website at [Professional and Personal Forms](#).

Submit the forms to the Principal/Administrator in advance for approval. Upon the Principal/Administrator's approval of the request, the form will be forwarded to the Superintendent for signature. Each leave request requires the signature of the Superintendent of Schools. The staff member will receive written notification at the end of this procedure; do not assume that your leave is approved until you receive final written approval. If further verification indicates that you do not have available time, the leave will automatically be rescinded and processed as a deduction.

The following leave requests are available:

1. **Personal Leave** - Personal leave is for personal business and not for purposes of pleasure or extension of vacations or holidays. **It is also not to be used as sick time.** Please note that since 1987, it has been the District's practice to grant personal leave for no more than two consecutive days. ,
2. **Bereavement Leave** is limited to the family members listed on the form. Personal leave may be used for situations involving the death of those not listed on the form.
3. **Jury Duty** - As professionals, every effort must be made by staff to have jury duty postponed to a time when the employee is not on duty in the school system
4. **Compensatory Time (If applicable)** Comp Time, or Compensatory Time, is an alternate way of rewarding overtime work. Comp Time earned beyond a person's normal weekly hours but not over a 40 hour work-week would be compensated at the normal rate of 1 hour off for each hour of overtime worked. This time could be used in emergencies, or scheduled for personal use.
5. Comp time should not be confused with "flex-time." Flex-time allows employees to schedule their regular working hours in a way that accommodates their personal preferences and family commitments. Comp time strictly refers to compensation for overtime work. Flex-time is to be limited to clerical staff only.

Please remember that all COMP Time must be pre-approved by an Administrator BEFORE the staff works the extra time.

Once the time is pre-approved, the staff must complete a Comp-Time Accrual Form to be approved by the administrator and sent to the Attendance Office, where it will be entered into the staff's COMP Time bank in Finance Manager, to be used at a later time. Staff seeking to use Comp Time must fill out a Comp Time Leave Request form and get approval before taking leave. **All accrued comp time must be used in the fiscal year in which it is accrued or else it will be lost. There is not carryover for comp time.**

6. All compensatory time must be preapproved by your administrator. Kindly use and review the Compensatory Time Form which is available in the Attendance Office.
7. **Military Leave** – Requests for military leave must be accompanied by copies of orders issued by appropriate military authorities.
8. **FMLA** – Requests for FMLA must follow the steps in the Family Medical Leave Act (FMLA) section. **If you leave at any time during the day, you must have permission of your immediate Principal and you must sign out on the Activity Sheet before leaving. This even applies to leave which has already been approved, such as personal leave.**

Minimum Standards of Professional Dress

Greenburgh Eleven staff serves as role models for our students. In addition to providing academic and support services, Greenburgh Eleven staff help prepare our students for positive social, civic, and employment experiences. A significant aspect of teaching students socially appropriate behavior is teaching them to dress appropriately for the workplace and other formal social situations. It is important that Greenburgh Eleven staff model appropriate attire for the workplace and other social situations so that students will receive the consistent message that the way we present ourselves is an essential ingredient in succeeding in the workplace and other formal social situations. Many retail, service and other professional work opportunities require modified business dress as the minimum standard. As such, the following casual attire and accessories are not permitted at work:

1. Ripped Clothing.
2. Spandex/lycra and all other skin tight apparel.
3. Revealing, lewd, and/or other sexually provocative attire and accessories that distract or disrupt the learning process, including but not limited to bare-midriff tops, halter tops, spaghetti straps, short skirts, tube tops, net tops without a liner, plunging necklines (front and/or back), see-through garments without liners and sheer fabrics.
4. Exposed pierced body parts, other than ears. NOTE: It is recommended that staff not wear any earrings for safety reasons.
5. Undershirts worn as outer shirts.
6. Exposed underwear.
7. Sports jerseys, cut-off shirts, muscle shirts, casual t-shirts.
8. Jogging pants, sweat suits and sweat shirts, except for physical education staff.
9. Trousers worn below waist level.
10. Shoes that do not provide good traction for intervening during student physical conflicts, including totally open flip-flop type shoes.
11. Head gear inside all school buildings. Doo rags are not permitted anywhere on campus.
12. Jewelry that could be injurious to oneself or any person while performing a physical restraint (e.g. oversize visible hoop earrings, and jewelry with sharp edges).
13. Nails worn at a length that interferes with the use of personal protective devices (e.g. latex gloves) and/or the safe restraint of students.
14. Clothing that promotes and/or endorses the use of alcohol, tobacco, or illegal drugs, encourages other illegal activities or illegal violence, or contains sexually provocative slogans.

Clothing that distracts or disrupts the school program and obstructs the rights of others through the use of language or symbols that are obscene, libelous, defamatory, or which denigrate others on account of race, color, creed, national origin, gender, sexual orientation, disability, or any other protected class.

15. Denim material clothing, including jeans, except for the Friday following payday, when jeans shall be allowed. The GFT shirt is an exception at all times.

Staff Attendance/Lateness

The importance of regular attendance and punctuality cannot be overemphasized. It is essential that all staff members are here to provide instruction and to model responsible behavior for our students. [Staff Attendance Policy # 9420.11](#) addresses this issue clearly. The academic and emotional needs of our students can best be met by a caring, competent staff that arrive at work in a timely fashion and attend work regularly. An effective educational system can be maintained and improved only if the staff maintains a high level of daily attendance. The District believes that repeated or continuing absences, even if due to a legitimate condition, limit the effectiveness and competence of individual staff, disrupt and impair the educational and therapeutic goals of our students, and unnecessarily increase the District's expenses. Therefore all employees must abide by the [District Attendance Policy 9420.11](#).

In order to appropriately plan for class coverage, staff are requested to call the Attendance Office at 693-8500 (ext. 288)

between 7:40 A.M. and 8:10 A.M. to notify the District if they intend to be absent that day. **Staff must call the Attendance Office each day they are absent and/or late.** This is extremely important so that substitutes can be appropriately assigned to assure the health and safety of our students. Staff members who have failed to arrive at work or call in will be considered a no show/no call.

Teacher associates who violate the obligation to call if they plan to be absent will be dealt with by the contract clause regarding consecutive days of no show/no call. Non-consecutive days of no show/no call will be dealt with through progressive discipline according to the following sequence:

- First occurrence** - Conference with building administrator and deduct 1 day's pay
- Second occurrence** - Oral and written warning – deduct 1 day's pay
- Third occurrence** - Short-term suspension - without pay

Absence from school will be charged to sick leave, personal leave, bereavement, worker's compensation, jury duty, etc. You must be specific in stating the reason for your absence as the reported reason will not be modified. When reporting worker's compensation, kindly inform the Attendance Office of the date of the injury and if you have been deemed disabled by the Workers' Compensation Board. You should also indicate whether an accident report has been filed.

Please be aware that all absences at the beginning of the morning will be recorded in one-hour blocks. Beyond the first hour of the day, personal leave may be taken in half hour blocks and sick leave may be taken in one-hour blocks.

You are to sign in each day in your school area. **Under no circumstances may staff sign in for another staff member.** This is a serious offense and disciplinary action may result if a staff member signs in for another staff member.

After 8:25 A.M., the attendance sheets will be removed from the designated area. **If staff members are late, they must sign in on the Activity Sheet which is on the school secretary's desk.**

Lateness is a very serious concern. As per the contract:

"In order to provide a safe, consistent learning environment for our students and staff, all employees are expected to be at their posts on time. An employee who is late up to 20 minutes on more than six occasions will meet with the administration and a union representative to seek a remedy.

After the tenth lateness, a second meeting will be held with the employee, union, and the administration to warn the staff member that pay will be docked for future lateness. Docking will not waive the administrative right to take further disciplinary actions beyond docking if a pattern of lateness persists. An employee who is late more than 20 minutes will be dealt with administratively."

When a staff member must leave during the day, they must obtain administrative approval before leaving. In addition, staff members are required to sign the Activity Sheet, located on the secretary's desk, before they leave for any reason.

Summer School Staff Attendance

As per the Union Contract, please note the following:

1. Teachers

"In the event of illness during summer school, each teacher shall be permitted to use up to two days from their accumulated sick leave. A teacher may use a third day from his or her accumulated sick leave if he or she is ill and cannot teach during summer school. However, if this third day is used, an amount will be deducted from the teacher's salary for that day (whether or not a substitute is actually hired) based on the following formula: 1) subtract the mean of the teacher associate's hourly salary schedule from the hourly rate for the in-hire step; 2) multiply this hourly differential times the number of hours a substitute would be necessary if one were to be hired."

2. Teacher Associates

"In the event of illness during summer school, teacher associates shall be permitted to use up to three days from their accumulated sick leave."

3. Personal Leave

The Contract does **not** provide for personal leave during summer school. Absences due to personal business during the summer will result in payroll deductions.

Teachers Leaving Campus

It is essential that proper supervision is provided for our students at all times to minimize the risk of injury.

Staff members are not to leave their posts in the School District to go off campus for any period of time unless **prior** approval from your Principal is given or if this is not possible, to seek and request permission from the central office administrators. Disciplinary action will be taken against any staff member who fails to follow the District reporting procedures outlined above.

If you go off campus without permission and a student is injured as a result of improper supervision, this places the staff member and school in a position to prove that they did not legally neglect their duties.

Workers' Compensation

Work-related accidents may be covered under the District's worker's compensation insurance policy. The Business Office will process the accident claim with our insurance carrier **once an accident report has been submitted**. Accident reports must be completed and submitted as soon as possible.

III. PROFESSIONAL DEVELOPMENT

CTLE Sponsor Approval

The New York State Education Department (NYSED) has approved Greenburgh Eleven as Sponsor of Continuing Teacher and Leader Education (CTLE) pursuant to Section 80-6 of the Regulations of the Commissioner of Education.

The term of approval is five years, beginning July 1, 2016 and ending June 30, 2021. At least three months prior to the end date, the District will reapply for approval to continue to be an approved Sponsor of CTLE.

The purpose of the Professional Development Plan is to provide the necessary guidance to fulfill the requirements of NYS Commissioner's Regulations 80-3.6(b), 100.2(dd) and 100.2(o), New York State Continuing Teacher and Leader Education (CTLE) requirement and the District's Policy # 9700.

The professional development plan will support the District's mission and the tenets of the Diagnostic Tools for Schools and District Effectiveness (DTSDE), the District's Comprehensive Improvement Plan (DCIP) and the School Comprehensive Education Plan (SCEP).

The District recognizes that teacher and other professional staff quality is a vital component of ensuring student achievement. Subsequently, it is essential that we provide all staff (Administrators, Teachers, School Counselors, School Psychologists, Teacher Assistants and Associates) with high quality focused, differentiated, job-embedded and on-going professional development to support the teaching and learning process.

Professional development activities will be regularly scheduled, ongoing, and consistent; they will be targeted and relevant to teacher practice and needs; grounded and contextualized within district and building goals and initiatives. The plan will include strategies for implementation that are job-embedded, context specific, results-driven, and sustainable over time. The plan will be reviewed annually by the Professional Development Review Team and adjusted as appropriate.

Extensive professional development is provided to all staff in a variety of areas. Academic training for staff is based on student age, grade and subject area. Therapeutic Crisis Intervention (TCI) training is provided to staff to ensure their safety in the event of a crisis involving students. Periodic Refresher training sessions are conducted to ensure that all staff is knowledgeable about crisis prevention and intervention techniques. Staff is trained in Child Abuse Reporting, Exposure Control Processes and Sexual Harassment Awareness. Please speak with your administrator if you feel that you need additional training in any area.

Professional Development District Form

At the conclusion of each school year (June 30th), teachers and other staff members holding either an Initial or Professional certificate must complete and submit a [Professional Development District Form](#) to the Human Resources Office describing their professional development activities for the year. This form will be made available at the beginning of every school year so that teachers and other staff members can use it as a planning tool for completing professional development activities in accordance with certification requirements.

Therapeutic Crisis Intervention (TCI)

The District Policy on [Use of Emergency Interventions – Restraints](#) has been adopted by the School Board. Please review it carefully.

Crisis intervention procedures as outlined in the Therapeutic Crisis Intervention training will be implemented in our school/unit. Staff members will work together, remind and teach each other so that everyone will become skillful implementers of the intervention and prevention strategies.

Crisis support is available for classroom staff when the students' behavior is so disruptive that it seriously interferes with the learning of others or if the student is physically out of control. It is expected that disruptive behavior will be managed within the classroom by an adult remaining in close proximity to the student, or use of a variety of reinforcement or self-control techniques such as use of PBS, in-class time out, etc. Our message to students is that it is important to be in class.

When a student is in a crisis and all other possible interventions have been exhausted, it may be necessary for the student to be placed in a restraint if it is determined that he/she is at risk of harming himself/herself or others. The following is the Greenburgh Eleven Restraint protocol, which outlines the appropriate sequence of events that is to take place when a restraint is executed. These procedures must be carefully implemented for any restraint that lasts 15 minutes or more. At the conclusion of a restraint, the staff members involved must complete the Emergency Intervention (Restraint) Log and submit this form to the building principal

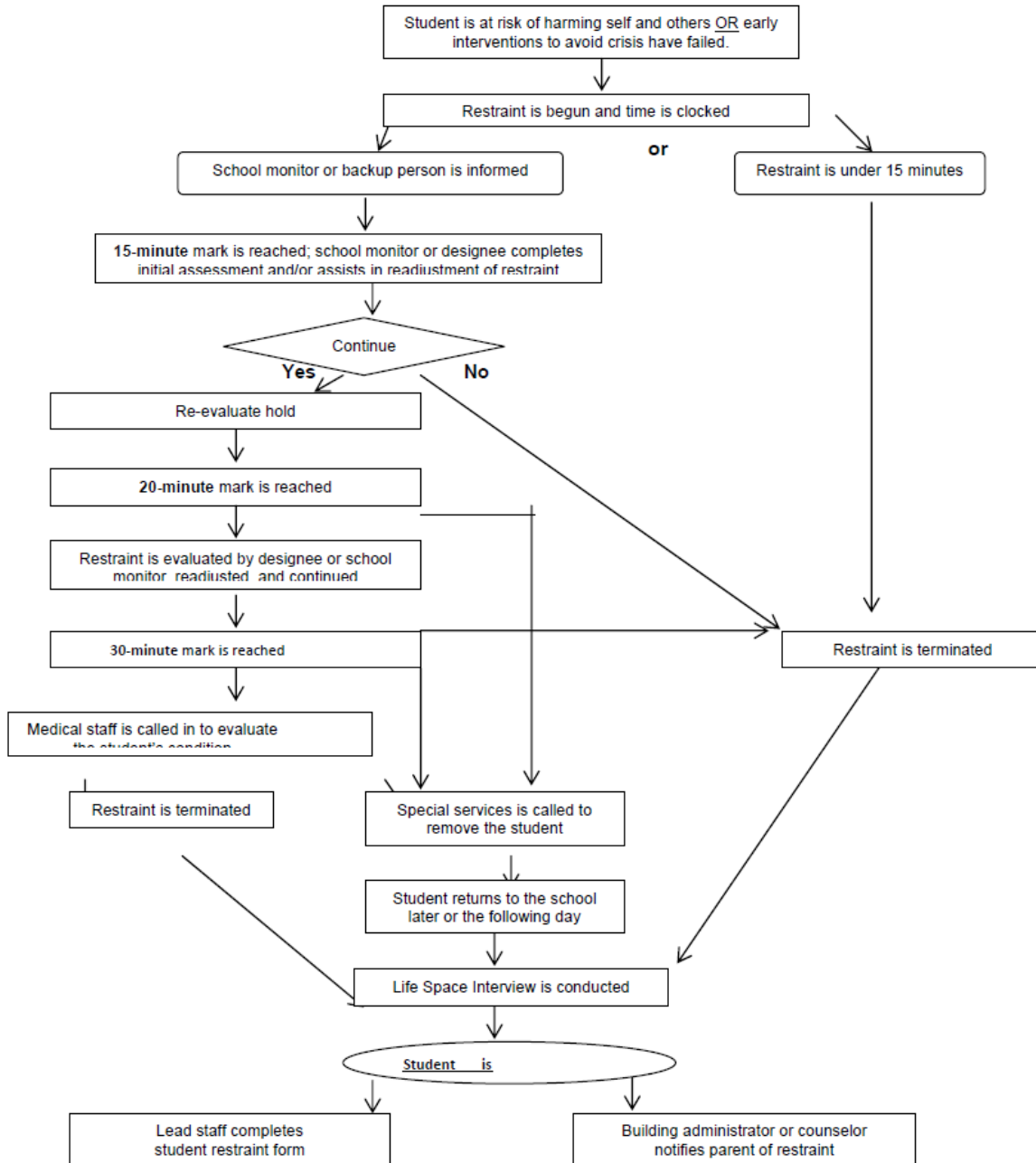
To promote the safety of both our students and staff in matters relating to crisis intervention and prevention, staff may not wear jewelry that could be injurious to any person while performing a restraint. Staff members must trim their fingernails to a length that will not unreasonably expose any person to injury while the staff member is performing a restraint. Staff members are prohibited from wearing loose fitting trousers worn below waist level as this may interfere with the staff member's performance of a restraint.

All staff members are expected to participate in all aspects of the TCI Training.

Therapeutic Crisis Intervention Training Requirement

New staff members participate in 24 hours of Cornell University's Therapeutic Crisis Intervention Training. **Six hours of refresher courses are held a year at Greenburgh Eleven for all staff**

Greenburgh Eleven Restraint Protocol



IV. CURRICULUM AND INSTRUCTION

Common Core Learning Standards Curriculum

As a result of the 2008-2009 State Education Department's Special Education Quality Assurance Review, on October 14, 2010, The Greenburgh Eleven Board of Education officially adopted the New York State Department of Education's Core Curriculum and Common Core State Standards as the Greenburgh Eleven Core Curriculum.

The actual School Board resolution which was unanimously approved is below.

WHEREAS the Board of Education of the Greenburgh Eleven UFSD holds each of its students to high academic standards and expects its students to meet such standards, and to be educated using a rigorous course of study and curriculum which will provide them with the foundation to be successful adults, lifelong learners and critical thinkers able to analyze and to evaluate, and

WHEREAS the Board of Education has reviewed the core curriculum approved for implementation by the State Education Department, and

WHEREAS the Board of Education is also aware that the Common Core State Standards recently adopted by the State Education Department will be scheduled for implementation throughout the State in the future, and

WHEREAS the Board of Education wishes to have the Greenburgh Eleven UFSD Core Curriculum include the State Education Department Core Curriculum enhanced by the Common Core State Standards,

NOW THEREFORE be it resolved that the Board of Education adopts the New York State Education Department Core Curriculum with the new Core Curriculum State Standards, as the Core Curriculum for the Greenburgh Eleven UFSD, and

BE IT FURTHER RESOLVED that such Greenburgh Eleven Core Curriculum shall be reviewed and updated continuously to align it with the new Core Curriculum State Standards as new information regarding the new Core Curriculum State Standards becomes available from the State Education Department and also to ensure the Greenburgh Eleven Core Curriculum is responsive both to the times and to the students served by the School District.

Information involving the Common Core Curriculum, Common Core State Standards and Resource Guides can be obtained from the following links:

<https://www.engageny.org/common-core-curriculum>

<https://www.engageny.org/ccss-library>

With an emphasis on promoting higher instructional standards and greater pedagogical support, teachers have been given a copy of their subject specific curriculum. Any staff member who would like additional copies of specific curriculum and State standards should immediately send a written request to their Principal.

Monthly, teachers will engage in curriculum enrichment professional development opportunities. Within these collegiate circle/professional development opportunities, teachers will collaborate and share instructional methodologies to promote academic rigor and optimal adult and student learning. The new Common Core State Standards will be addressed during these meetings. Teachers are to inform their building Assistant Principal 24 hours in advance of any coverage needs/concerns that may impact their individual attendance so that substitutes can be provided to assure their attendance at these important meetings.

Interim Progress Reports

At the midpoint of each quarter, all students are to receive an interim progress report indicating their achievement in English, Math, Science and Social Studies. The due dates for these documents can be found on the Report Card Timeline in the table on the next page. These reports are to be submitted to your Principal for review and will be mailed out by the school secretary to parents and, for resident students, to The Children's Village Social Workers.

Quarterly IEP Report Procedures

In accordance with the Individuals with Disabilities Education Act (IDEA), each school district is required to report each child's progress in meeting the goals and objectives stated on his IEP at least four times per year.

To meet this requirement, each teacher will be given a printout of the IEP goals and objectives for each of their students two weeks prior to the scheduled report card distribution for the first quarter. This printout will contain a series of pre-printed progress comments following each goal/objective. The teacher shall check-off those comments which appropriately describe the student's progress in meeting that particular goal or objective. The completed forms must be returned to the school secretary with the completed report cards. Both documents will be mailed to the parents as per the schedule below. Teachers should maintain a copy of each student's progress report in order to provide parents with a cumulative update each quarter regarding the student's goals and objectives.

Report Card Procedures and Timeline

Report cards will be prepared four times during the year. The procedure used follows with a timetable for each marking period. The CV staff will be reminded of the procedure. They will also be reminded that each student is measured according to his own learning rate and that comments and ratings for one student should not be compared with those of other students.

Elementary School, Middle School, and Junior/Senior High School teachers are to utilize eSchoolPLUS to choose appropriate comments that accurately describe student performance.

Student Progress Reports, Report Cards, and IEP Progress Reports

In an effort to meet expectations involving progress reports and report card distribution, please be sure to reference the progress reports, report cards, and IEP progress reports due dates posted on the [District Calendar](#).

There are four marking periods (ten week cycles) for the school year; two marking periods per semester.

*Be advised all five week progress reports, ten week marking period grades, and final progress reports are to be given to the office secretary by 12:30 p.m. the Friday following the close of that particular segment of the term. The office staff will process and mail the reports to the caregivers.

Structured Review of Lesson Planning Process

It should be remembered that good planning is essential to good teaching. In addition, teaching students with disabilities and behavior problems is most effective when planning incorporates a multisensory, hands-on activities-based approach, and inquiry based problem solving formats. Lessons which are highly motivating and stimulating engage students and keep them on task diminishing or reducing acting out and inappropriate behavior. The **format of the lesson plans** may vary but should include the following components:

There are eight steps in developing lesson plans.

- Step 1: Determine Units and Lessons
- Step 2: Set Sequence
- Step 3: Write a Statement of Purpose (Aim)
- Step 4: Develop Instructional Objectives
- Step 5: Choose Presentation Method (Motivation, Teacher Directed Activities, Questions)
- Step 6: Select Support Materials (Materials Used)
- Step 7: Determine Student Assignments (Student's Active Involvement in the Lesson)
- Step 8: Identify Evaluation Procedures (Mid-Point, End of Lesson, Homework)

Step 1. Determine Units and Lessons: Before actually creating lesson plans, divide all the material you plan to teach in your course into units and lessons. A unit represents a group of related knowledge and skills; lessons are smaller groupings of

material within a unit. A lesson usually contains as much material as students can master within one class period, whereas a unit contains as much material as students can learn within several class periods or several weeks.

Step 2. Set Sequence: Order your units and lessons in a logical sequence beginning with the easiest materials and proceeding to the more complex or difficult. Give each lesson a number and a name that corresponds to its material. From this point on, each lesson is planned individually.

Step 3. Write a Statement of Purpose (Aim): The statement of purpose for a lesson explains how that particular lesson fits into the overall sequence of lessons that make up your course, the main purpose of the lesson and the major topics covered in the lesson. A well-written statement of purpose is succinct and required no more than a paragraph.

The following is an effective statement of purpose for a lesson on lettering in a drafting course.

This lesson is the second of 15 lessons that make up the course. The purpose of this lesson is to help students become proficient in the use of freehand lettering. Topics covered include a definition of freehand lettering, how it is used, and why it is important; selection of the proper leads; using the lettering guide; and forming/spacing of letters.

Step 4. Develop Instructional Objectives: An instructional objective is a statement summarizing what students are expected to learn about each topic listed in the statement of purpose. Each topic can be converted into one or more objectives. Instructional objectives may be written in general terms, whereas student lesson plans usually use behavioral objectives.

Step 5. Choose Presentation Method (Motivation, Teacher Directed Activities, Questions): Choose the method of presenting the lesson - which is sometimes called the "instructional delivery system" - based on the best way to accomplish the lesson's objectives. In any given lesson, you might choose lecture/discussion, demonstration, question/answer session or any other accepted teaching method.

Often, combining various teaching methods within a lesson works best and reaches the most students. For example, for the objectives listed above, the instructor might use the lecture/discussion method for presenting the theory, concepts and background knowledge about selecting the proper leads for freehand lettering. However, for actually showing student how to letter, the instructor would use the demonstration method.

It is especially important for you as a Special Areas teacher to use the demonstration method as often as possible - especially with student interaction that provides them "hands-on" experience. The skills that Special Areas students are learning require them to do, not just see and understand. The lecture/discussion method will be necessary at time, especially at the beginning of an instructional unit, but Special Areas teachers must guard against using this method too much just because it might be easy to talk about a topic rather than plan a project that involves student interaction.

Many teachers find it helpful to write out the specific actions they will take in presenting the material. For the sample lesson on lettering, you might list these actions:

1. Distribute the handout "Art Lettering"
2. Present a lecture/discussion on lettering.
3. Demonstrate the different types of lettering.

You might further write down notes on what you plan to say and what questions you will ask students in the lecture/discussion part of the lesson.

Step 6. Select Support Materials (Materials Used): Decide and list what support materials will be required for teaching the lesson. Most lessons in Special Areas classes require tools, equipment, or supplies - such as drawing supplies or an overhead projector. Once all necessary materials are listed on the lesson plan, you can easily take inventory of what you have and what you need to acquire or repair before beginning a lesson. You should never have to stop a lesson in progress because an overhead projector or some industrial equipment does not work, or because you have run out of pencils.

Step 7. Determine Student Assignments (Student's Active Involvement in the Lesson, Independent Practice, Homework): Because students learn best by doing, it is important to follow up your presentation material with student

activities in which they apply this material and get hands-on practice. Activity reinforces and expands their learning. For the sample lesson on lettering, you might require students to complete a full-page lettering activity using letters, words, sentences and numbers.

Step 8. Evaluation Procedures: (Mid-Point, End of Lesson, Homework):

You will need to evaluate and grade students on what they have learned. Three types of evaluation methods are commonly used in assessing student's knowledge of what has been taught: objective, subjective and performance evaluations.

1. Objective evaluations test a student's ability to recall or recognize information. They consist of true-false, multiple-choice, matching and short-answer test items.
2. Subjective evaluations test a student's understanding of theories, concepts and principles and consist of more complex short-answer questions.
3. Performance evaluations test a student's ability to apply all appropriate learning in performing assigned tasks.

For the sample lesson on lettering, you might use an objective evaluation, such as a short-answer test, to determine if students adequately learned the information presented in the handout on lettering and in the lecture/discussion session. You might use a performance evaluation, such as grading the lettering activities you assigned to students, to test their lettering skills.

Make sure your test measures the learning described in your instructional objectives for the lesson. It is also important to set expected performance levels that can be converted to letter grades. In the sample lesson, you might decide to grade the objective test and the performance evaluation on a scale of 0%-100%, using the following guidelines for assigning grades: **90-100=A; 80-89=B; 70-79=C; 65-69=D; 0-64=F.**

Evaluations need to take place at the mid-point of the lesson in order to assess which students understand the material covered by this point and which students need additional instruction. Mid-point lesson evaluations also help you adjust, revise, expand or contract your lesson to meet all students learning needs for the rest of the lesson.

End of lesson evaluations need to take place to help the teacher identify which students still do not grasp the content of the lesson. Students who need additional reinforcement of the lesson's content need to be given additional teaching time to assure their comprehension of the material.

Homework needs to be given to reinforce the lesson and after correction, used as another indicator of the student's knowledge of what was taught.

Review of Lesson Plan Guidelines

The following are Lesson Plan guidelines for the ELEMENTARY SCHOOL:

1. The student's overall weekly schedule will include:
Instruction will include all of the following:
 - Reading/Language Arts/Explanatory and Creative Writing – 10 periods per week
 - Math/Procedural and Explanatory Writing - 5 periods per week
 - Science/Observational and Factual Writing - 4 periods per week
 - Social Studies/Essay Writing - 4 periods per week
 - Group Counseling - 1 period per week
 - AIS – 2 periods per week
 - Classroom Based Library Skills – 1 period per week
2. For individualized instruction, a system for monitoring individual objectives as well as the activities planned will be part of the lesson plans.
3. Group instruction will be organized into instructional units/themes based on IEP objectives. The unit plan will include: objectives, activities and evaluation procedures. These plans will be developed for the entire unit and referred to in the weekly schedule of daily activities.

The format of the lesson plans may vary but should include the following components:

1. Objective
2. Aim
3. Motivation
4. Development/Presentation of the lesson
 - A. Teacher Directed Activities
 - B. Students' Active Involvement in the Lesson
 - C. Guided Practice Activities
 - D. Independent Practice Activities
 - E. Materials Used
 - F. Questions
 - G. Summary/Evaluation of the Lesson:
 1. Mid-Point Evaluation
 2. End-of-Lesson Evaluation
5. Application/Homework Assignment

Whenever a video is to be used as an educational accessory to supplement an instructional objective, it must be listed in the lesson plan as an instructional activity and approved by the Principal prior to viewing. Please be specific as to the title and length of the presentation and its relationship to the lesson being taught.

The following are Lesson Plan guidelines for the MIDDLE SCHOOL:

1. The student's overall weekly schedule will include:
 1. English/Literature/English Language Arts/Narrative and Creative Writing/Library Skills- 10 periods per week
 2. Math/Sequential Informative Writing - 5 periods per week
 3. Science/Factual Sentence Writing - 4 periods per week
 4. Social Studies/Essay Writing - 4 periods per week
 5. Social Skills Group- 1 period per week
 6. AIS – 2 periods per week
2. For individualized instruction, a system for monitoring individual objectives as well as the activities planned will be part of the lesson plans.
3. Group instruction will be organized into instructional units/themes based on IEP objectives. The unit plan will include: objectives, activities and evaluation procedures. These plans will be developed for the entire unit and referred to in the weekly schedule of daily activities.

The format of the lesson plans may vary but should include the following components:

1. Objective
2. Aim
3. Motivation
4. Development/Presentation of the lesson
 - A. Teacher Directed Activities
 - B. Students' Active Involvement in the Lesson
 - C. Guided Practice Activities
 - D. Independent Practice Activities
 - E. Materials Used

- F. Questions
 - G. Summary Evaluation of the Lesson:
 - 1. Mid-Point Evaluation
 - 2. End-of-Lesson Evaluation
5. Application/Homework Assignment

Whenever video is to be used as an educational accessory to supplement an instructional objective, it must be listed in the lesson plan as an instructional activity and approved by the Principal prior to viewing. Please be specific as to the title and length of the presentation and its relationship to the lesson being taught.

The following are Content Area guidelines for the JUNIOR/SENIOR HIGH SCHOOL - Diploma Bound Program:

- 1. The student's overall weekly schedule will include:
 - 1. English/Literature/Language Arts/Narrative and Creative_Writing/Library Skills - 10 periods per week
 - 2. Math/Sequential Informative Writing - 5 periods per week
 - 3. Science/Factual Sentence Writing - 5 periods per week, including 30 minutes of science lab each week
 - 4. Social Studies/Essay Writing - 5 periods per week
 - 5. Values, Character Development and Career Opportunities - 1 period per week
 - 6. AIS – 2 periods per week
- 2. For individualized instruction, a system for monitoring individual objectives as well as the activities planned will be part of the lesson plans.
- 3. Group instruction will be organized into instructional units/ themes based on IEP objectives. The unit plan will include: objectives, activities and evaluation procedures. These plans will be developed for the entire unit and referred to in the weekly schedule of daily activities.

The FORMAT of the lesson plans may vary but should include the following components:

- 1. Objective
- 2. Aim
- 3. Motivation
- 4. Development/Presentation of the lesson
 - A. Teacher Directed Activities
 - B. Students Active Involvement in the Lesson
 - C. Guided Practice Activities
 - D. Independent Practice Activities
 - E. Materials Used
 - F. Questions
 - G. Summary/Evaluation of the Lesson:
 - 1. Mid-Point Evaluation
 - 2. End-of-Lesson Evaluation
- 5. Application/Homework Assignment

Whenever a video is to be used as an educational accessory to supplement an instructional objective, it must be listed in the lesson plan as an instructional activity and approved by the Principal prior to viewing. Please be specific as to the title and length of the presentation and its relationship to the lesson being taught. Televised instruction should be used only if it provides the most effective instructional strategy to meet IEP objectives.

The following are additional guidelines for SPECIAL AREAS lesson plans:

1. Special Area lesson plans must be specifically designed for the grade level being taught.
2. Lesson plans should include any appropriate safety instruction when tools or equipment are used in the classroom. In addition, time should be included for distribution of supplies and materials as well as cleanup activities.
3. For individualized instruction, a system for monitoring individual objectives as well as the activities planned will be part of the lesson plans.
4. Group instruction will be organized into instructional units/themes based on IEP objectives. The unit plan will include: objectives, activities and evaluation procedures. These plans will be developed for the entire unit and referred to in the weekly schedule of daily activities.

The format of the lesson plans may vary but should include the following components:

1. Objective
2. Aim
3. Motivation
4. Development/Presentation of the lesson
 - A. Teacher Directed Activities
 - B. Students' Active Involvement in the Lesson
 - C. Guided Practice Activities
 - D. Independent Practice Activities
 - E. Materials Used
 - F. Questions
 - G. Summary Evaluation of the Lesson
 1. Mid-Point Evaluation
 2. End-of-Lesson Evaluation
5. Application/Homework Assignment

Whenever a video is to be used as an educational accessory to supplement an instructional objective, it must be listed in the lesson plan as an instructional activity and approved by the Principal prior to viewing. Please be specific as to the title and length of the presentation and its relationship to the lesson being taught. Televised instruction should be used only if it provides the most effective instructional strategy to meet IEP objectives.

Structured Review of Lesson Plans

Lesson plans are the reflection of teacher planning that is required in order to be prepared for instruction that is effective. **Lesson plans must be submitted on Monday morning for the current week. Please leave a copy of your lesson plans for the current week with the Principal and Assistant Principal no later than 8:30 A.M. on Monday. All high school science teachers must include at a minimum 30 minutes of science lab per week.**

Adaptations in the plans are to be expected in order to meet the emotional needs of our students and to take advantage of naturally occurring and unpredictable learning opportunities.

STUDENT PROTOCOL

Behavioral Intervention Plans and Functional Behavior Assessments

According to Commissioner's Regulations, a student who exhibits persistent behaviors that impede his or her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions, or if the student's behavior

places the student or others at risk of harm or injury, the CSE considers a more restrictive program or placement. If the student is subject to disciplinary actions and a determination has been made that the behavior is related to the student's disability, the CSE shall consider the need for a functional behavioral assessment (FBA). The development of a Behavioral Intervention Plan (BIP) is a plan that is based on the results of an FBA. The CSE shall consider strategies, including positive behavioral supports and other strategies to address the behavior.

[A Functional Behavior Assessment](#) (FBA) must be conducted prior to the development of a Behavioral Intervention Plan. At Greenburgh Eleven the information collected in the SWIS Behavior Tracking System may indicate the need for an FBA for a student. The consistent use of universal interventions and data is evaluated to determine which students fall in the secondary and tertiary sections of the PBS behavioral pyramid, an indication that they are not responding to the universal interventions in place in the school district. This data is used to identify problematic behaviors and to make decisions on additional interventions that will be most effective for each student. Also, students who have more than two suspensions should have an FBA conducted. Greenburgh Eleven also has a request for assistance form that may be used to request a review of a student's behavior and the consideration of an FBA and BIP. Parental consent to conduct an evaluation is required prior to completing the FBA. For day and CSE placed residential students the home CSE must be notified.

All staff members are to use [The Behavioral Report Form](#) to document any challenging behavior on the part of their students. Teachers are to keep a copy for their records and submit the original to the building Principal or his or her designee and the school monitors. No other copies need to be made or distributed. When a review of the suspension or SWIS data indicates a need or if a request for assistance is submitted, a Problem Solving Team meeting will be held. All involved stakeholders will be invited to the meeting. At the meeting, the data will be examined and the FBA/BIP facilitator will present his or her hypothesis about the student's behavior. If necessary, [a Behavioral Intervention Plan](#) will be created.

The [Behavioral Intervention Plan](#) must identify the baseline measure of the problem behavior, including:

1. The frequency, duration, intensity and/or latency of the targeted behaviors.
2. The intervention strategies to be used to alter antecedent events to prevent the occurrence of the behavior, teach individual alternative and adaptive behaviors to the students, and provide consequences for the targeted inappropriate behavior(s).
3. Alternative acceptable behavior(s) and a schedule to measure the effectiveness of the interventions, including frequency, duration and intensity of the targeted behaviors at scheduled intervals.

The SWIS Behavior Tracking System will be a piece of the progress monitoring to determine the effectiveness of and continued need for the Behavioral Intervention Plan. Therefore all staff must continue to use the Behavior Report Form even for students who have a Behavioral Intervention Plan. Anecdotal information on positive progress must also be collected. FBA/BIP facilitators will progress monitor the effectiveness of the BIP. Problem Solving Team meetings will be held periodically to make appropriate adjustments to the plan or to discontinue its use when the desired improvement has been achieved. The results of progress monitoring must be documented and reported to the student's parents and to the CSE and must be considered in any determination to revise a student's BIP or IEP.

The FBA/BIP facilitator will be responsible for collecting data and progress monitoring the effectiveness of the BIP in accordance with the agreed upon schedule on the document. The Problem Solving Team, led by the Principal or Assistant Principal, will meet to review the data on the effectiveness of the Behavior Intervention Plan. The Ongoing Progress Monitoring Report (page 3 of the BIP) will be forwarded to the student's parent and CSE. Parents will receive the information with the student's progress report and/or report card (minimally every 5 weeks). CSEs will receive the information quarterly. The FBA/BIP Facilitator(s) will be responsible for mailing the report to the CSE.

Code of Conduct Policy

Greenburgh Eleven has a [Code of Conduct Policy](#) available on the website. Please review this document carefully and see your Principal if you have any questions.

Escorting Procedures

Escorting students is critical because of the safety and welfare of the students and also to make sure that we maintain the kind of discipline needed to effectively run our program. Accordingly, the escorting procedure specified below was implemented to ensure the safety and security of students while in transition from school to their cottages at lunchtime and at the end of the school day.

The students in each school are divided according to their cottage locations. The following procedure is to be followed:

1. Teacher associates are assigned to escort students to designated cottages.
2. An escorting form listing students to be escorted to each cottage is distributed by the school monitor so that associates can determine where students are at both lunch and the end of the day pickup times.
3. Associates shall escort students to cottages.

- At the designated cottage, cottage staff members are to sign the escort form which should be returned to the appropriate person in your escorting area at 11:55 A.M. and 3:25 P.M.
- The schedule for the school day has been modified as follows to accommodate escorting:

Academic Day Begins	8:35 A.M.	
Lunch Time Escorting Begins	11:40 A.M.	
Lunch Time Escorting Ends	11:55 A.M.	15 minutes
Fifth Period Begins	12:30 P.M.	
End of Day Escorting Begins	3:10 P.M.	
End of Day Escorting Ends	3:25 P.M.	15 minutes

- Students must be dismissed by the teacher on time - **not early** and **not late!**
- At the conclusion of specials at 4th period and 7th period students are brought back to their classrooms for escorting.
- Any student who has a serious problem during escorting is to be reported to the school monitor or Principal/Administrator by a teacher associate.
- All teacher associates are reminded that in escorting and supervising student movement, their duties include, but are not limited to:
 1. Intervening in crises as they arise during escorting based on TCI training provided by the District.
 2. Noting and reporting problematic students or dangerous situations to the school monitor or appropriate Principal/Administrator.
 3. If directed by an administrator, delivering in person to a designated location, a student identified as needing individualized escorting.
 4. Providing the school monitor and/or administrator follow-up information critical for the smooth and efficient escorting of our students.
- All classroom teachers and Special Area teachers should regularly remind students of the proper decorum for walking to and from the school to the cottages. This student behavior should be reinforced as part of each teacher's program.
- When a teacher associate is absent and a per diem sub is not available, it will be the responsibility of the teacher to speak to the school monitor or Principal to assure that the students are reassigned for escorting. If a per diem sub is available, it is the responsibility of the teacher to explain the per diem sub's role in escorting.
- When teacher associates substitute for teachers, they are paid for escorting time, thus they are responsible for escorting utilizing their normal routine. If a per diem sub has been assigned to work with the substitute teacher associate, the substitute teacher associate will direct the per diem sub to the area school monitor for his/her escorting assignment.

In order for this procedure to be successful, everyone's consistent cooperation is required. Failure to meet escorting obligations results in the possibility of two warning letters and then a termination letter.

Homework

Homework is an established educational practice in schools which extends and reinforces student learning, thus enhancing the academic growth of students. *All students are given homework on Monday, Tuesday, Wednesday, and Thursday.*

Learning is an unending process. A student's time in school is limited but learning should not be restricted to school settings. Many cottage activities promote learning by involving children in talking, reading, writing, playing games, etc.

1. Teacher's Role

- Teachers are responsible for assigning relevant homework to all students and must document contacts with the cottage/parent/guardian when homework is not returned.
- The cottages have said they are setting aside one hour on Monday, Tuesday, Wednesday and Thursday for homework for all students.
- Teachers will provide an appropriate, relevant homework assignment for all students. These assignments should be appropriate for the age/grade of the student; consistent with the student's individual needs; and should focus on independent practice of previously learned material. The homework assignment will have clear specific directions that students can follow independently. This assignment is due back at school on the next day. Teachers should assign additional homework whenever appropriate. In these instances the teacher should make appropriate arrangements with the cottage to ensure additional homework time.
- Teachers will check, record and review homework assignments. These assignments will be returned to the students with relevant comments.
- If a student does not complete his homework assignment, the teacher will discuss this matter with the student. If necessary, the cottage/parent/guardian will be contacted. Problems which cannot be resolved with the student and/or childcare worker will be reported to the Principal.
- Day student parents/guardians will be informed of Greenburgh Eleven's homework policy and the importance of supporting their child in completing homework (e.g., homework time).

2. Student's Role

- Students will be responsible for homework assignments by bringing them to the cottage/home, completing them to the best of their ability and returning the assignments to school the next day. Students should be encouraged to bring their corrected homework assignments back to the cottage/home.
- Students will discuss and solve problems involving homework with their teacher, childcare worker, or parent/guardian and if necessary, school counselor or agency social worker.

3. Childcare Workers/Parent/Guardian Role

- Childcare Workers/Parent/Guardian will provide positive support and encouragement.
- Childcare Workers/Parent/Guardian will provide the child with the time, space, and supplies needed to complete homework assignments.
- Childcare Worker /Parent/Guardian will resolve homework problems by communicating with the teacher and/or student. Homework problems which cannot be resolved with the teacher and/or student will be reported to the Childcare Worker's Supervisor/Parent/ Guardian.

4. Administrators' Role

- School and Agency administrators will distribute and review the homework guidelines.
- School and Agency administrators will support their staff in fulfilling their responsibility regarding homework.
- School and Agency administrators will monitor the implementation of the homework guidelines.
- School and Agency administrators will facilitate the resolution of homework problems which cannot be resolved independently by teachers, students and/or childcare workers/parent/ guardian.

- Administrators/Counselors will discuss homework issues with parents and guardians as needed.

In-School Suspension Procedures

The Greenburgh Eleven UFSD serves students with special needs. In order to provide a safe and secure learning environment, in-school suspension may be provided to help students develop behaviors that are appropriate for the immediate community and will serve to help them become productive citizens. All students in the District are held to the same standards which take into account their handicapping condition.

Under extreme circumstances, it may become necessary and appropriate to suspend a day student from instructional and related services provided at Greenburgh Eleven. In such an event, arrangements will be made for alternative instruction pending action of the Home Committee on Special Education.

1. Purpose of In-School Suspension

The purpose of In-School Suspension is to provide a consequence in order to teach students appropriate behaviors. It is used when other consequences do not apply to these behaviors, or other consequences have not been effective. Most behaviors should be addressed by the school behavior management program. Suspension is only for the most serious incidents.

2. Procedures for Assigning In-School Suspension

The school Principal or designee meets with the student and the other individuals involved in the incident. At this meeting, the student's behavior is discussed with him as well as other ways he might have handled the situation.

Only a school Principal can assign a student to In-School Suspension. If the appropriate consequences for a student are in-school suspension, the student's teacher and counselor will meet with the Principal or designee to discuss the incident. At this meeting, it will be determined whether or not the student's disability caused the behavior or an inappropriate placement resulted in the in-school suspension. For each in-school suspension, the Principal, teacher, and counselor must ensure that the behavior is not an element of, or related to, a student's disabling condition. If the Principal, teacher and counselor feel that the behavior was the direct result of the disabling condition, or would like to explore alternative school placements, the Principal may request an emergency meeting of the CSE, and/or contact Children's Village personnel.

The Principal, having determined that a behavior warrants in-school suspension, will:

1. Write an in-school suspension letter.
2. Notify the classroom teacher to assemble work for at least ONE FULL DAY. The work should be similar to that being done in the classroom. The student should be able to work on the assignments independently. The teacher is to complete an assignment log outlining what the student is to do during the suspension.
3. On the day of the in-school suspension, the Principal arranges for the staffing of the in-school suspension room.

3. Documentation:

Documentation must accompany each in-school suspension notification. Supporting information should include the incident report with as much background information as possible. There should also be documentation of other interventions used previously. Documentation is to be delivered to the Behavior Management Teacher who will include it as part of the In-School Suspension Log.

Out of School Suspension (OSS)

Suspension from school is a severe penalty, which may be imposed only upon students who are in serious violation of the Code of Conduct and are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

Late Arrivals/Early Departure of Students

In the event that students arrive late or leave early they must report to the School Office and be signed in/signed out.

OP/AWOL Intervention

O.P. (Out-of-Program) behavior occurs when a student leaves the class without permission. These students often attempt to leave the floor or building. It is essential to have "eyes-on supervision" at all times to provide for the safety of the student and account for his actions.

School monitors must maintain an OP/AWOL log which indicates when a student is OP/AWOL and when he returns.

It is required that each student who leaves any area must continue to be supervised by visual observation until that individual can be returned to the supervised setting.

Teachers, counselors and associates are instructed to be alert for potential O.P. behaviors and attempt to dissuade the student. When escorting, proper control actions, suitable physical placement, and clear instructions to students will minimize the opportunity for inappropriate acting out or running.

Should the student leave an instructional setting, the following actions should be initiated:

- Call for assistance from the school monitor.
- Teacher associates must follow and keep "eyes-on" contact. Ask Greenburgh Eleven Security to request assistance from Special Children's Services. Pick up a walkie-talkie from the security station and use it to call school monitor or the school administrator. They will request assistance from Special Children's Services.
 1. If Specials can take over immediately, return to your school and complete the Summary form. File it with the school monitor.
 2. Stay in visual contact until you are relieved by Special Children's Services, Children's Village Cottage staff, the school monitor or a school administrator.
 3. Verbally report the OP/AWOL to your Principal or the administrative backup listed on page 3.

Questions have arisen concerning the length of time or distance you must travel in attempting "eyes-on supervision". Since we are concerned with safety and accountability, you must make every effort to remain in contact until there is a resolution.

The following steps will be taken when a staff member no longer has visual contact with a student:

1. The staff member responsible for the student reports to the closest security staff or school monitor that he/she has lost sight of the student but is continuing to search for the child.
2. If the security staff receives the notice, they will radio Special Services and then the school monitor.
3. The school monitor will radio:
 - Special Services to begin patrolling.
 - Building security staff to be on alert for the child.
 - Building Special Services staff to join the search.
4. If the child is not located by Special Services within 10 minutes, the school monitor will:
 - Call Special Services to get an update on the child's status (i.e. Special Services is pursuing him, they have had visual contact with the student, etc.).
 - Call the child's cottage.
 - Call Special Services and the cottage every 10 minutes.
5. If the student is located by Special Services, they will immediately radio both the security staff and the school monitor who reported the student OP.
6. The school monitor will alert the staff member responsible for the child that he has been located and the search by the staff member may be discontinued.

Only an administrator, school monitor, school security person, counselor or school secretary is authorized to make direct

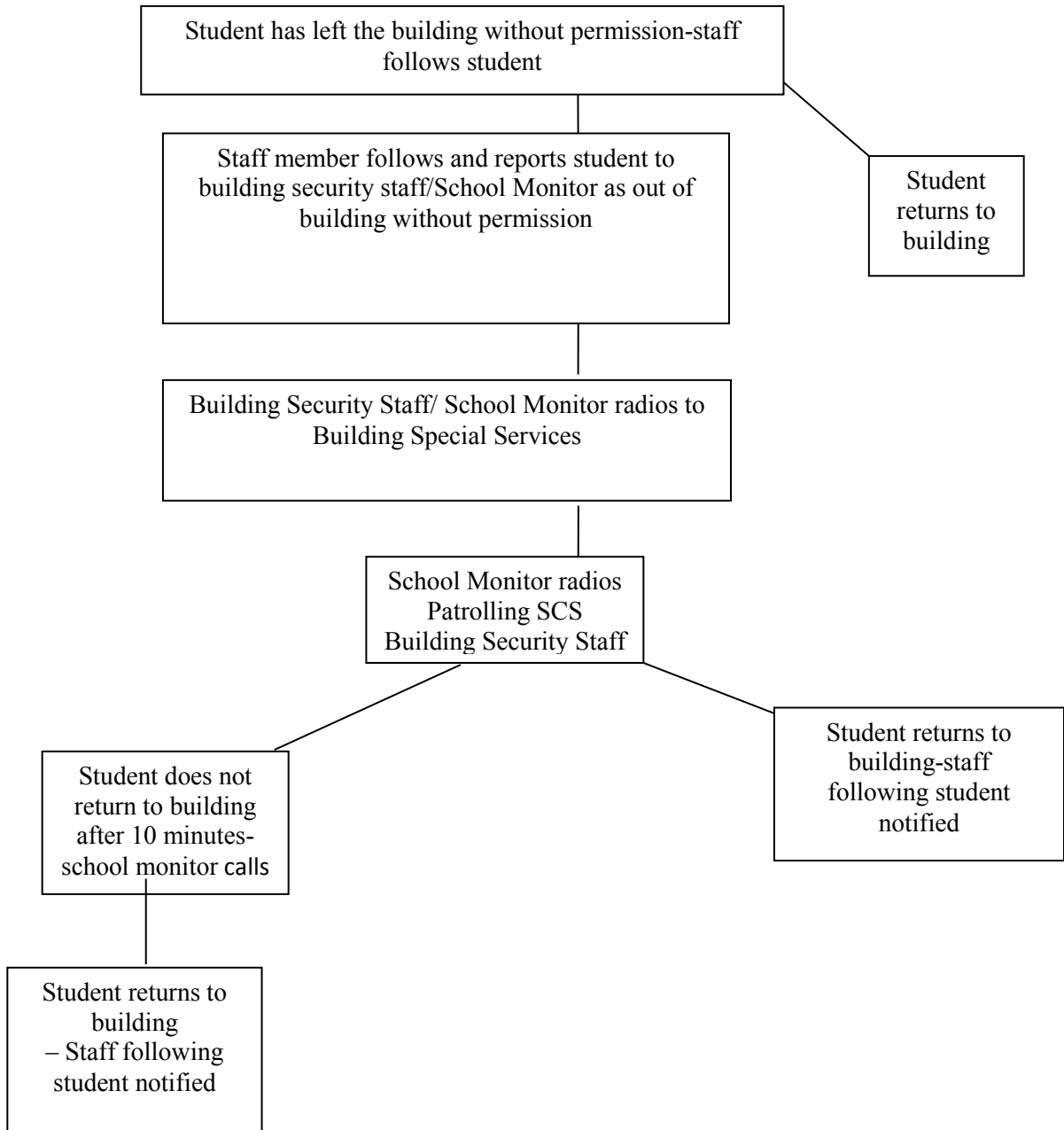
contact with Special Children's Services. Special Children's Services can be called directly only in an extreme emergency situation.

TCI does not address the specific situation of using restraint when a student goes OP/AWOL. The staff member must make a professional judgment at the time of the incident as to what course of action to take. This is done by assessing the student's emotional state and the probability of his causing harm to himself and others.

1. Use verbal intervention.
2. Allow the student to time himself out in the immediate vicinity in view of staff.
3. Call for assistance from the school monitor and colleagues.
4. Provide eyes on supervision at all times.

Using these guidelines, it is hoped that we can send a clear message to students that leaving school is not appropriate, and we will consistently follow them. In addition, it fulfills our requirement to act as the adult community responsible at all times for the supervision and safety of our children. To assure that staff members can fully perform the foregoing responsibilities, staff members must wear shoes with good traction for intervening during student physical conflicts. Totally open, flip-flop style shoes are prohibited. As a safety precaution staff members are prohibited from wearing loose fitting trousers worn below waist-level.

OP/AWOL Search Procedures Chart



Positive Behavioral Supports (PBS)

Creating and maintaining a safe and orderly school community that defines, teaches and promotes positive behaviors in all students is a central focus of the behavior management strategies employed at Greenburgh Eleven. In collaboration with our campus community, The Children's Village, we remain committed to the full implementation of the Positive Behavioral Supports proactive systems approach.

PBS is a proactive systems approach for creating and maintaining safe and effective learning and living environments. Through this model, adults and students create a social culture that encourages positive behavior and interactions while discouraging problem behaviors.

As part of PBS, staff developed a list of general behavioral expectations for the campus. Students are taught these expectations and are expected to adhere to them regardless of the setting they are in. These general expectations are the foundation for our campus wide program. The ongoing joint community effort of the Positive Behavioral Supports initiative continues to develop and grow in both the school and campus.

1. Respect

- Acknowledge others
- Attend to others
- Use appropriate language
- Say please and thank you
- Treat resources with care

2. Responsibility

- Follow directions
- Be honest
- Take care of your belongings
- Be on time
- Ask for help
- Communicate needs and feelings
- Be actively involved
- Dress appropriately for activity

3. Safety

- Keep hands and feet to self
- Be where you're supposed to be
- Follow posted signs
- Maintain personal space
- Report problems to staff

PBS focuses on data-based decision-making (including student, staff, and family input), research-validated practices and systematic approaches which facilitate effective communication and collaboration between all programs and staff within a setting.

Goals of PBS:

- Increase consistent use of effective behavioral teaching and reinforcement strategies among all staff at residential, school-wide, classroom and individual student levels.
- Reduce use of reactive (less effective) discipline measures (i.e. office discipline referrals, detentions, suspensions, and expulsions).
- Increase data-based decision-making about behavior and academic instruction and reinforcement across all settings.
- Implement effective, comprehensive supports/services/interventions for youth with the most intensive behavioral/emotional needs through wraparound plans that address home, school, and community settings.
- Create effective leadership and support systems to stand by all staff in applying these principles of effective behavior support.

Four Elements of PBS:

- Systems
- Practices
- Data
- Outcomes

Critical Elements to Achieving PBS Goals:

- Careful acknowledgement, consideration and achievement of outcomes (e.g., academic achievement, social competence, career/work opportunities) that are valued by significant stakeholders (e.g., students, family members, support staff, clinicians, teachers and employers).
- Adoption and sustained use of research-validated practices and curricula that maximize achievement of student and teacher outcomes.
- Application of data-based decision making at many levels (i.e., individual, residence, classroom, school), with multiple individuals (i.e., student, teacher, administrator, support staff), across contexts (e.g., general v. special education, school v. home), and with multiple outcomes (e.g., reading, grades, attendance, employment, quality of life, discipline referrals).
- Development of systems (e.g. processes, routines, working structures, administrative supports) that are needed to ensure consideration of valued outcome, research-validated practices and data-based decision-making.

Student Attendance

Reporting and updating absences is very important to the safety of our students. It is required by law. **School Monitors will take attendance twice a day for billing purposes.**

Greenburgh Eleven attendance procedures comply with the requirements for student attendance. The School District policy on [Student Attendance](#), is available on the website. It is extremely important that student attendance is carefully and accurately recorded. **All teachers are to take period by period attendance in E-School Plus.**

Student Bathroom Procedures

- The keys to bathrooms will be given out to all staff members.
- **The teacher associate or school monitor who accompanies students to the bathroom will check the condition of the bathroom just before each student enters; let the students enter one at a time, wait until the student is finished and then check the bathroom again. If a problem is identified, the teacher associate will report the condition of the bathroom to the school monitor or the school secretary.**

In the event that the school monitor is unavailable, the Principal and secretaries will be available for backup.

Student Search Procedures

A student's rights must always be respected while maintaining a safe environment. Please review the following search guidelines as they must be strictly followed at all times.

1. All students must pass through a metal detector upon entering the school buildings. In addition, hand held metal detectors will be used if students cannot pass through the metal detector without sounding the alarm. All students must present their coats/jackets and all bags to school staff for inspection. Individuals who admit to having illegal or dangerous items on their person may be searched by asking them to empty the contents of their pockets, backpacks, bags, etc. If they fail to cooperate, an appropriate security staff member may conduct a search of the student's pockets, backpacks, bags, etc., in the presence of a second adult. Special Children's Services should be notified whenever students are suspected of having any of the above mentioned items.
2. Students who are observed to have in their possession illegal or dangerous items by a school or agency staff member may be searched by appropriate security staff. Students or non-staff adult witnesses can share information that might initiate a search. Administration may also initiate a search when students or non-staff adult witnesses considered "reliable informants" provide information warranting a search.
3. Whenever an item that reflects a safety hazard is removed from a student, it must be brought immediately to the Principal, where the appropriate follow-up will occur.

Student Supervision

Students must be supervised as they enter school at 8:30 A.M. and at 12:30 P.M. **Both teachers and teacher associates are directed to remain in their classroom during times when students are present. Violation of this directive may result in disciplinary action.**

The primary responsibility of the classroom teacher and the teacher associate is to supervise the students entrusted to their care. **When students are present, teachers and teacher associates must not leave the classroom unless assigned or directed to do so by supervisors. Teachers should not leave classrooms of students under the care of teacher associates unless pre-approved by supervisors. Copying, etc., must only take place during conference periods. Teachers and teacher associates should be in the classrooms together at all times unless otherwise assigned by a school administrator. Should a personal emergency arise, call the Principal/Administrator's office and you will be provided with short-term backup.**

Students must be supervised by school staff at all times during school hours:

1. **Students are not to leave the classroom without staff permission. In the event the student leaves the classroom without permission, "eyes-on supervision" must be provided by a staff member.**
2. During all out of classroom activities, staff members must be in close proximity to their students and have them clearly in view at all times.
3. Student Escorting to Special Classes: Students must be escorted by teacher associates in an orderly group or line to and from special classes. Teachers will provide suggestions for teacher associates if this is a problem. Teacher associates are expected to be able to supervise this movement effectively once the above assistance has been provided. FOR SAFETY REASONS, NEVER TRANSPORT STUDENTS IN PERSONAL CARS.
4. Please be aware that students coming to school are not permitted to bring the following:
 - Tobacco products of any type/matches/lighters
 - Drugs (legal or illegal) of any type and drug paraphernalia
 - Money
 - Basketballs
 - Cell phones
 - Backpacks
 - Toys (including playing cards, baseball cards and collectible cards)
 - MP3 players
 - Electronic games
 - Radios
 - Grooming items such as nail files
 - Any type of weapon including box cutters
 - Caps and hats

These items should be removed from the students and given to the Principal. In addition, gold teeth are not permitted anywhere on the campus. If a student arrives in school with gold teeth, notify the Principal who will contact the Division Director.

5. It has been a long-standing community standard that students remove hats when they enter the schools buildings. The Children's Village has clarified the community standard based on the latest fashion trend with the following Children's Village policy:

“The agency and its personnel have responsibility for rearing the boys who reside here in a way that allows them to make full use of society and what it offers. We do this through verbal instruction as well as role modeling.”

As always, we need to work together to consistently implement the community standards.

Taking Students Off Campus

Greenburgh Eleven staff **may never** take students off campus unless it is part of an authorized school field trip.

Use of Time Out Rooms

As stated in the New York State Education Department Commissioner's Regulations, any time out room is an area for a student to safely de-escalate, regain control and prepare to meet expectations to return to his or her education program. Time Out Rooms are to be used in conjunction with a Behavioral Intervention Plan in which a student is removed to a supervised area in order to facilitate self-control or to remove a student from a potentially dangerous situation.

- With the exception of unanticipated situations that pose an immediate concern for the physical safety of a student or others, Time Out Rooms must consistently be utilized in conjunction with a Behavioral Intervention Plan that is designed to teach and reinforce alternative appropriate behaviors.
 - All students using the Time Out Room must be supervised at all times and logged in and out in the Time Out Room Log.
- For students who use the Time Out Room as part of a Behavioral Intervention Plan the disposition for frequency and duration on their IEP must be adhered to.
- Logs must be submitted to the Building Principal weekly for review of the effectiveness of the use of the Time Out Room to change specified behaviors and to refer students back to the CSE when necessary. All logs must be filled out completely using specific language to describe behaviors that precipitated the use of the Time Out Room especially for students that pose an immediate concern for the physical safety to themselves or others.
- In order to ensure proper supervision of students there should never be more than one student in the Time Out Room at any time.
- School monitors are responsible for ensuring that the condition of the Time Out Room is maintained at an appropriate level. At no time should there be any conditions that could present a danger to students (i.e. torn padding or padding falling off the walls, dangerous or protruding objects) or any graffiti present in the Time Out Rooms.
- Any situations that need to be corrected in the Time Out Room must immediately be addressed by the school monitors and a work order must be completed and submitted to the Principal.
- The Principal or designee will check the Time Out Room at the end of each day and record the condition of the room on the Time Out Room Check form.

Going forward the term “time out” should only be used to describe use of the [Time Out Room](#). The term “time away” will be used for all situations where a student requires a break from his regular routine or current activity and a possible change in environment, for example, taking a walk or getting a drink of water.

SAFETY AND SECURITY

Asbestos Reporting

A copy of the District's Annual and Triennial Asbestos Reports are available in the Business Office.

Chemicals and Cleaning Supplies

Chemicals and solutions that are pollutants or poisonous must be kept in a locked place and used only by the adults or under direct supervision (e.g., White Out, Rubber Cement, Cleaning Fluids, Turpentine, etc.). Storage of cleaning supplies is not permitted in the classroom.

Emergency Response Plan

The District Emergency Response Plan for Greenburgh Eleven can be found in the District Emergency Response Plan.

Education Commissioner's Regulation §155.17 requires public school districts to maintain a school emergency management plan. The plan must be updated no later than October 1 of each school year.

Effective and efficient school emergency planning can occur only if all members of the school community have a thorough understanding of their respective roles and responsibilities during an actual school emergency.

A comprehensive Emergency Response Plan has been developed for the District to address a wide variety of potential emergencies. Contents of the plans are reviewed with staff during faculty meetings. Exercises are conducted each year to ensure that staff and students can respond appropriately in the event of an emergency. All staff should periodically review the plan to ensure familiarity with safety procedures.

The following is the descriptions for each of the emergency responses and the expected behaviors for staff and students:

<u>Shelter-In-Place</u>	<u>Hold-In-Place</u>	<u>Evacuate</u>	<u>Lockout</u>	<u>Lockdown</u>
Used to shelter students and staff inside the building.	Used to limit movement of students and staff while dealing with short term emergencies.	Used to evacuate students and staff from the building.	Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.	Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.
<ol style="list-style-type: none"> Listen for instructions about the situation and your actions. Students in hallways should return to assigned classroom, if possible. Classroom teachers, take attendance. All other staff assist students, as needed. Move away from windows, if situation warrants. If instructed, move out of classroom to designated safe area. Stay together at all times. Take Attendance. Listen for updates. 	<ol style="list-style-type: none"> Listen for instructions about the situation and your actions. Students in hallways should return to assigned classroom, if possible. Classroom teachers, take attendance. All other staff assist students, as needed. Listen for updates. 	<ol style="list-style-type: none"> Listen for instructions about the situation and your actions. Lead students to designated assembly or announced assembly area. Use secondary route, if necessary. Bring attendance list and class roster. Close the classroom door after exiting. Take attendance when safe to do so. If evacuating off site, take attendance before moving from and upon arrival at off site location. Listen for Updates. 	<ol style="list-style-type: none"> Listen for instructions regarding the situation and your actions. Lock all exterior windows. Leave blinds/lights as they are. Take Attendance. After initial instructions listen for updates. Classroom instruction continues as normal. All outdoor activities are terminated. Listen for updates. 	<ol style="list-style-type: none"> When you hear lockdown announced, you should move quickly to execute the following actions. If safe, gather students from hallways and common areas near your classroom. Lock your door. Barricade if necessary. Move students to a safe area in the classroom out of site of the door. Leave windows, blinds/lights as they are. Keep everyone quiet, silence cell phones. Take attendance, if possible. Do not communicate through door or answer room phone. Do not respond to P.A. announcements or fire alarm. Stay hidden until physically released by law enforcement personnel.

Emergency Response Training

The District ensures that a group of staff members successfully complete the American Heart Association Heartsaver AED (CPR/AED) Program. In addition to CPR training, this program certifies staff in the use of defibrillators, which are located throughout the District.

Automated External Defibrillators can be found in the following locations:

- Rapid Intervention Center (formerly Crisis Residence)
- Senior High School Office
- Elementary/Middle School Office
- The Lanza Activities Center

Emergency Telephone Line – 911

To reach the 911 Emergency Line from within Greenburgh Eleven UFSD:

1. Extensions with outside dialing capability should dial 9-911.
2. Extensions without outside dialing capability (classrooms, time out room, etc.) should call the Principal's Office and request that they dial the 911 number for them.

All calls to 911 should describe the problem and exact location (school, classroom, name of staff, etc.).

Exposure Control Plan and Contagious Diseases

The District procedures on contagious disease and the comprehensive Exposure Control Plan to help protect staff, students and the school community against contagious diseases is available on the website. Please read this material carefully and see your Principal/Administrator if you have any questions.

Mandatory training is conducted for all staff upon hire and on an annual basis. The transmission of infectious diseases can be prevented by using the Standard Operating Procedures outlined in the Exposure Control Plan. Hepatitis B vaccinations are offered free of charge to all staff throughout the year.

Fire Alarm Pull Station Locations

In the event of a fire, immediately sound the building fire alarm by pulling the alarm in one of the fire alarm stations which are located next to all exit doors throughout the District.

Fire Drills

Fire drills must be held periodically as scheduled by the Principal/Administrator or his/her designee from each building. Teachers must prepare students for fire drills. **When the fire alarm rings, please respond immediately** in the following way:

Every adult and every child must leave the building during fire drills. Please evacuate quietly and as quickly as possible. All students must be arranged in a line and supervised closely. **Attendance must be taken.**

All support staff must assist, as follow:

1. Escort students to the designated exit. (Close the classroom door)
2. Bring class attendance in order to account for all students.
3. Evacuate the buildings and proceed as described below:

Bethune Building

High School (See Attachment 11: Fire Drills Procedure for Specific Exit Directions)

People evacuating the school should assemble as follows:

- ❖ **Sr. High School** Second Floor -assembles in the field behind 2nd base from the middle of the field to the road.
- ❖ **Jr. High School** assembles in the field between the track and the center field behind second base.
- ❖ **Special Areas** assembles in the Clearview circle.
- ❖ **Elementary School**

Outer Academies

People evacuating the Outer Academies should assemble at least 150 feet from the cottage.

Lanza Activities Center

All people evacuating the building should assemble in the center of the soccer field across the street on the east side of the building.

4. Wait for an **All Clear** signal to return to the building.

The school monitor on each floor of both buildings must check every bathroom on the floor to make certain it is evacuated.

Do not allow anyone to re-enter the building.

Teachers and teacher associates must take attendance at the assembly locations and report any missing students to an administrator immediately.

A copy of the District's Annual Fire Report is available for review in the Business Office.

Please Note: Details Regarding Other Emergency Procedures Can Be Found In The District-Level Emergency Response Plan.

Stairway Use during Fire Drills: In order to reduce congestion in halls and stairwells in Bethune during fire drills, students will exit the buildings according to the fire procedures.

Fire Extinguishers

In the event of a fire emergency, fire extinguishers are located in selected classrooms, hallway locations, and maintenance areas in the Bethune Buildings and are clearly labeled.

ID Badges

In order to more fully secure school facilities, picture I.D.s are issued to all Greenburgh Eleven faculty and staff by the security staff.

While on campus, picture I.D.s must be worn at all times and in plain view. All visitors will be authorized and provided with a visitor's pass prior to entering school facilities. In order to assure a safe environment, all faculty must adhere strictly to these procedures for themselves and visitors. Any violation of these procedures must be reported immediately to a school administrator. Failure to follow these procedures, including failure to provide notification of unauthorized adults, may result in disciplinary action.

- In keeping with the New York State Safe Schools recommendations, staff members and visitors to the district are required to enter and exit each building at only one designated location at any one time. This entrance and exit point must have either a member of the security team or a district administrator present to authorize entry and exit of all staff members and visitors. All staff members must adhere to this security measure.
- ***Anyone needing to enter or exit at other times will need to make arrangements with a school administrator.*** Prior written approval is required. Access on weekends can only be permitted if an administrator will be working in the building.

Laboratory Safety

Maintaining a safe environment in the instructional laboratories for science, technology and food is of crucial importance for the protection of our staff and students. As each school year commences, students receive instruction in lab safety and are required to confirm in writing that they are aware of the expectations for safe conduct in laboratory classes. Laboratory safety rules are posted in each lab and reviewed with students prior to each lab class. Due to the wide age ranges and specific needs of our population, lab activities are modified or tailored to accommodate the students' learning and behavioral needs. Whenever necessary, safety equipment is used. Lab teachers maintain a careful accounting of all equipment distributed, counting items at distribution and at the end of the lesson.

Food Laboratory Safety

Great care is taken to ensure that kitchen equipment is used properly, that care is exercised around cooking surfaces and cutting utensils, and that spills and slippery conditions are avoided. Utensils are counted at distribution and at the end of the lesson to ensure that all materials are returned.

Hygiene is also a critical factor in food safety because it prevents the spread of a food borne illness. Students are taught the basics of good hygiene in the kitchen and what can happen if these practices are not followed. Students are also taught to wash their hands before they start to cook in the lab and how to properly clean and sanitize kitchen tools and equipment.

Aprons are worn when the students are cooking to prevent their clothing from becoming stained. Students are instructed to listen and follow directions before they begin any activity. Ample time is left for cleanup at the end of each session. Students are supervised by their food lab teacher and teacher associate. The lab contains a sink, soap station and a dishwasher to properly clean the equipment that is used by staff and students.

Science Laboratory Procedure

1. Staff Expectations

As per the feedback indicated within the corrective action plan from our most recent New York State Department of Education Quality Assurance Review, teachers are responsible for engaging the students in a minimum of 1200 minutes of intense science laboratory workshops for all Regents courses. At Greenburgh Eleven our standard is to provide the 1200 minutes of science lab each year by scheduling 30 minutes per week. As such:

1. Teachers will ensure that all safety requirements and procedures are understood and carried out by the students during science laboratory activities.
2. Teachers will provide each student with the necessary materials, handouts and supplies pertinent for an optimal learning experience.
3. Teachers will actively engage students in a minimum of 30 minutes of science laboratory activities weekly, totaling 1200 minutes for the year. All labs must be thoroughly reflected in the weekly lesson plans.
4. Teachers are responsible for engaging each student in individual conferences weekly to address learning needs and any curriculum learning objectives.
5. Teachers are responsible for the weekly submission to the school's Principal or designee. Lab record sheets from the previous week will be submitted weekly with all lesson plans. Lab record sheets are to be kept in each individual student's work folder.
6. Teachers are responsible for maintaining current, interactive, student-centered work folders for the duration of the course.

2. Student Expectations

In the spirit of cultivating positive academic behaviors and habits for being an optimal learner, all students are expected to follow the procedures involving science laboratory operations/functions.

1. Students will abide by all safety procedures and operating protocol of the science laboratory.
2. Students are instructed to listen to and read all directions before beginning any activity and are advised not to take any short cuts or skip any steps in the experiment since this may lead to an unsafe situation.
3. Students are to fully engage and actively contribute to the learning experience within the instructional setting.
4. Students are to be reflective in their learning and apply transferable skills to varying laboratory experiences to deepen their understanding of a particular construct/concept.
5. Under the teacher's supervision, students will maintain their individual work folder for each science course.

Locking of Classrooms and Doors

To ensure staff and student safety, classroom doors **must be locked** when students are present in order to prevent unauthorized and unwanted entry. However, the glass windows in classroom doors must never be covered. It is critical for administrators and school monitors to be able to see the classroom without entering.

Pollutants

Chemicals and solutions that are pollutants or poisons must be kept in a locked place and used only by adults. Storage of cleaning supplies is not permitted in the classroom.

Rescue/Exit Windows

Classrooms contain rescue/exit windows to provide exit routes for students in case of emergency. Bethune rescue windows are

designed to be opened a maximum of six inches except in the case of an emergency.

In addition, nothing must block these windows at any time in order to assure access if needed. All staff will be held responsible for student safety regarding rescue/exit windows.

Workplace Accidents

If you are injured on the job, you must fill out a **Greenburgh Eleven Accident Report** form as soon as possible. This form is available in the principal's office. Emergency medical assistance is available from the nursing staff at the Children's Village. The procedure is as follows:

1. Report to the nurse at The Children's Village Medical Services Building.
2. Submit the Greenburgh Eleven form to your Principal/Administrator for signature. If the injury is serious, others will help you get medical attention and the forms will be filled out subsequently.
3. Principals/designees must collect statements for witnesses to be attached to accident report forms.

Workplace Safety and Accident Prevention

Greenburgh Eleven has a strong and ongoing commitment to workplace safety and accident prevention. All administrators and maintenance personnel are actively involved in ensuring that the safest possible environment exists for students and staff.

All District facilities are continuously monitored to identify issues that may potentially result in workplace accidents. Workplace safety is the responsibility of everyone at Greenburgh Eleven.

There is a District-wide **Health and Safety Committee** to assist in ensuring the safety of all students and staff. The committee is comprised of administrators, faculty, and staff. The committee addresses safety concerns and potential hazards. If you have any issues that you would like the committee to review, please see Marsha Maddox in the Business office.

In order to maintain a safe environment, the following safety procedures must be followed at all times:

1. Building corridors and walkways must be free of boxes or other items that may lead to tripping or other accidents.
2. Classrooms and offices must be free of glass and other potentially hazardous materials.
3. Carpet and other flooring materials must be free of rips and other tripping hazards.
4. Furniture and equipment must be free of sharp edges or broken pieces.
5. Classrooms and offices must be free of potentially dangerous cleaning products.
6. All potential hazards must be reported immediately to an administrator.

In addition to ongoing monitoring, comprehensive facilities checks are completed periodically throughout the year of all classrooms and offices. Please ensure that all work areas fully comply with safety standards.

CSE- Pupil Personnel Office

Annual Review Meetings

These are meetings held annually to update the IEP to reflect the student's current status and determine if the student still requires special education.

The IEPs are updated accordingly. Accurate updating of the computer data sheets and goals and objectives is essential to plan for the following school year. Each Principal will chair the annual review meetings for their school.

All certified staff must sign on to IEP Direct and make additional changes to the draft document of each student they are responsible for. Annual goals must also be updated.

1. The Annual Review

The Annual Review process is the following:

1. Schedules are generated by the Supervisor of Pupil Personnel Services
2. Teachers and Related Service Counseling and Speech Providers will sign on to IEP Direct and update the following in the upcoming year's draft document at least three days prior to the scheduled meeting:
 - **Teachers will be responsible for:**

An updated IEP draft describing:

 - ❖ Academic Achievement, Functional Performance, Learning Characteristics Levels and Abilities and Alerts as well as Reading and Math Functional Levels
 - ❖ Updated information regarding the student's test accommodations;
 - ❖ Updated program modifications, if any;
 - ❖ Updated special alerts,
 - ❖ Updated goals and objectives.
 - **Related Service Counseling Providers will be responsible for:**

An updated IEP draft describing:

 - ❖ The student's social/development and management needs progress and his current level of functioning;
 - ❖ Updated counseling goals and objectives;
 - ❖ A guidance annual review card for students in grade 7 and above;
 - ❖ A transition plan for students in grade 8 and above.
 - **Related Service Speech Providers, Occupational Therapists and Physical Therapists will be responsible for:**

An updated IEP draft describing:

 - ❖ The student's progress in Speech and Language in the Academic Achievement, Functional Performance and Learning Characteristics Section or OT/PT in the Physical Development Section include his current level of functioning;
 - ❖ Updated speech and language goals and objectives.
 - ❖ Updated motor goals and objectives.
3. Updated medical information will be obtained from CV by CSE support staff and entered in the IEP Draft being prepared by the team.
4. The CSE case manager will check that all appropriate sections have been updated to the CSE two days prior to the CSE meeting.
5. The CSE support staff will print the updated draft document and will deliver it to the meeting room on the day of the meeting.
6. The Principal or their designee will chair annual reviews for residential students from his or her school.

Please see your CSE case manager if you have problems or questions. Meetings will not be held if the student's draft document has not been updated.

Please follow the same process for day students. In addition, some districts request a teacher report in addition to the information entered in IEP Direct. Since NYC DOE does not use IEP Direct, all updating for NYC Day students must be done on a hard copy of the IEP.

2. Re-Evaluation Meetings (formerly Triennial Meetings)

Every three years a re-evaluation of each disabled student is required according to the Part 200 Regulations. The building team working with the student is responsible for the following re-evaluations. Enter the information in IEP Direct in the Draft document for the current year.

- **Classroom Teachers**
 - ❖ Updated Academic Achievement, Functional Performance and Learning Characteristics, Levels and Abilities
 - ❖ Academic goals and objectives
 - ❖ The latest reading and math scores
- **Building School Psychologist**
 - ❖ The results of the psychological evaluation
 - ❖ Updated social development and management needs
 - ❖ Also submit the following goals reports at the meeting:
 - Psychological evaluation
 - Classroom observation
 - Updated social history
- **Related Service Counseling Provider (School Counselor):**
 - ❖ A transition plan for students in grade 8 and above
 - ❖ Social/emotional goals and objectives
- **Related Service Speech Providers, Occupational Therapists and Physical Therapists:**
 - ❖ Updated information in the Academic Functioning Performance and Learning and Characteristics Section as it relates to speech and language or in the Physical Development Section for students receiving OT/PT services
- **CSE Support Staff;**
 - ❖ A medical report will be obtained from C.V.

The CSE provides the Children's Village medical and audiological/vision screening reports.

Procedures for Scheduling Re-evaluation Meetings:

1. The Education Case Manager is responsible for scheduling re-evaluation meetings in compliance with the Commissioner's Regulations.
2. The Principals, or their designee, will chair the re-evaluation meeting for the students in their schools.
3. The classroom teacher is a mandated participant and by state law must attend the meeting. Related service personnel may attend also when designated by the school Principal or the teacher may act as the building's representative so as to minimize time away from delivery of services to students.

CSE Information

1. Some Definitions from Part 200 Regulations of the Commissioner of Education

1. Change in Program: a change in any one of the components of the IEP
2. Change in Placement: a transfer of a pupil to or from a public school or BOCES or an approved private school.
3. Related Services: Speech and language services, counseling, occupational therapy, and physical therapy.
4. Special Class: a class consisting of pupils with the same or differing disabling conditions who have been grouped together because of similar educational needs for the purpose of being provided a special education program.

5. Special Education: specially designed individualized or group instruction or special services or programs. The individual needs of a pupil shall be determined by a CSE (Committee on Special Education) upon consideration of the present levels of performance and expected learning outcomes. The areas to be considered when formulating an IEP shall include:
- Academic or educational achievement and learning characteristics.
 - Social development, including the student's relationships with peers and adults, self-concept, and adjustment to school and community.
 - Physical development, including the student's motor and sensory development, health, vitality, and physical limitations on learning.
 - Management needs: the degree and nature to which environmental modifications and human or material resources are needed to enable the pupil to benefit from instruction. Management needs shall be determined in accordance with the factors identified in each of the three areas described above in 1-3.

CSE Meetings

1. Initial Meetings

New students are tested upon arrival and then placed in a regular classroom.

Placement decisions are made based on age, functioning level in reading and information gathered from former records when available. A CSE meeting is held to develop an IEP subsequent to the referral, consent for evaluation and evaluation processes. A special education teacher with knowledge of the student will attend the student's initial CSE meeting.

Principals and homeroom teachers receive copies of the CSE meeting notices sent to parents and CV. After the CSE meeting is held, paperwork is processed by the CSE. The CSE will notify the Principal if and when the child has been classified and the IEP has been finalized.

2. Addendum Meetings

Any teacher or administrator or any other related service provider involved with the student who believes that placements recommended in students' IEPs are no longer appropriate must refer them back to the CSE for review. **All staff may request a change in the IEP.** A CSE addendum meeting for residential students is requested as follows:

1. Complete a CSE addendum request form. Clearly indicate changes you are requesting and the rationale for the change. For a change in program (e.g., add or drop a related service; change delivery of related service, etc.), a report should be attached to the CSE addendum.
2. The Principal will forward the completed request to the Supervisor of Pupil Personnel Services.
3. The CSE will schedule the CSE meeting as soon as possible. The Principal and classroom teacher will receive notification of the meeting.

For a request in a change in the IEP of a Day Student, please follow steps 1 & 2 above. The Supervisor of Pupil Personnel Services will forward the request to the student's home CSE. You will be notified when a meeting is scheduled.

The classroom teacher is a mandated participant at the CSE meeting. The person requesting the addendum must also attend.

CSE Other Information

The CSE's role is to recommend an appropriate individualized program and services for each child. The CSE's recommendation is presented to the Board of Education for approval. If the Board of Education disagrees with the CSE recommendations it may exercise the following options:

1. The School Board may send the CSE's recommendations back to the CSE with a statement detailing its objections or concerns.
2. The CSE must review the School Board's concerns and resubmit the revised recommendations to the School Board.

3. The School Board may continue this remand and re-submission procedure as many times as necessary, so long as programs and services are arranged for the child within 60 days.
4. The School Board may appoint a second CSE to develop a new recommendation if at any time it is dissatisfied with the original CSE recommendation. The remand and re-submission process may be employed with the second CSE as well, as long as programs and services are arranged for the child within 60 days.
5. Once the School Board appoints a second CSE, however, it may not select the recommendation of the original CSE.

The Principals work with the staff to make class placement decisions based upon information obtained from the CSE, their own observation of the child, and their knowledge of the class grouping within their buildings.

Classroom teachers, school counselors and speech providers and OT/PT providers implement the IEP exactly as it is written until it is amended or re-written by the CSE.

1. Addenda

1. Principals will sign and submit addendum request forms with full rationale and attached documentation, as required.
2. The CSE Educational Case Managers will see that a meeting is scheduled as soon as possible, but within sixty (60) school days from the date of the Addendum request.

2. Annuals

1. The schedule is generated by the Supervisor of Pupil Personnel Services.
2. All evaluations and draft document updates are due at least three days prior to the scheduled meeting.
3. Meetings will not be held for students with incomplete draft documents.

The Principal will chair annual reviews for students in his/her school.

3. Re-Evaluations (Triennials)

1. The CSE Educational Case Manager is responsible for scheduling re-evaluation meetings in compliance with the Commissioner's Regulations.
2. The Principals will chair the re-evaluation meeting for the students in their schools.
3. **The classroom teacher is a mandated participant and by state law must attend the meeting.** Related service personnel may attend when designated by the school Principal, or the teacher may act as the building's representative so as to minimize time away from delivery of services to students.

Definition of IEP

Individualized Education Program (IEP): a written plan which specifies the special education programs and services to be provided to meet the unique educational needs of a pupil with a disabling condition.

IEPs and Other Information

The CSE Education Case Manager (ECM), the Building Case Manager, the classroom teacher and related services providers oversee adherence to IEP goals, objectives and services. The CSE Education Case Manager, all classroom teachers and related service providers have electronic access to their students IEPs in accordance with current regulations and Board Policy "Provision of IEPs to Teacher and Service Providers" (<http://greenburghelven.org/board/policies>). **Upon receipt, the teacher reads the IEP with the teacher associate.**

The related services providers read the IEP. Each Administrative area will have a knowledgeable person assigned who is available to explain the IEP to teachers and other service providers. Training will be provided annually on each individual's responsibility to implement the recommendations on their student's IEP including the responsibility to provide specific accommodations, program modifications, supports and/or services for the students in accordance with the IEP.

It is the responsibility of the teacher and each related service provider to ensure that:

1. Special alerts (such as AWOL risk, physical limitations, etc.) are brought to the attention of the Principal, Special Areas teachers and the school monitor.
2. The document is read carefully to verify that the staffing ratio of the student's class matches the mandates of the IEP, NOT ONLY THE COVER SHEET. Discrepancies between the IEP and the student's class placement must be brought to the attention of the Education Case Managers who will investigate and report to the Principal immediately.
3. The related services on the IEP are implemented as indicated on the document. Any compliance issue resulting from these services not being provided as mandated must be brought to the attention of Education Case Managers who will investigate and report to the Principal immediately.
4. The goals and objectives appropriately reflect the required remedial, social/emotional and career and technical education goals. All issues related to IEP implementation should be brought to the attention of the Education Case Managers. Teachers confer with their Principal regarding goals and objectives.
5. Behavior Management supports listed on students' IEPs are to be consistently implemented as are many interventions that are part of a Behavior Intervention Plan. If you have any questions regarding your responsibilities to implement the recommendations on your students' IEPs or how any services or accommodations are to be delivered, you are to see your Education Case Manager, Principal or the Supervisor of Pupil Personnel Services immediately.

School Counseling as a Related Service

The focus of school counseling is the day-to-day school functioning of students and their interactions with peers and staff within the school setting. The goal is improved in-school performance in the classroom, which will then facilitate better learning and an improved sense of personal attainment both during and outside of school hours. It is most productive for school counseling to take place within the classroom setting where the entire group may participate and resolve behavior that is asocial, disturbing, rude and not appropriate to the learning environment.

Each child's IEP indicates the counseling that is mandated. Additional services and sessions are provided as needed. School counselors function as School-Based Educational Case Managers to coordinate school issues for the child, including communication with The Children's Village staff, parents and outside school districts. Whenever necessary, they share information with the child's primary therapist, the Children's Village social worker. They also act as the School Placement Liaison facilitating students' school discharge, planning and placement into their home schools.

Student Records

The issue of confidentiality and the sharing of sensitive information regarding the children at The Children's Village and Greenburgh Eleven has often raised concerns among school and agency staff. There appears to be a general lack of understanding of the regulations and laws governing this kind of information, who has access and how this information may be used in the interest of the children's health and welfare.

The following are guidelines regarding the confidentiality of the students' school records and agency records and the personal information maintained by The Children's Village Agency:

By law, all Children's Village records for children are considered closed. That is, no one outside of Children's Village, **including the parent of the child**, has a right to access these records without a court order. The only exception to this policy is some medical records which are provided to the parent and other agencies upon the child's discharge. This is the foundation of The Children's Village agreement with referring agencies. It should be noted, however, that CV has consistently chosen to share information with the school staff at SPR and other such meetings, with the expectation that any information obtained in that fashion is kept strictly confidential by the participants of the meeting.

Information obtained by Greenburgh Eleven staff from CV Records or via CV meetings such as Special Case Reviews is protected under the confidentiality laws of The Children's Village. Therefore, such information may not be included in any written school record (including clinical records) or shared verbally unless specific written permission has been granted by the Chief Operating Officer (COO) of The Children's Village. CV staff assure that children who have made serious suicidal gestures, for example, are maintained in hospitals and do not come to the general CV population until that issue no longer presents a clear and present danger. However, we must continue to consider all students "at risk" of exhibiting dangerous

behaviors and therefore maintain the necessary structure and vigilance to continue to ensure their safety.

Although many dangerous behaviors may not be openly shared in a specific way because of the confidentiality laws, school staff do become aware of them because they are invited to CV meetings where these items are discussed. It is our responsibility then, to provide general indicators regarding any necessary restrictions in the child's program or the need for any extraordinary supervision measures which will provide for his and others safety in the context of the child's dangerous behaviors the exact details of which will remain confidential.

It must be reiterated and needs to be stressed again that the confidentiality of any information regarding the HIV status of any individual (child, parent, etc.) is protected by law and may not be discussed or shared with anyone regardless of the source of such information!

Information in student school files is confidential. Pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), District Policy and its implementing regulations, it is the responsibility of the Greenburgh Eleven UFSD to protect [the confidentiality of student records](#). In addition, because of the special concerns associated with the children enrolled at Greenburgh Eleven, the District is under a further obligation under the Individuals and Disabilities Education Act (IDEA) to ensure that student records remain confidential. The clinical and educational records of Greenburgh Eleven UFSD are not closed, in that parents have a right to view and obtain these records unless the student is age 18 or above.

In addition, other school districts within New York State may obtain these records when a child transfers to another district. These documents may **only** contain information the source of which is the parent, the child, our district and other school districts. Student information must also be obtained from the mandated evaluations conducted by appropriately certified school personnel or which has been obtained from CV records and **approved by CV's Agency Records Department**. The nature of the information, regardless of its source, must be included if it is relevant to providing appropriate placement and/or services to the student. The record should contain information which is especially pertinent to the development of an IEP, the maintenance of the child's health and welfare and must have relevance to the instructional and school counseling process.

To ensure confidentiality of these school records, only those individuals who provide direct service to an individual student will have access to these records. Just a reminder that confidential information may be discussed only with the staff members who work with the student and the students' parents/guardians. A release form is required for sharing information with persons outside of the school/unit or agency. To further ensure that student records at Greenburgh Eleven remain confidential, staff members are directed not to remove material from a student's file without the prior written authorization of their immediate Principal or administrative backup (specified at the beginning of the faculty handbook). In addition, staff members are not permitted to take material from a student's file off school grounds for any reason without securing prior written consent from their immediate Principal or administrative backup. Moreover, any violation of these procedures will result in discipline up to and including discharge in accordance with state and federal laws, and applicable collective bargaining agreements.

When a student leaves Greenburgh Eleven, all school records are prepared for mailing to the outside discharge school by the school/unit secretary.

All staff must be aware of these issues and it is expected that all staff will adhere to the confidentiality guidelines indicated.

Student Files

The official student records are filed in our P.P.S. office. **It is required by state regulation that any person reading the record sign the individual access log that is located in each record.** Student records may not be removed from the PPS/office and must be read within these offices.

These official files contain the following items:

- ✓ IEP
- ✓ Teacher Report
- ✓ Counseling Report
- ✓ Speech Report
- ✓ Report Card
- ✓ Social History (by school staff)
- ✓ School Psychological Evaluation
- ✓ Hearing Screening
- ✓ Speech Screening
- ✓ Medical
- ✓ Educational Evaluation
- ✓ Speech/Language Assessment
- ✓ Outside Referral Materials
- ✓ Previous School Records
- ✓ Initial Class Teacher's Report

Any other diagnostic or assessment information from prior school placements may also be included in these files.

1. Classroom Files

Each teacher is responsible for maintaining student folders that are kept in a locked storage space. ***Confidential reports may not be included in classroom files*** (i.e. psychological, psychiatric reports, any data marked confidential). The following are the required and optional items for classroom files.

Reading Report

Writing Samples
Student Work Samples
Math Progress Records
Teacher Reports
Report Cards
Achievement Test/Statewide
Tests
Test Results
Transition Plan (Ages 14+)

Optional Items

Speech/Language Report Teacher Notes
Teacher Evaluation of Student

Counselor Files

Each counselor is responsible for maintaining student folders for all students in his/her caseloads that are kept in a locked storage space for all students in their classes.

The following are required items to be included:

Counseling Summary
Progress Notes
Guidance Annual Reviews
Social History and Update Notes
Counselor Notes

2. Speech Files

Each provider of speech/language services is responsible for maintaining student folders for all students in his/her caseload in a locked storage space. At a minimum these files must contain the following items:

Hearing Screening
Speech Screening
Progress Report

Progress Notes
Speech Provider Notes
Speech/Language Diagnostic Evaluation