

**GREENBURGH ELEVEN UNION FREE SCHOOL DISTRICT**  
**P.O. BOX 501**  
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DISTRICT PLAN FOR SPECIAL EDUCATION

February 2, 2017

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## INTRODUCTION

According to the Commissioner's Regulations regarding special education, a Board of Education shall prepare satisfactory plans for delivering special education programs and services. This document represents the District Plan for September 1, 2014.

According to the Commissioner's Regulations, the plan shall include, but need not be limited to, the following:

- A description of the nature and scope of special education programs and services currently available to pupils residing in the district, including but not limited to descriptions of the district's special class programs in terms of group size and composition.
- Identification of the number and age span of pupils to be served by type of handicapping condition and recommended setting.
- The method to be used to evaluate the extent to which the objectives of the program have been achieved.
- A description of the policies and practices of the Board of Education to ensure the allocation of appropriate space within the district for special education programs that meet the needs of students with handicapping conditions.
- A description of the policies and practices of the Board of Education to ensure that appropriate space will be available to meet the needs of students with handicapping conditions who attend special education programs provided by Board of Cooperative Educational Services.
- The estimated budget to support the plan.
- The date on which the plan was adopted by the Board of Education.

The district plan with personally identifiable pupil information deleted shall be filed and available for public inspection and review by the Commissioner.

## **GREENBURGH ELEVEN UNION FREE SCHOOL DISTRICT OVERVIEW**

Greenburgh Eleven is a Special Act Public School District which was created by New York State in 1928. It is located on the campus of The Children's Village in Dobbs Ferry, New York. Due to the lack of taxable real property, funding for this district is based on a tuition rate methodology established by the State Education Department. This has imposed serious financial constraints on the district. The Board of Education is committed in its struggle to have adequate funds to fulfill this Special Education Plan.

Greenburgh Eleven is responsible for planning for and funding the education of the following students:

1. Residents of The Children's Village cottages
2. Students admitted into The Children's Village short-term Crisis Residence program
3. Students admitted into The Children's Village Self-Contained NSD Program.
4. Day Students referred by local Committees on Special Education.

In addition, Greenburgh Eleven is responsible for the funding to educate students residing in d'Assern housing.

According to the Commissioner's Regulations, this plan will address Special Education as specified in Part 200.2 (c) of the Commissioner's Regulations.

### **ELIGIBILITY REQUIREMENTS FOR ALL GREENBURGH ELEVEN PROGRAMS**

Some of the students placed in these classes are students who are classified in need of special education services. They have demonstrated learning problems and emotional and/or behavioral disturbances which otherwise cannot be managed in a less restrictive environment. Our students are emotionally disabled, learning disabled, speech impaired, multiply-disabled and/or other health impaired. Class size is determined by each child's IEP. Classes are staffed by a certified Special Education teacher and a teacher associate. Currently, 8:1+1 and Homebound Instruction options, as defined in the Commissioner's Regulations, are available.

Students are assigned to the various classroom options based on their individual needs (academic, social/emotional, physical and management needs).

<b><u>Individual Needs</u></b>	<b><u>Classroom Options</u></b>	<b><u>Site</u></b>
Intensive	8:1+1	Available in all schools
Intensive	12:1+1	Available in grades 7-12
Agency admission for short-term crisis care (Crisis Residence)	N/A	1 class in Keith Haring Medical Services Building
Temporary clinical or medical crisis	Home-bound Instruction	Keith Haring Medical Center

## **ADMISSIONS PROCEDURES - STUDENTS NOT PREVIOUSLY CLASSIFIED**

- Step 1: New students not previously classified in New York State who are admitted to the program are placed in a classroom. All students are presumed not to be formerly classified unless documents are available which specifically state otherwise. Students are screened in reading and math.
- Step 2: The child's history is reviewed and the classroom teacher observes his academics and behavior. If necessary, a referral is made to the Committee on Special Education to determine eligibility for Special Education services. If the child needs to be evaluated for the first time, or if there is a need to re-evaluate, the parent (or parent surrogate, if one needed to be assigned) is notified of the referral and consent to evaluate/reevaluate the child is obtained. The Diagnostic Team includes a School Psychologist, a Speech/Language teacher and the child's classroom teacher. This team is responsible for conducting an assessment which includes interviews, observations and formal and informal testing within 60 calendar days of parental consent. A medical evaluation of the child is obtained from Children's Village staff.
- Step 3: The individual comprehensive evaluation and input from parent and agency are reviewed by the Committee on Special Education. The Committee is comprised of the Chairperson, the Parent, a School Psychologist, the child's teacher and a Parent Member (who may be excused if the parent is present and requests that the Parent Member not participate). When appropriate, the child attends the meeting. The Children's Village Social Workers and Unit Directors are also invited to the meeting. Upon parental request, the school physician is present. The Committee's responsibility is to determine a child's eligibility or ineligibility for Special Education. If a child is found eligible, the committee must recommend classification and placement by developing an Individualized Education Program (IEP). The parent is notified of the Committee's recommendations. If the child is found to be ineligible for the level of available Special Education services in our district, appropriate arrangements are made to have the child registered in a less restrictive Special Education Program or, if appropriate, a General Education program in a local school district or BOCES program.
- Step 4: The Committee on Special Education forwards its recommendations for educational services and placement to the Board of Education for their approval. CSE recommendations are submitted to the Board of Education. The School Board shall then arrange for the programs as described in the IEP or:
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 school 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 resubmission process may be employed with the second CSE as well, as long as programs and services are arranged for the child within 60 school days.
5. Once the School Board appoints a second CSE, however, it may not select the recommendation of the original CSE.

Step 5: The parent is then notified of the determination of the Board of Education. For students not previously classified, the parent signs consent for placement and implementation of the IEP.

**ADMISSIONS PROCEDURES - STUDENTS PREVIOUSLY CLASSIFIED:**

For students new to our district, for whom written documentation of his special education status is received, provision of special education services occurs as soon as possible.

Step 1: The child's records are reviewed, and an initial screening is conducted to determine current academic levels. The initial class teacher and evaluator summarize the student's abilities and needs. The summary is sent to the building principal to be used for placement purposes.

Step 2: Consent for re-evaluation is obtained, and an evaluation and CSE meeting is then held as in Steps 2 and 3 above.

**ADMISSIONS PROCEDURES - DAY STUDENTS - CSE REFERRED:**

Step 1: An outside district CSE sends a student profile packet to the Supervisor of Pupil Personnel Services.

Step 2: When deemed potentially appropriate by the Supervisor of Pupil Personnel Services, the parent and student are invited for a meeting with a member of the Pupil Personnel Services staff.

Step 3: The parent and student are interviewed and potential placement is discussed. The parent and student are given a tour of the school and the campus.

Step 4: The principal, in collaboration with the Supervisor of Pupil Personnel Services, makes the decision to accept or reject the student. The parent also makes the determination if our district is the appropriate placement option.

Step 5: If the district and the parent agree that our district is the appropriate placement, the student's parent and home school CSE are notified of the team's decision. The home school arranges for transportation and a starting date for the student.

**GREENBURGH ELEVEN UNION FREE SCHOOL DISTRICT**  
**SUMMARY OF PROGRAM OPTIONS**

<b><u>SCHOOL</u></b>	<b><u>GRADES</u></b>	<b><u>AGE RANGE*</u></b>	<b><u>PROGRAM</u></b>	<b><u>TARGET POPULATION</u></b>	<b><u>GOAL</u></b>
Elementary	K-3	5.0 to 8.11	Academic	All students aged 5-8	To attain grade level competencies
Elementary	4-6	9.0 to 11.11	Academic	3.6 grade equivalent and above reading levels	To attain grade level competencies
Elementary	4-6	9.0 to 12.11	Remedial	Pre-K to 2.9 reading levels	To attain grade level competencies
Middle	7-8	11.0 to 13.11	Academic	Reading Comprehension is 4.0 grade level or above	To attain grade level competencies
Middle	7-8	11.0 to 13.11	Remedial	Reading Comprehension is 3.9 grade level or below	To attain grade level competencies
High School	9-12	14.0 to 21	Academic	Reading Comprehension is 3.5 grade level or above	To attain credits for courses parallel to the General Education curriculum To pass the required State Assessments To achieve a High School Diploma To prepare for post-secondary education To prepare to enter the world of work
High School	9-12	14.0 to 21	Remedial	Reading Comprehension is 3.5 grade level or below	To achieve literacy To attain competency in modified courses which are parallel to the General Education curriculum To prepare for the world of work

\*Please note: Depending upon the enrollment at any given time, the age range in any given program may fluctuate up or down as needed to provide appropriate programs for all students.

## GREENBURGH ELEVEN ELEMENTARY SCHOOL

### Age Range:

5.0 to 10.11

### Grades:

K - 6

### Staff:

3 Certified Special Education Teachers

3 Teacher Associates

### Support Staff:

.5 Teacher of the Speech and Hearing Handicapped

2.0 Crisis Paraprofessionals

.5 School Guidance Counselor

.5 School Psychologist

### Program Provisions:

1. Development of Individualized Education Program which reflects the pupil's learning style, learning rate and management needs.
2. Development of an individualized program in academic and nonacademic areas.
3. Provision of related services as stated in the student's Individualized Education Program.
4. Periodic involvement of parents in group and/or individual counseling.
5. Various academic programs as stated in the Program Options which follow.

### Program Administrators:

Principal: Elton Thompson

Deputy Superintendent: Marsha Maddox

Superintendent of Schools: Anthony Gyetua-Danquah

### Program Evaluation

Student progress is monitored throughout the school year by use of teacher-made tests, student learning objectives, portfolios, standardized tests, STAR and SRI and State Examinations. Student progress is reported at the Annual Review conducted by the Committee on Special Education. Additionally, running records will be available.

### Student Enrollment:

#### Disabilities:

Emotionally Disabled - approximately 22 students

Related Services:

- Speech/Language - approximately 18 students
- Counseling - approximately 24 students
- Occupational Therapy – approximately 10 students
- Physical Therapy – approximately 1 student

Total average enrollment of students in the Elementary School is 24.

## ELEMENTARY SCHOOL PROGRAM OPTION - ACADEMIC

Age Range: 5.0 to 8.11

Grades: K - 3

Target Population:

All students aged 5-8

Goal:

To attain grade level competencies

Core Curriculum Program Components:

**ELA**—students in grades K-3 will be prepared for success in college, careers, and life. Using the NYSED standards as a guide, instruction will emphasize critical thinking, careful reading of fiction and non-fiction, writing with evidence, effective communication of ideas, and real-world problem solving.

**MATHEMATICS**—The NYS Learning Standards for Mathematics encompass the process standards of problem solving, reasoning and proof, communication, representation, and connections. Proficiency in adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy) is a school wide goal.

**SCIENCE**--Inquiry-based units will include many or most of the following process skills. These process skills should be incorporated into students' instruction as developmentally appropriate.

**Classifying** – arranging or distributing objects, events, or information representing objects or events in classes according to some method or system

**Communicating** – giving oral and written explanations or graphic representations of observations

**Comparing and contrasting** – identifying similarities and differences between or among objects, events, data, systems, etc.

**Creating models** – displaying information, using multisensory representations

**Gathering and organizing data** – collecting information about objects and events which illustrate a specific situation

**Generalizing** – drawing general conclusions from particulars

**Identifying variables** – recognizing the characteristics of objects or factors in events that are constant or change under different conditions

**Inferring** – drawing a conclusion based on prior experiences

**Interpreting data** – analyzing data that have been obtained and organized by determining apparent patterns or relationships in the data

**Making decisions** – identifying alternatives and choosing a course of action from among the alternatives after basing the judgment for the selection on justifiable reasons

**Manipulating materials** – handling or treating materials and equipment safely, skillfully, and effectively

**Measuring** – making quantitative observations by comparing to a conventional or nonconventional standard

**Observing** – becoming aware of an object or event by using any of the senses (or extensions of the senses) to identify properties

**Predicting** – making a forecast of future events or conditions expected to exist

**SOCIAL STUDIES**--social studies classes help students understand their roots, see their connections to the past, comprehend their context, recognize the commonality of people across time, appreciate the delicate balance of rights and responsibilities in an open society, and develop the habits of thoughtful analysis and reflective thinking.

Health/AIDS - emphasis on achieving New York State Learning Standards with focus on grade level instruction responding to the needs of the students.

Schedule Components:

The State Education Department has indicated that language arts is the highest priority in the Elementary School curriculum. Therefore, the schedule components for the Elementary School will emphasize language arts integrated into all areas of the curriculum. In addition, the Direct Instruction Reading program is implemented for all students in this component. Other components of the school may include:

- Reading Arts – READ 180/Language Arts/Narrative and Creative Writing-10 periods per week
- Math/Procedural and Explanatory Writing- 5 periods per week
- Science/Observational and Factual Writing- 3 periods per week
- Social Studies/Essay Writing- 3 periods per week
- Social Skills Group – 1 period per week
- Health/Art/Music-2-3 periods per week
- P.E. - 2-3 periods per week
- Art- 2 periods per week
- Technology- 1-2 periods per week
- Computer- 1-2 periods per week
- Home & Careers- 1-2 periods per week

## ELEMENTARY SCHOOL PROGRAM OPTION - ACADEMIC

Age Range: 9.0 to 11.11

Grades: 4 – 6

Target Population:

3.6 grade equivalent and above reading levels

Goal:

To attain grade level competencies

Core Curriculum Program Components:

**ELA**—students in grades 4-6 will be prepared for success in college, careers, and life. Using the NYSED standards as a guide, instruction will emphasize critical thinking, careful reading of fiction and non-fiction, writing with evidence, effective communication of ideas, and real-world problem solving.

**MATHEMATICS**—The NYS Learning Standards for Mathematics encompass the process standards of problem solving, reasoning and proof, communication, representation, and connections. Proficiency in adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy) is a school wide goal.

**SCIENCE**--Inquiry-based units will include many or most of the following process skills. These process skills should be incorporated into students’ instruction as developmentally appropriate.

**Classifying** – arranging or distributing objects, events, or information representing objects or events in classes according to some method or system

**Communicating** – giving oral and written explanations or graphic representations of observations

**Comparing and contrasting** – identifying similarities and differences between or among objects, events, data, systems, etc.

**Creating models** – displaying information, using multisensory representations

**Gathering and organizing data** – collecting information about objects and events which illustrate a specific situation

**Generalizing** – drawing general conclusions from particulars

**Identifying variables** – recognizing the characteristics of objects or factors in events that are constant or change under different conditions

**Inferring** – drawing a conclusion based on prior experiences

**Interpreting data** – analyzing data that have been obtained and organized by determining apparent patterns or relationships in the data

**Making decisions** – identifying alternatives and choosing a course of action from among the alternatives after basing the judgment for the selection on justifiable reasons

**Manipulating materials** – handling or treating materials and equipment safely, skillfully, and effectively

**Measuring** – making quantitative observations by comparing to a conventional or nonconventional standard

**Observing** – becoming aware of an object or event by using any of the senses (or extensions of the senses) to identify properties

**Predicting** – making a forecast of future events or conditions expected to exist

**SOCIAL STUDIES**--social studies classes help students understand their roots, see their connections to the past, comprehend their context, recognize the commonality of people across time, appreciate the delicate balance of rights and responsibilities in an open society, and develop the habits of thoughtful analysis and reflective thinking.

Health/AIDS - emphasis on achieving New York State Learning Standards with focus on grade level instruction responding to the needs of the students.

Schedule Components:

The State Education Department has indicated that language arts is the highest priority in the Elementary School curriculum. Therefore, the schedule components for the Elementary School will emphasize language arts integrated into all areas of the curriculum. Other components of the schedule include:

Reading Arts-READ 180/Language Arts/Narrative and Creative Writing  
Math/Procedural and Explanatory Writing  
Science/Observational and Factual Writing  
Social Studies/Essay Writing  
Health/Art/Music

Grade 4:

P.E. - 2 periods per week  
Art- 2 periods per week  
Technology- 1 period per week  
Library- 1 period per week  
Home & Careers- 1 period per week  
Computer- 1-2 periods per week

Grades 5 & 6:

P.E. - 2 periods per week  
Arts- 1-2 periods per week  
Technology- 1 period per week  
Library- 1 period per week  
Foreign Language (Spanish) - 1-2 periods per week  
Home & Careers- 1 period per week

## ELEMENTARY SCHOOL PROGRAM OPTION - REMEDIAL

Age Range: 9.0 to 11:11

Grades: 4 -6

Target Population:

Pre-K - 3.9 reading grade levels

Goal:

To attain grade level competencies

Core Curriculum Program Components:

**ELA** – Students in grades 4-6 will be prepared for success in college, careers, and life. Using the NYSED Common Core standards as a guide, instruction will emphasize critical thinking, close reading of fiction and non-fiction, writing with evidence, effective communication of ideas, and real-world problem solving.

**ACADEMIC INTERVENTION SERVICES**-based on students' score on STAR, students receive a period of remediation using either System 44, a research based program designed to strengthen students' phonetic ability and comprehension, or Read 180, which focuses on strengthening reading and literacy skills.

**MATHEMATICS**-The NYS Learning Standards for Mathematics encompass the Common Core Math modules for problem solving, reasoning and proof, communication, representation, and connections. Proficiency in adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy) is a school wide goal.

**SCIENCE**-Inquiry-based units will include many or most of the following process skills. These process skills should be incorporated into students' instruction as developmentally appropriate.

**Classifying**-arranging or distributing objects, events, or information representing objects or events in classes according to some method or system

**Communicating**-giving oral and written explanations or graphic representations of observations

**Comparing and Contrasting**-Identifying similarities and differences between or among objects, events, data, systems, etc.

**Creating Models**-displaying information, using multisensory representations

**Gathering and Organization Data**-collecting information about objects and events which illustrate a specific situation

**Generalizing**-drawing general conclusions from particulars

**Identifying Variables**-recognizing the characteristics of objects or factors in events that are consistent or change under different conditions

**Inferring**-drawing a conclusion based on prior experiences

**Interpreting Data**-analyzing data that have been obtained and organized by determining apparent patterns or relationships in the data

**Making Decisions**-identifying alternatives and choosing a course of action from among the alternatives after basing the judgment for the selection on justifiable reasons

**Manipulating Materials**-handling or treating materials and equipment safely, skillfully, and effectively

**Measuring**-making quantitative observations by comparing to a conventional or nonconventional standard

**Observing**-becoming aware of an object or event by using any of the senses (or extensions of the senses) to identify properties

**Predicting**-making a forecast of future events or conditions expected to exist

**SOCIAL STUDIES**—social studies classes help students understand their roots, see their connections to the past, comprehend their context, recognize the commonality of people across time, appreciate the delicate balance of rights and responsibilities in an open society, and develop the habits of thoughtful analysis and reflective thinking.

Health/AIDS - emphasis on achieving New York State Learning Standards with concentration on modified instruction focusing on the most relevant components of the appropriate grade level content.

Schedule Components:

The State Education Department has indicated that language arts are the highest priority in the Elementary School curriculum. Therefore, the schedule components for the Elementary School will emphasize language arts integrated into all areas of the curriculum. All students in this program option are provided with a minimum of two periods of remedial reading through Direct Instruction methodology.

Reading Arts- READ 180/Language Arts/Narrative and Creative Writing-10 periods per week  
Math/Procedural and Explanatory Writing-5 periods per week  
Science/Observational and Factual Writing- 3 periods per week  
Social Studies/Essay Writing- 3 periods per week  
Health/Art/Music- 2 periods per week

Grade 4:

P.E. - 2 periods per week  
Art- 2 periods per week  
Technology- 1 period per week  
Library- 1 period per week  
Home & Careers- 1 period per week  
Computer- 1-2 periods per week

Grades 5 & 6:

P.E. - 2 periods per week  
Arts- 1-2 periods per week  
Technology- 1 period per week  
Library- 1 period per week  
Foreign Language (Spanish) - 1-2 periods per week  
Home & Careers- 1 period per week

## GREENBURGH ELEVEN MIDDLE SCHOOL

### Age Range:

11.0 to 13.11

### Grades:

7-8

### Staff:

4 Certified Special Education Teachers

4 Teacher Associates

### Support Staff:

.5 School Guidance Counselor

2.0 Crisis Paraprofessionals

.5 School Psychologist

.5 Teacher of Speech and Hearing Handicapped

### Program Provisions:

1. Development of an Individualized Education Program which reflects the pupil's learning style, learning rate and management needs.
2. Development of an individualized program in academic and non-academic areas.
3. Provision of related services as stated in the student's individualized education program.
4. Periodic involvement of parents in group and/or individual counseling.
5. Various academic programs as stated in the Program Options which follow.

### Program Administrators:

Principal: Elton Thompson

Deputy Superintendent: Marsha Maddox

Superintendent of Schools: Anthony Gyetua-Danquah

### Program Evaluation:

Student progress is monitored throughout the school year by use of teacher-made tests, student learning objectives, portfolios, standardized tests and State Examinations. Student progress is reported at the Annual Review conducted by the Committee on Special Education.

Student Enrollment:

Disabilities:

Emotionally Disabled - approximately 28 students

Related Services:

Speech/Language - approximately 25 students

Counseling – approximately 32 students

Occupational Therapy – approximately 5 students

Physical Therapy – approximately 1 student

Total average enrollment of students in the Middle School is 30.

## MIDDLE SCHOOL PROGRAM OPTION - ACADEMIC

Age Range: 11.0 to 13.11

Grades:  
7-8

Target Population:  
Reading Comprehension is 4.0 grade equivalent or above

Goals:  
To attain grade level competencies

### Core Curriculum Program Components:

**GOALS**—Individualized program through differentiated instruction based on the students’ instructional levels will assist the student in attaining grade level competencies or above grade level competencies by following the Common Core Modules in ELA and Math. The modules are cross curricular, integrating the content areas with literacy skills.

**ELA**—students in grades 7-8 will be prepared for success in college, careers, and life. Using the NYSED standards as a guide and the Common Core ELA modules, instruction will emphasize critical thinking, careful reading of fiction and non-fiction, writing with evidence, effective communication of ideas, and real-world problem solving. Journal writing across the subject areas is an integral part of the ELA curriculum.

**ACADEMIC INTERVENTION SERVICES**—based on students’ score on STAR, students may receive a period of remediation using either System 44, a research based program designed to strengthen students’ phonetic ability and comprehension, or Read 180, which focuses on strengthening reading and literacy skills. Students close or on grade level will participate in Expert 21 Reading program. Students above grade level may participate in independent research in the library, at the discretion of the instructional team and Principal.

**MATHEMATICS**—The NYS Learning Standards for Mathematics encompass the process standards of problem solving, reasoning and proof, communication, representation, and connections. Proficiency in adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy) is a school wide goal.

**SCIENCE**--Inquiry-based units will include many or most of the following process skills. These process skills should be incorporated into students’ instruction as developmentally appropriate.

**Classifying** – arranging or distributing objects, events, or information representing objects or events in classes according to some method or system

**Communicating** – giving oral and written explanations or graphic representations of observations

**Comparing and contrasting** – identifying similarities and differences between or among objects, events, data, systems, etc.

**Creating models** – displaying information, using multisensory representations

**Gathering and organizing data** – collecting information about objects and events which illustrate a specific situation

**Generalizing** – drawing general conclusions from particulars

**Identifying variables** – recognizing the characteristics of objects or factors in events that are constant or change under different conditions

**Inferring** – drawing a conclusion based on prior experiences

**Interpreting data** – analyzing data that have been obtained and organized by determining apparent patterns or relationships in the data

**Making decisions** – identifying alternatives and choosing a course of action from among the alternatives after basing the judgment for the selection on justifiable reasons

**Manipulating materials** – handling or treating materials and equipment safely, skillfully, and effectively

**Measuring** – making quantitative observations by comparing to a conventional or nonconventional standard

**Observing** – becoming aware of an object or event by using any of the senses (or extensions of the senses) to identify properties

**Predicting** – making a forecast of future events or conditions expected to exist

**SOCIAL STUDIES**--social studies classes help students understand their roots, see their connections to the past, comprehend their context, recognize the commonality of people across time, appreciate the delicate balance of rights and responsibilities in an open society, and develop the habits of thoughtful analysis and reflective thinking. Home and Career Skills - emphasis on achieving New York State Learning Standards with concentration on a course of study focusing on the State Education Department mandated grade 7-8 Home and Career Skills curriculum.

Career and Technical Education- Emphasis on skills required in the world of work and discussion of and exposure to career choices and preparation.

Health/AIDS - emphasis on achieving New York State learning standards with concentration on equivalent instruction focusing on the State Education Department mandated 7-8 curriculum.

#### Schedule Components:

Eight periods of specialty classes and 27 periods of academic instruction including:

English Language Arts/Literature/Narrative and Creative Writing/READ 180,  
when appropriate- 8 periods per week

Math/Sequential Information Writing- 5 periods per week

Science Factual Sentence Writing- 5 periods per week

Social Studies/Essay Writing- 5 periods per week

Social Skills Group- 1 period per week

Physical Education- 2-3 periods per week

Health- 1-2 periods per week

Art- 1 period per week

Music- 1 period per week

Technology- 1-2 periods per week

Home and Career Skills- 1-2 periods per week

Foreign Language (Spanish) 2- 3 periods per week.

## **MIDDLE SCHOOL PROGRAM OPTION - REMEDIAL**

Age Range: 11.0 to 13.11

Grades:

7-8

Target Population:

Reading comprehension is 3.9 grade equivalent or below

Goals:

1. To improve decoding skills
2. To attain grade level competencies

Core Curriculum Program Components:

**ELA**—students in grades 7-8 will be prepared for success in college, careers, and life. Using the NYSED standards as a guide and the Common Core ELA modules, instruction will emphasize critical thinking, careful reading of fiction and non-fiction, writing with evidence, effective communication of ideas, and real-world problem solving.

**ACADEMIC INTERVENTION SERVICES**—based on students' score on STAR, students receive a period of remediation using either System 44, a research based program designed to strengthen students' phonetic ability and comprehension, or Read 180, which focuses on strengthening reading and literacy skills.

**MATHEMATICS**—The NYS Learning Standards for Mathematics encompass the process standards of problem solving, reasoning and proof, communication, representation, and connections. Proficiency in adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy) is a school wide goal.

**SCIENCE**--Inquiry-based units will include many or most of the following process skills. These process skills should be incorporated into students' instruction as developmentally appropriate.

**Classifying** – arranging or distributing objects, events, or information representing objects or events in classes according to some method or system

**Communicating** – giving oral and written explanations or graphic representations of observations

**Comparing and contrasting** – identifying similarities and differences between or among objects, events, data, systems, etc.

**Creating models** – displaying information, using multisensory representations

**Gathering and organizing data** – collecting information about objects and events which illustrate a specific situation

**Generalizing** – drawing general conclusions from particulars

**Identifying variables** – recognizing the characteristics of objects or factors in events that are constant or change under different conditions

**Inferring** – drawing a conclusion based on prior experiences

**Interpreting data** – analyzing data that have been obtained and organized by determining apparent patterns or relationships in the data

**Making decisions** – identifying alternatives and choosing a course of action from among the alternatives after basing the judgment for the selection on justifiable reasons

**Manipulating materials** – handling or treating materials and equipment safely, skillfully, and effectively

**Measuring** – making quantitative observations by comparing to a conventional or nonconventional standard

**Observing** – becoming aware of an object or event by using any of the senses (or extensions of the senses) to identify properties

**Predicting** – making a forecast of future events or conditions expected to exist

**SOCIAL STUDIES**--social studies classes help students understand their roots, see their connections to the past, comprehend their context, recognize the commonality of people across time, appreciate the delicate balance of rights and responsibilities in an open society, and develop the habits of thoughtful analysis and reflective thinking.

Home and Career Skills - emphasis on achieving New York State Learning Standards with concentration on a modified course of study focusing on the State Education Department mandated 7-8 home and career skills curriculum.

Career and Technical Education- Emphasis on skills required in the world of work and discussion of and exposure to career choices and preparation.

Health/AIDS - emphasis on achieving New York State Learning Standards with concentration on modified content focusing on the State Education Department mandated 7-8 curriculum.

Schedule Components:

Eight periods of specialty classes and 27 periods of academic instruction including:

English Language Arts/Literature/Narrative and Creative Writing/READ 180,  
when appropriate-10 periods per week

Math/Sequential Information Writing- 5 periods per week

Science Factual Sentence Writing- 5 periods per week

Social Studies/Essay Writing- 5 periods per week

Social Skills Group- 1period per week

Physical Education- 2-3 periods per week

Health- 1-2 periods per week

Arts- 1 period per week

Music- 1 period per week

Technology- 1-2 periods per week

Home and Career Skills- 1-2 periods per week

Foreign Language (Spanish) – 2-3 periods per week.

Age Range:

14.0 to 21

Grades:

9-12

Staff:

14 Certified Special Education Teachers

14 Teacher Associates

Support Staff:

1.0 Guidance Counselors

1.0 School Psychologists

0.5 Teacher of the Speech and Hearing Handicapped

4.0 Crisis Paraprofessionals

Program Provisions:

1. Development of an individualized education program which reflects the pupil's learning style, learning rate and management needs.
2. Development of an individualized program in academic and non-academic areas.
3. Provision of related services as stated in the student's individualized education program.
4. Periodic involvement of parents in academic related counseling.
5. Varied academic programs as stated in the Program Options which follow.

Program Administrators:

Principal: Elton Thompson

Lead Teacher: Monica Carman

Supervisor of Pupil Personnel Services: Dorothy Riolo

Deputy Superintendent: Marsha Maddox

Superintendent of Schools: Anthony Danquah

Program Evaluation:

Student progress is monitored throughout the school year by use of statewide tests, student learning objectives, norm referenced and teacher-made tests. Student progress is reported at the Annual Review conducted by the Committee on Special Education.

Student Enrollment:

Disabilities:

Emotionally Disabled - approximately 100 students

Related Services:

- Speech/Language - approximately 35 students
- Counseling - approximately 112 students
- Occupational Therapy – approximately 4 students
- Physical Therapy – approximately 1 student

Total average enrollment of students in the Junior/Senior High School is 112.

## JUNIOR/SENIOR HIGH SCHOOL PROGRAM OPTIONS - ACADEMIC

Age Range: 14.0 to 21

Grades:

9-12

Target Populations:

Students in grades 9-12 who's reading comprehension is 4.0 grade equivalent or above.

Goals:

Grades 9-12: 1. To attain credits for courses parallel to the General Education curriculum  
2. To pass the required Regents examinations  
3. To achieve a high school diploma  
4. To prepare for post-secondary education  
5. To prepare to enter the world of work  
6. To achieve designated student learning objectives.

Core Curriculum Program Components Grades 9-12:

English Language Arts - courses following New York State curriculum for grades 9-12. Core literature curriculum throughout all classes.

Science - courses following New York State curriculum and common core standards for grades 9-12.

Social Studies - courses following New York State curriculum and common core standards for grades 9-12.

Health/AIDS/Parenting Education - instruction focusing on the State Education Department mandated curriculum.

Foreign Language - second language courses following New York State parallel curriculum.

Math - courses following New York State parallel curriculum for high school mathematics.

Career & Financial Management - course following New York State parallel curriculum.

Career and Technical Education Options through workbase learning program

Schedule Components Grades 9-12

English Language Arts/Literature/ Narrative and Creative Writing – 9 periods per week

Math A/B with Sequential Informative Writing – 5 periods per week

Earth/Life Sciences with Factual Sentence Writing – 5 periods per week

Social Studies with Essay Writing – 5 periods per week

Social Skills Group – 1 period per week

Spanish- 1-2 periods per week

Physical Education – 2-3 periods per week

Art/Music/Health- 2 periods per week depending on age level requirements.

## JUNIOR/SENIOR HIGH SCHOOL-PROGRAM OPTION – REMEDIAL PROGRAM

Age: 14.0 to 21

Grades:

9-12

Target Populations:

Students in Grades 9-12 whose reading comprehension is 3.9 grade equivalent or below.

Goals:

Grades 9-12: 1. To achieve literacy

2. To attain credits for adapted courses which are modified and parallel to the General Education curriculum

3. To prepare for the world of work

4. To achieve designated student learning objectives.

Core Curriculum Program Components Grades 9-12:

English Language Arts - emphasis on achieving New York State learning standards with focus on literacy - reading, writing, speaking, listening and grade level literature.

Direct instruction reading, writing and spelling programs used for remediation.

Math - emphasis on achieving New York State learning standards with focus on individualized instruction according to functional level.

Science and Social Studies - emphasis on achieving New York State common core learning standards with concentration on modified grade level content focusing on the appropriate grade level curriculum.

Foreign Language- emphasis on achieving New York State learning standards with concentration on modified content focusing on the K-12 Second Language Curriculum.

Career and Technical Education – emphasis on achieving New York State learning standards with focus on three and one half-unit sequences in four different Career and Technical Education Areas.

Schedule Components Grades 9-12

Modified English Language Arts/Narrative Writing – 5 periods per week

Direct Instruction – 4 periods per week

Modified High School Math – 5 periods per week

Modified High School Social Studies/Paragraph Writing – 5 periods per week

Social Skills Group – 1 period per week

Spanish- 1-2 periods per week

Physical Education – 2-3 periods per week

Art/Music/Health – 2 periods per week depending on grade level requirements

Since there are 35 periods to each week these all need to add up to 35. I only count 27

**JUNIOR/SENIOR HIGH SCHOOL-PROGRAM OPTION-FUNCTIONAL ACADEMIC-  
VOCATIONAL SKILLS DEVELOPMENT PROGRAM**

Age: 14.0 to 21

Target Population:

High School students working towards a Skills and Achievement Commencement Credential

Goals:

- to achieve basic literacy
- to develop appropriate work skills
- to provide instruction in fundamental academics
- to achieve designated student learning objectives.

Core Curriculum Program Component:

English Language Arts- emphasis on achieving New York State learning standards with focus on basic language and literacy skills including reading, (direct instruction), writing, listening and speaking.

Math- emphasis on achieving New York State learning standards with focus on individual “occupational related” mathematics according to functional level.

Social Studies- emphasis on achieving New York State learning standards with focus on functional level history and geography emphasizing the United States, citizenship and participation in government.

Science- emphasis on achieving New York State learning standards with focus on fundamental “occupational related” science with an emphasis on vocational issues including elements of physical, environmental and life sciences.

Schedule Components:

English Language Arts/Literature/Narrative and Creative Writing/Direct Instruction, when appropriate- 10 periods per week

Algebra ½ and Geometry ½ with Sequential Informative Writing- 5 periods per week

Science/Factual Sentence Writing- 5 periods per week

Social Studies/Essay Writing- 5 periods per week

Social Skills Group-1 period per week

**Elective Courses- 9 periods per week** (They only have 8 electives each week, should there be AIS listed, or Read 180???)

## **SPECIAL PROGRAMS**

- I. The following are special programs created by Children's Village to serve the unique needs of those children who require intensive treatment. Greenburgh Eleven UFSD provides the educational programs.

### 1. Crisis Residence

Program Description:	Designed for children referred by outside agencies with intensive, short-term therapeutic needs. The students' home districts have fiscal and planning responsibility. We are available as a contractor. Students do not go the regular school. One teacher and a Teacher Associate are assigned. Special Areas subjects are provided by Special Areas teachers in the Medical Services Center.
Entrance Criteria:	Referral to the Crisis Residence by outside agencies with a need for intensive, short-term therapy.
Staffing Ratio:	N/A.
Educational Services:	Academics and non-academics are provided to meet State requirements. Instruction is provided in groups and individualized, as appropriate.
Availability:	1 class in the Medical Services Building.
Supervision:	Margaret Robstad, Principal of the Elementary/Middle School

### 2. Family Court Assistance Program (F-Cap)

Program Description:	Self-contained, short term program for male and female youth between the ages of 13 to 18 who have been remanded by Westchester County Family Court and have been placed in Children's Village while their final disposition is being determined. Assessments are conducted and recommendations are made to the court. They require a highly structured setting. These students do not go to their regular school. A teacher is permanently assigned to teach the classes in the Family Court Assistance Program.
Entrance Criteria:	Placed by the courts.
Staffing Ratio:	12:1
Educational Services:	Academics and non-academics are provided to meet State requirements. Instruction is provided in groups and individualized, as appropriate.
Availability:	2 classes, 1 class of males and 1 class of females in Clearview 1.
Supervision:	Elton Thompson, Principal of the High School.

## GREENBURGH ELEVEN SPECIAL AREAS

All students at Greenburgh Eleven receive the services of the specialty classes.

The total number of students assigned to specialty classes shall not exceed the number of pupils on each child's IEP. These classes are staffed by an appropriately certified teacher and a teacher associate.

Age Range: 5.0 to 21

Staff:

3.0	Physical Education Teachers
.74	Art Teachers
.77	Music Teacher
1.0	Career and Technical Education Teachers (including Computers Technology and Work Study)
.74	Home & Careers Teachers
.66	Health Teacher
.51	Foreign Language Teacher
6.48	Teacher Associates

Program Provisions:

1. Development of an Individualized Education Program which reflects the pupil's learning style, learning rate and management needs.
2. Development of Individualized Education Program Goals in special areas subjects.

Program Administrators:

Principal: Elton Thompson

Principal: Margaret Robstad

Supervisor of Pupil Personnel Services: Dorothy Riolo

Deputy Superintendent: Marsha Maddox

Superintendent of Schools: Anthony Danquah

Program Evaluation:

Student progress is monitored throughout the school year by use of teacher-made tests, student learning objectives and standardized tests. Student progress is reported at the Annual Review conducted by the Committee on Special Education.

Student Enrollment:

Approximately 150 students are classified as Emotionally Disabled. Total enrollment of students in Special Areas is approximately 180 students. Students in the Family Court Assistance Program are not part of the Special Areas program.

## **GREENBURGH ELEVEN RELATED SERVICES**

The need for Related Services by a student is stated in his I.E.P. and is based on documentation that he requires such service and will profit from the service. The purpose of Related Services is to support and enhance the student's success in the instructional program. As such, the classroom is considered the natural environment for the student to receive these services. The services may be provided in groups or on an individual basis, dependent upon the mandates of the individual student's IEP. Related Service groups shall not exceed a 5:1 student/staff ratio. Counseling as a Related Service is conducted in groups using a variety of curriculum. Both individual and group counseling and individual and group speech Related Services are provided in the classroom as often as possible.

### **ADMISSIONS PROCEDURE:**

- Step 1: Students suspected of having an educational disability and requiring related services are referred to the Committee on Special Education.
- Step 2: Review of a recent multi-disciplinary assessment which includes at least a teacher report, social history, psychological evaluation, educational assessment and classroom observation is conducted by the CSE. A physical examination is obtained from Children's Village.
- Step 3: Recommendation for related services by the Committee on Special Education is submitted to the Board of Education. The School Board shall then arrange for the programs as described in the IEP or
1. The School Board may send the CSE's recommendations back to the CSE with a statement detailing 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 resubmission 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.
- Step 4: The parent is notified of the recommendation of the CSE and of the determination of the Board of Education. For students initially placed, the parent must sign the consent for the child's participation in all Special Education services, including related services.

Age Range:

5.0 to 21

Staff:

Related services staff for counseling, speech/language, occupational and physical therapy services are available to serve all students in the district who require these services.

Location:

GREENBURGH ELEVEN UNION FREE SCHOOL DISTRICT  
Mary McLeod Bethune – Elementary/ Middle School and Junior/Senior High School  
Outer Academies- All grade levels

Program Provisions:

1. Development of an Individualized Education Program which reflects the pupil's learning style, learning rate and management needs.
2. Regular consultation with classroom teachers to implement individualized education programs in the classroom.
3. Counseling is provided in the classroom in conjunction with PBIS to promote the development of social skills, appropriate behavior and work habits.
4. Speech and language skills will be provided in the classroom and in the provider's office for those students identified in need of such services.
5. Occupational therapy and Physical Therapy will be provided on a pullout basis and consultative for those students identified in need of such services.

Program Administrators:

Principal, Elementary/Middle School: Margaret Robstad  
Principal, High School: Elton Thompson  
Supervisor of Pupil Personnel Services: Dorothy Riolo  
Deputy Superintendent: Marsha Maddox  
Superintendent of Schools: Anthony Gyetua-Danquah

Program Evaluation:

Student progress in achieving the goals for Related Services stated on his IEP is monitored on an ongoing basis by the service provider and reviewed annually by the Committee on Special Education during the annual review process.

Student Enrollment:

Speech/Language - approximately 78 students  
Counseling - approximately 180 students.  
Occupational Therapy – approximately 19 students  
Physical Therapy – approximately 3 students

Total enrollment of students receiving one or more related services is approximately 180.

### **GREENBURGH ELEVEN PUPIL PERSONNEL SERVICES/CSE**

#### **CSE Support Staff:**

2.0 School Psychologists  
1.0 Teachers of the Speech and Hearing Handicapped

#### **Program Provisions:**

1. Student evaluations
2. Placement into appropriate class with appropriate services.

#### **Program Administrators:**

Supervisor of Pupil Personnel Services: Dorothy Riolo  
Deputy Superintendent: Marsha Maddox  
Superintendent of Schools: Anthony Danquah

#### **Program Evaluation:**

The CSE functioning is highly regulated by federal and state laws. Periodically, the State Education Department monitors compliance through document reviews, site visits and Quality Assurance Program Reviews.

#### **Student Enrollment:**

Approximately 170 students transition through the diagnostic process per year.

## OUT OF DISTRICT SPECIAL EDUCATION PLACEMENT OPTION

### 1. BOARD OF COOPERATIVE EDUCATIONAL SERVICES (BOCES)

The Southern Westchester County Board of Cooperative Educational Services (BOCES) also provides programs and services for disabled students from the Greenburgh Eleven Union Free School District.

BOCES services offer special class programs located in various school districts and on their Rye Lake, Valhalla and Elmsford campuses.

Greenburgh Eleven has placed students recommended by the Committee on Special Education in the full day programs specified below:

### 2. OTHER SPECIAL EDUCATION AND REGULAR EDUCATION PLACEMENT OPTIONS

At times, the Greenburgh Eleven CSE recommends appropriate placement of students in programs outside of the school district. These placements include, but are not limited to:

#### a. Greenburgh Graham

This program provides a highly-structured Special Education Program and related services for emotionally disturbed students who require a highly restrictive setting.

#### b. Ardsley Public Schools

This program provides both Special Education Programs and related services and regular educational options for students who can benefit from a less restrictive setting.

#### c. Greenburgh Central Seven

This program provides both Special Education Programs and related services and regular educational options for students who can benefit from a less restrictive setting.

#### d. Dobbs Ferry Union Free School District

Children living in the d'Assern housing development on the grounds of The Children's Village are part of the Greenburgh Eleven UFSD, but attend the Dobbs Ferry Public Schools. Greenburgh Eleven pays tuition for the education of the students. The Dobbs Ferry CSE and Board of Education have program and placement responsibility for all children living in this housing development, including those who are found to be eligible for special education.

## **SPACE ALLOCATION**

### **Allocation of Space for Special Education Programs and Services (Greenburgh Eleven Policy #4321.11):**

To ensure that adequate and appropriate space is made available for special education classes provided by the district as well as in programs provided by the Board of Cooperative Education Services (BOCES), the Board of Education will allocate an appropriate amount of space in district facilities to meet the needs of students in such programs. This allocation will be part of the bi-annual district plan for the provision of special education programs and services, as mandated by the Commissioner.

Ref: 8 NYCRR 200.2 (C) (iv) and (v)

### **Behavior Management Room:**

The Mary McLeod Bethune School includes a specially-designed room for Behavior Management/In-School Suspension.

## **ACCESSIBILITY**

### **School Accessibility:**

Greenburgh Eleven Union Free School District services the students who reside at The Children's Village and day students who are referred by local Committees on Special Education.

We do not accept physically disabled students within our program. If a child who is enrolled in our program is injured or is not ambulatory, the Mary McLeod Bethune Building is handicap accessible