

# ***DISTRICT PROGRAMS***

*The in-district special education programs offer a broad continuum of services in order to meet students' needs in the least restrictive environment. The majority of students with disabilities are educated in their neighborhood schools. The district provides special education instructional programs for students with low incidence disabilities on a district-wide basis. The schools are chosen based on many factors including space and proximity to neighborhood schools.*



Program Name	<i>Consultant Teacher</i>
Program Location	All Schools (including Campus Alternative School and Extended Day at NRHS)
Class Size Ratio	Teacher caseload not to exceed 20
Age Range	5-21
Curriculum	Academic support: time management, organization, study skills, etc. for Common Core Curriculum
Program Services	Special Education Teacher
Program Description	<p>Direct or indirect consultant teacher services shall be for the purpose of providing direct and/or indirect services to students with disabilities who attend general education classes, including students who attend career and technical classes by working with such students' general education teachers. Such services shall be recommended by the CSE to meet the specific needs of a student with a disability. The student's IEP shall indicate the general education classes in which the student will receive consultant teacher services. Consultant teacher services shall be provided in accordance with the following provisions:</p> <ol style="list-style-type: none"> <li>1. The total number of students with disabilities assigned to a consultant teacher shall not exceed 20.</li> <li>2. Each student with a disability requiring consultant teacher services shall receive indirect services consistent with the student's IEP for a minimum of two hours each week, except that the CSE may recommend that a student with a disability who also needs resource room services in addition to consultant teacher services, may receive a combination of such services consistent with the student's IEP for not less than three hours each week.</li> </ol>
Program Name	<i>Resource Room</i>
Program Location	All Schools
Class Size Ratio	5:1 (with variance approval as per the Regulations of the Commissioner)
Age Range	Ages 5-21
Curriculum	Academic Support for Common Core Curriculum
Program Services	Special Education Teacher
Program Description	The resource room program is for the purpose of supplementing the general or special classroom instruction of students with disabilities who are in need of such supplemental programs.

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|  | <ul style="list-style-type: none"><li>• The instructional group in each resource room period does not exceed five (5) students, who are grouped according to their similarity of need.</li><li>• Students shall spend a minimum of three (3) hours per week, except that a CSE may recommend that for a student with a disability who also needs Consultant Teacher Services in addition to Resource Room Services, may receive a combination of such services consistent with the student's IEP for not less than three hours per week. The student will not spend more than 50 percent of the day in the resource room program.</li><li>• The total number of students assigned to a resource room teacher shall not exceed twenty (20) at the elementary level and twenty-five (25) at the middle and high school levels.</li><li>• Resource room services may be provided either within the classroom or in a separate location, or a combination of both.</li></ul> |
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Program Name	<i>Integrated Co-teaching</i>
Program Location	Barnard (K,1) Columbus(K-5) Davis(K-5) Jefferson (2,3) Ward(K-5) Webster(2,3,5) Trinity(K-5) Albert Leonard Middle School(6- Block ELA & Math, 7&8-All Core Subjects) Isaac Young Middle School (6- Block ELA & Math, 7&8-All Core Subjects) New Rochelle High School (English 9-12, Math 9-11, Social Studies 9-12, Science 9)
Class Size Ratio	12:1 (subject to variance approval as per the Regulations of the Commissioner)
Age Range	5-21
Curriculum	General Education Core Curriculum Classes
Program Services	Special Education Teacher, General Education Teacher
Program Description	<ul style="list-style-type: none"> <li>● Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students.</li> <li>● The maximum number of students with disabilities receiving integrated co-teaching services in a class shall be determined in accordance with the students' individual needs as recommended on their IEP's, the number of students with disabilities in such classes shall not exceed 12 students, except 13 students may be in a class upon notification of variance to the New York State Education Department (NYSED). A 14<sup>th</sup> student may be added with the approval of a variance from NYSED.</li> <li>● School personnel assigned to each class shall minimally include a special education teacher and a general education teacher.</li> <li>● Additional personnel, including supplementary school personnel, such as teaching assistants, assigned to such classes by the district, may not serve as the special education teacher.</li> </ul>

Program Name	<i>Special Class Integrated Setting (SCIS)</i>
Program Location	The Preschool Speech Language Learning Center (PSSLLC) located at the Barnard Early Childhood Center
Class Size Ratio	6:1:1 (within 18:2:1)
Age Range	Ages 4-5 (preschool eligible)
Curriculum	General Education-Bilingual (Spanish)
Program Services	Bilingual Special Education Teacher, Bilingual Speech/Language Therapy, Occupational Therapy, Bilingual Psychological Counseling Services, Bilingual Parent Counseling and Training
Program Description	This is a special class that includes preschool students with disabilities, and is staffed by at least one special education teacher and one paraprofessional. A special class in an integrated setting is provided in the same preschool class with non-disabled students and additional pre-school staff. In this program each preschool student with a disability receives services for a minimal of two and one-half (2 1/2) hours per day.

Program Name	<i>Transition Program (Elementary Schools)</i>
Program Location	Columbus, Davis, Jefferson, Trinity & Ward
Class Size Ratio	15:1 ELA Co-Teaching for other areas of the core curriculum
Grade Range	2-5
Curriculum	ELA, Math, Social Studies based on Common Core.
Program Services	Special Education Teacher, General Education Teacher, Special Education Teaching Assistant
Program Description	<p>90 minute ELA special class program consisting of students with disabilities who have been grouped together for a part of the school day because of similar individual needs for the purpose of being provided special education supports and services.</p> <p>The special education teacher provides 1 Hour of co-teaching support in other areas of the core curriculum.</p> <p>Specialized reading instruction is given using the Orton Gillingham based techniques such as PAF, Lindamood Bell, Foundations, Edmark.</p>

Program Name Local Program	<i>Transition Program (Middle Schools)</i>
Program Location	Isaac Young Middle School, Albert Leonard Middle School
Class Size Ratio	15:1 ELA & Math Co-Teaching Science & Social Studies
Grade Range	6,7,8
Curriculum	Common Core Curriculum
Program Services	Special Education Teacher, General Education Teacher
Program Description	<p>A part-time special education class in ELA and/or Math consisting of students with disabilities who have been grouped together for all or part of their school day because of similar individual needs for the purpose of being provided a special education program. There is also the availability of a period of study skills support taught by a special education teacher for the purpose of teaching academically-related skills, or re-teaching specific content. The special education teacher provides co-teaching support for part of the day in other areas of the core curriculum.</p> <p>Specialized reading instruction is given using the Orton Gillingham based techniques such as PAF, Lindamood Bell.</p> <p>Transmath offered in the Special Class at Isaac Young</p>



Program Name	<i>Special Class (Districtwide Elementary Programs)</i>
Program Location	Barnard, Davis, Jefferson, Trinity, Webster
Class Size Ratio	12:1:1
Grade	K-5
Curriculum	Common Core Curriculum
Program Services	Special Education Teacher and a Teaching Assistant
Program Description	A special class is defined as a class consisting of students with disabilities who have been grouped together due to similar individual needs for the purpose of being provided a special education program. Generally, the program provides access to the common core curriculum leading towards participation in the NYS standardized testing program, however some students on an individual basis may be eligible for the NYS Alternate Assessment.

Program Name Local Program	<i>Special Class (High School)</i> <i>CORE Class</i>
Program Location	New Rochelle High School
Class Size Ratio	15:1 (3-4 sections of each as per CSE recommendation)
Age Range	14-21
Curriculum	Common Core Curriculum
Program Services	Special Education Teacher
Program Description	<p>A special class is defined as a class consisting of students with disabilities who have been grouped together in specific academic classes because of similar individual needs for the purpose of being provided specialized instruction. Special Classes may be offered in:</p> <p>English 1 English 2 English 3 English 4</p> <p>Global Studies 1 Global Studies 2 United States History &amp; Government Law &amp; Government</p> <p>Algebra 1A Algebra 1B Geometry</p> <p>Living Environment 1 Living Environment 2 Topics in Science</p>



Program Name	<i>Special Class Reading</i>
Program Location	Albert Leonard Middle School (3 sections) Isaac E. Young Middle School (5 sections)
Class Size Ratio	8:1
Grade	6-8
Curriculum	Multi-sensory Approach to Reading Curriculum
Program Services	Special Education Teacher
Program Description	Special Class Reading offers direct explicit special education reading instruction using research-based methodology using Orton-Gillingham-based strategies. This highly-structured program directly teaches the structure of language to students who have been unable to learn with other teaching strategies, or who may require multisensory instruction in reading and written expression. Students attend Special Class Reading daily or on alternate days.

Program Name	<i>Special Class Reading</i>
Program Location	New Rochelle High School
Class Size Ratio	15:1- Reading in the Content Area 8:1- Reading Skills Instruction 5:1- Reading Fundamentals
Grade	9-12
Curriculum	Multi-sensory Approach to Reading Curriculum
Program Services	Special Education Teacher
Program Description	<p><b>Reading Skills Instruction</b> This program offers direct explicit special education reading instruction using research-based methodology using Orton-Gillingham-based strategies. Classes can be daily or every other day.</p> <p><b>Reading Fundamentals</b> This program uses multiple approaches to reading instruction for students who have significant difficulty with comprehension, fluency, and written expression.</p> <p><b>Reading in the Content Area</b> This program assists students in developing the skills necessary to meet the reading demands of content area courses. Students work on word roots, suffixes and prefixes and using context clues needed for technical reading in texts. Instruction in grammar and vocabulary helps students make sense of</p>

	the complex sentences found in course readings and exams. Comprehension skills of finding the main idea, locating supporting details, making inferences and drawing conclusions will further students' understanding of the texts they encounter in their courses. Students also practice writing in response to what they have read.
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Program Name Local Program	<i>Special Class</i> <i>Achieving Classroom Excellence (ACE)</i>
Program Location	New Rochelle High School
Class Size Ratio	15:1+1
Grade	9, 10
Curriculum	Adapted Common Core Curriculum
Program Services	Special Education Teacher, Related Services
Program Description	<p>ACE is designed for students with moderate to severe disabilities, most notably in processing speed, memory, receptive and expressive language, listening comprehension, abstract reasoning and/or written expression. ACE classes provide students with skills and content knowledge consistent with the topics and skills required for graduation and leading to the different certificates and diplomas offered to high schools students in New York State. These courses also prepare students for post-secondary experiences by providing a comprehensive academic program which can be seamlessly integrated into a personalized work readiness experience in the school and/or the community. It offers elective credit only. Students taking ACE classes may be recommended for higher level classes leading to a regular high school diploma and pursue a Career Development &amp; Occupational Studies Credential (CDOS).</p> <p>ACE Classes offered in:  English / Language Arts 1 &amp; 2  Pre-Algebra 1 &amp; 2  Global Studies 1 &amp; 2  Life Science 1 &amp; 2  Skills Support</p> <p>Specialized reading instruction is given using the Orton Gillingham based techniques. Transmath used for math instruction.</p>
Program Name Local Program	<i>Special Class</i> <i>Literacy and Learning</i>

Program Location	Isaac Young Middle School- 3 sections Albert Leonard Middle School- 2 sections
Class Size Ratio	12:1:1
Grade	6, 7, 8
Curriculum	Adapted Common Core Curriculum
Program Services	Special Education Teacher and Teaching Assistant
Program Description	<p>A special class is defined as a class consisting of students with disabilities who have been grouped together for all or part of their school day because of similar individual needs for the purpose of being provided a special education program. Literacy and Learning provides intense and direct explicit instruction in all areas of the common core curriculum and supports the generalization of independence skills across settings. Generally, the program provides access to the common core curriculum leading towards participation in the NYS standardized testing program, however some students on an individual basis may be eligible for the NYS Alternate Assessment.</p> <p>Specialized reading instruction is given using the Orton Gillingham based techniques. Transmath used for math instruction.</p>

Program Name Local Program	<i>Districtwide Specialized Positive Alternative Techniques (PAT)</i>
Program Location	Barnard, Ward, Albert Leonard Middle School
Class Size Ratio	12:1:2
Grade	K-1- Barnard 2-5- Ward 6-8- Albert Leonard Middle School
Curriculum	Common Core Curriculum
Program Services	Special Education Teacher, Teaching Assistant, Teacher Aide, Psychologist or Social Worker, District-wide Behavior Consultant
Program Description	<ul style="list-style-type: none"> <li>● PAT Classes are staffed with highly trained special education teachers. Special education is offered in special classes for core academic areas and skills support using the principles of Applied Behavior Analysis. Supervision during AMPEL/Exit Classes and Lunch is programmatically provided. Students may participate in general education classes or co-curricular activities with programmatic support as needed.</li> <li>● The program provides individual and group counseling and in-class skills training using research-based techniques, including Dialectical Behavior Therapy.</li> <li>● Development of pragmatic social/language skills via daily language intervention strategies embedded in the curriculum.</li> <li>● Direct instruction leading to the development of skills in all academic areas consistent with the common core curriculum and Positive Behavior Interventions and Supports (PBIS).</li> <li>● Development of positive social skills focusing on responsible decision-making and positive social interactions.</li> <li>● Data-driven program-wide behavior intervention programmatic approach using a token economy which may include a 'level system' that leads towards increased student responsibility and decreased need for supervision.</li> <li>● Individual Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP).</li> <li>● Monthly on-site consultation with the district-wide behavioral consultant and collaborative training focus groups.</li> <li>● Weekly team meetings.</li> <li>● Access to related services including parent counseling and training as recommended on the IEP.</li> <li>● With family consent, consultation with outside therapists and/or agencies that is individualized to specific student needs.</li> </ul>





Program Name Local Program	<i>Therapeutic Intervention Program (TIP)</i>
Program Location	New Rochelle High School
Class      Size Ratio	12:1:2
Grade	9-12
Curriculum	Common Core Curriculum leading to a regular high school diploma
Program Services	Special Education Teacher, Teaching Assistant, Teacher Aide, Psychologist, District-wide Behavior Consultant
Program Description	<ul style="list-style-type: none"> <li>● TIP Classes are staffed with dually-certified, highly trained special education teachers. Special classes are offered in English, Social Studies, Mathematics, and Skills Support. Students are educated in general education classes in Science and electives with direct and/or indirect consultant teacher support as needed. The program offers counseling and provides in-class skills training and coaching.</li> <li>● The program provides individual and group counseling and in-class skills training using research-based techniques, including Dialectical Behavior Therapy.</li> <li>● Development of pragmatic social/language skills via daily language intervention strategies embedded in the curriculum.</li> <li>● Direct instruction leading to the development of skills in all academic areas consistent with the common core curriculum and Positive Behavior Interventions and Supports (PBIS).</li> <li>● Development of positive social skills focusing on responsible decision-making and positive social interactions.</li> <li>● Data-driven program-wide behavior intervention programmatic approach using a token economy which may include a 'level system' that leads towards increased student responsibility and decreased need for supervision.</li> <li>● Individual Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP).</li> <li>● Monthly on-site consultation with the district-wide behavioral consultant and collaborative training focus groups.</li> <li>● Weekly team meetings.</li> <li>● Access to related services including parent counseling and training as recommended on the IEP.</li> <li>● With family consent, consultation with outside therapists and/or agencies that is individualized to specific student needs.</li> </ul>



Program Name Local Program	<i>Districtwide Applied Behavior Analysis (ABA)</i>
Program Location	Barnard- 2 Sections Columbus- 2 Sections Jefferson- 2 Sections Ward- 1 Section Albert Leonard Middle School- 1 Section New Rochelle High School- 1 Sections
Class Size Ratio Local Program	8:1:2
Age Range	K-12
Curriculum	Modified and Adapted Curriculum
Program Services	Special Education Teacher, Teaching Assistant, Teacher Aide, Consultation from Psychologist, Social Worker, and/or District-wide Behavior Consultant
Program Description	<ul style="list-style-type: none"> <li>● The program uses the principles of Applied Behavior Analysis across all domains, including academic, communication, social, and behavioral to make data-driven decisions and recommendations for instruction and services.</li> <li>● The program is designed to help students acquire academic foundation and communication skills.</li> <li>● The program provides intensive, direct, explicit special education instruction across all domains including language, academic, independence, social, adaptive, and self-management skills, using individual and small group data-driven instruction and discrete trial teaching</li> <li>● The program offers co-curricular and community-based experiences and exposure to adapted and individualized core curriculum commensurate with student abilities</li> <li>● Integration with students in general education classes and school-wide co-curricular activities to provide appropriate social and language role models</li> <li>● Access to technology, including computer-based instruction and devices to promote universal design using a experiential approach to learning</li> <li>● Development of pragmatic social/language skills via daily language intervention strategies embedded in the curriculum as needed</li> <li>● Daily language services delivered in the classroom setting to support pragmatic language, peer relationships, and independence during lunch</li> <li>● Development of positive social skills and interactions focusing on</li> </ul>

	<p>responsible decision-making and positive social interactions</p> <ul style="list-style-type: none"> <li>● Data-driven, behavior intervention programmatic approach using a token economy</li> <li>● Individualized behavior intervention plans and discrete trial instruction as appropriate</li> <li>● Monthly on-site consultation with the district-wide behavioral consultant and collaborative training focus groups</li> <li>● Monthly team meetings</li> </ul>
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Program Name Local Program	<i>Special Class / Applied Behavior Analysis (ABA)</i>
Program Location	The Preschool Speech Language Learning Center (PSSLLC) located at the Barnard Early Childhood Center
Class      Size Ratio	8:1:2
Age Range	3-4
Curriculum	Modified and Adapted Curriculum
Program Services	Special Education Teacher, Teaching Assistant, Teacher Aide, Consultation from Psychologist, Social Worker, Speech/Language Therapy, Occupational Therapy, and/or District-wide Behavior Consultant
Program Description	<ul style="list-style-type: none"> <li>● The program uses the principles of Applied Behavior Analysis across all domains, including academic, communication, social, and behavioral to make data-driven decisions and recommendations for instruction and services.</li> <li>● The program is designed to help students acquire academic foundation and communication skills.</li> <li>● The program provides intensive, direct, explicit special education instruction across all domains including language, academic, independence, social, adaptive, and self-management skills, using individual and small group data-driven instruction and discrete trial teaching</li> <li>● The program offers co-curricular and community-based experiences and exposure to adapted and individualized core curriculum commensurate with student abilities</li> <li>● Integration with students in general education classes and school-wide co-curricular activities to provide appropriate social and language role models</li> </ul>

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|  | <ul style="list-style-type: none"><li>● Access to technology, including computer-based instruction and devices to promote universal design using an experiential approach to learning</li><li>● Development of pragmatic social/language skills via daily language intervention strategies embedded in the curriculum as needed</li><li>● Daily language services delivered in the classroom setting to support pragmatic language, peer relationships, and independence during lunch</li><li>● Development of positive social skills and interactions focusing on responsible decision-making and positive social interactions</li><li>● Data-driven, behavior intervention programmatic approach using a token economy</li><li>● Individualized behavior intervention plans and discrete trial instruction as appropriate</li><li>● Monthly on-site consultation with the district-wide behavioral consultant and collaborative training focus groups</li><li>● Monthly team meetings</li></ul> |
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Program Name Local Program	<i>Special Class Foundations</i>
Program Location	New Rochelle High School
Class Size Ratio Local Program	12:1:2- 3 Sections
Age Range	High School
Curriculum	Modified and Adapted Curriculum
Program Services	Special Education Teacher, Teaching Assistant, Teacher Aide, Job Coach, Travel Trainer, Consultation from Psychologist, Social Worker, and/or District-wide Behavior Consultant
Program Description	<ul style="list-style-type: none"> <li>● The program is designed for students to acquire functional literacy in reading and math, and career-readiness skills.</li> <li>● Foundations provides direct explicit special education instruction that provides academic intervention and skill development for independent living and self-management.</li> <li>● The program offers community-based experiences and exposure to adapted and individualized core curriculum commensurate with student abilities</li> <li>● Access to travel-training</li> <li>● Career readiness skills and experiences in a variety of settings, including a restaurant-based culinary arts program, individually identified supported work experiences in a medical center and local businesses</li> <li>● Integration of students in general education activities to provide appropriate social and language role models</li> <li>● Access to technology, including computer-based instruction and devices to promote universal design using an experiential approach to learning</li> <li>● Development of pragmatic social/language skills via daily language intervention strategies embedded in the curriculum as needed</li> <li>● Language skills instruction delivered in the classroom setting.</li> <li>● Development of positive social skills focusing on responsible decision-making and positive social interactions</li> <li>● Data-driven, behavior intervention programmatic approach using a token economy</li> <li>● Individualized Behavior Intervention Plans (BIPs) which may include discrete trial instruction as appropriate</li> <li>● Monthly on-site consultation with the district-wide behavioral consultant</li> </ul>

and collaborative training focus groups

- Monthly team meetings
- Development of adaptive living skills including: hygiene, money management, shopping, cooking, laundry, housekeeping, leisure and personal safety.
- With family or student consent, consultation with community-based agencies and adult services providers
- Foundations provides a coordinated set of transition activities and meaningful and measurable post-secondary goals that are individualized to specific student needs

Program Name Local Program	<i>Special Class</i> <i>Life Skills</i>
Program Location	Isaac E. Young Middle School
Class Size Ratio Local Program	12:1:2- 2 Sections
Age Range	Middle School
Curriculum	Modified and Adapted Curriculum
Program Services	Special Education Teacher, Teaching Assistant, Teacher Aide, Travel Trainer, Consultation from Psychologist, Social Worker, and/or District-wide Behavior Consultant
Program Description	<ul style="list-style-type: none"> <li>● The program is designed to help students acquire functional literacy and career-readiness skills.</li> <li>● Life Skills provides instruction that provides comprehensive academic and independent living and self-management skills</li> <li>● The program offers community-based experiences and exposure to adapted and individualized core curriculum commensurate with student abilities</li> <li>● Access to travel-training</li> <li>● Integration of students in general education activities to provide appropriate social and language role models</li> <li>● Access to technology, including computer-based instruction and devices to promote universal design using an experiential approach to learning</li> <li>● Development of pragmatic social/language skills via daily language intervention strategies embedded in the curriculum as needed</li> <li>● Language skills instruction delivered in the classroom setting.</li> <li>● Development of positive social skills focusing on responsible decision-making and positive social interactions</li> <li>● Data-driven, behavior intervention programmatic approach using a token economy</li> <li>● Individualized Behavior Intervention Plans (BIPs)</li> <li>● Instruction using individualized discrete trial teaching and in small group activities</li> <li>● Monthly on-site consultation with the district-wide behavioral consultant and collaborative training focus groups</li> <li>● Monthly team meetings</li> </ul>



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|  | <ul style="list-style-type: none"><li>● Development of adaptive living skills including: hygiene, money management, leisure and personal safety</li><li>● With family or student consent, consultation with community-based agencies and adult services providers</li><li>● Life Skills provides a coordinated set of transition activities and meaningful and measurable post-secondary goals that are individualized to specific student needs as appropriate.</li></ul> |
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Program Name Local Name	<i>Project SEARCH</i>
Program Location	Community-Based at Montefiore New Rochelle
Class Size Ratio	12:1+1
Age Range	High School
Curriculum	Career-Readiness Curriculum
Program Services	Special Education Teacher, Teaching Assistant, Job Coach, Travel Trainer, Consultation from Psychologist, Social Worker, and/or District-wide Behavior Consultant
Program Description	Project SEARCH™ is a nationally recognized high school transition program for 18-21 year olds with cognitive and developmental disabilities that provides training and education leading to competitive employment. It is a community-based career development program and serves as an alternative for students in their last year of high school. The cornerstone of Project SEARCH™ is total immersion in a large business. Five days a week, students report to Sound Shore Medical Center, learn employability skills, soft skills, and self-management in the classroom, and develop job skills while participating in a variety of training experiences on-site in a variety of departments. The goal of the program is upon completion, students will be ready to enter competitive or supported employment for a minimum of 20 hours a week.

Program Name Local Program	<i>Career Development &amp; Occupational Studies</i>
Program Location	New Rochelle High School
Class Size Ratio	12:1
Age Range	16-21
Curriculum	Career Readiness Curriculum PAES Lab
Program Services	CDOS Instructor, Job Coach, Travel Training
Program Description	<p>Students participate in school-based businesses, internships, prevocational opportunities, school-based businesses, and work sites in NRHS and in the community as part of the requirement for meeting a Career Development and Occupational Studies (CDOS) Credential or Endorsement.</p> <p><b>PAES Lab</b>- PRACTICAL ASSESSMENT EXPLORATION SYSTEM- New Rochelle High School converted a classroom to a work development lab where students become employees and teachers become employers. Using this lab, we will be able to assess a student's competitive work potential and</p>

	<p>interest level, while simultaneously exploring various jobs, using real tools, and developing proper work behaviors in the following five areas: Computer Technology, Construction/Industrial, Processing/Production, Consumer Service, and Business/Marketing.</p>
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Program Name Local Program	<i>Community Based Culinary Arts Program</i>
Program Location	Community-based restaurant
Class Size Ratio	12:1+2
Age Range	16-21
Curriculum	Modified and Adapted Curriculum
Program Services	Master Chef, Part-time Assistant, Teacher Aide, Job Coach, and Speech Pathologist
Program Description	<ul style="list-style-type: none"> <li>● Half-day community based Modified Culinary Arts Program.</li> <li>● Students work with the Chef to learn nutrition; menu selection; ingredient identification; equipment identification; food preparation; culinary techniques; knife skills; proper food handling; healthy eating habits; setting a table; working with a team to fulfill the goal; science and math associated with food preparation and selection; and sanitation.</li> <li>● The program staff uses intensive teaching methods to raise the students' cooking abilities to entry-level career skills and development of adaptive independent living skills.</li> </ul>