

Special Education Continuum of Services	Typical Graduation Results					Student Behaviors			Academic Levels of Students			Counseling				
	Special Classes	Regents with distinction	Regents	Locals	GED	IEP	Appropriate	Mgmt. Needs	Severe Mgmt. Needs	Above Grade	At Grade	Below Grade	Day Treatment	IEP Mandated	Drug/Alcohol	Other
All Programs Qualify For Extended School Year																
(205.211) Supported Technical Education & Academic Model (STEAM) 1:15						✓		✓				✓		✓		
(205.000) Elsmere 1:15:1						✓	✓				✓		✓			✓
(205.000) Community Job Center 1:15		✓	✓	✓	✓	✓	✓				✓		✓			✓
(205.000) Bethany Village 1:15						✓	✓				✓		✓			✓
(203.000) Hearing Impaired 1:12:1						✓	✓			✓	✓					✓
(203.220) Academic Delay 1:12:1		✓	✓	✓	✓	✓	✓				✓		✓		✓	
(203.220) ACCESS/Transition Program 1:12:1		✓	✓	✓	✓	✓	✓		✓	✓	✓		✓			
(209.000) Integrated Setting 1:8:1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
(209.000) MR/ED Class 1:8:1							✓	✓			✓		✓			✓
(216.215) Broad Horizons Academy 1:8:1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
(216.215) Integrated Setting 1:6:1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓
(216.000) Broad Horizons Academy 1:6:1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
(216.217) Autistic Spectrum Disorder 1:6:1		✓	✓	✓	✓	✓	✓	✓		✓	✓					✓
(216.219) Multiply Disabled 1:6:1						✓	✓	✓			✓		✓	✓	✓	
(216.224) Pathways Day Treatment 1:6:1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Supported Technical Education & Academic Model (STEAM) 1:15-The STEAM Program provides students who are working on an IEP diploma with the experiences and skills necessary to obtain and keep a job after graduation. One-half of each day is spent in an Occupational Education Program while the other half is spent working on academic, pre-employment and social skills, recreational activities, business ventures and volunteer service.

Elsmere 1:15:1 – Developmentally disabled students are provided with a program that teaches pre-employment, social, independent living and adaptive behavior skills. Academics are incorporated throughout the curriculum. Students receive hands-on work experience with the goal of enabling each child to be as independent as possible.

Community Job Center 1:15 – This is a half-day program which provides students with pre-employment services, job shadowing and work experience to prepare them for successful transition to real life work upon graduation. Students are ages 17-21 and they are considered in their junior or senior year. Students attend the second half of their day in their home school.

Bethany Village 1:15 – This is a half-day program that provides students the opportunity to obtain on-the-job training with the support of a job coach. Students are exposed to a variety of work experiences related to dining services, housekeeping, adult care and maintenance.

Hearing Impairment 1:12:1 – This program is for deaf and hard of hearing students from kindergarten through fifth grades. Students are integrated in general education classes. The Teacher of the Deaf works collaboratively with the general education teachers to support academic instruction. The Speech/Language Pathologist offers speech and language therapy, as well as auditory/verbal training. Sign language aides interpret lessons as needed. A total communication approach is used in the classroom.

Academic Delay 1:12:1 - These classrooms are located within component schools and service students identified as learning disabled, mentally retarded, emotionally disturbed or Autistic.

ACCESS/Transition Program (Adult Community, College and Educational Supportive Services) 1:12:1 - The ACCESS program is located at Corning Community College and Alfred University. This program addresses community living, issues of work and continuing education.

Integrated Setting 1:8:1 - This program is for students whose management needs are intensive. School social workers and Special Education teachers provide a highly individualized approach to academic programs and behavior modification. These classes are held in a variety of locations within our component school districts.

MR/ED 1:8:1 – This program is available for students, ages 12-21, that are developmentally delayed and have intensive management needs. The curriculum exposes students to prevocational and vocational skills training as they gain work experience to facilitate a successful transition to work.

Broad Horizons Academy 1:8:1 – These students have intensive behavior management and counseling needs. The classroom team is made up of a social worker and a teacher. Therapeutic Crisis Intervention is used as part of the program's behavior modification plan. Students gain valuable work experience at various job sites in the community.

Broad Horizons Academy 1:6:1 – This program follows the same guidelines as the 1:8:1 program. The classroom team consists of a teacher, teacher aide and a therapist provided by the Elmira Psychiatric Center. Students require more intensive mental health services, along with family counseling.

Integrated Setting 1:6:1 – This program is an extension of the Broad Horizons 1:8:1 program. Classrooms are located in the various component schools. The needs of the students, the classroom team and the diplomas the students receive are the same as Broad Horizons Academy's 1:8:1 program.

Autistic Spectrum Disorder 1:6:1 - This is a structured program for students with severe disturbances in their development rate and/or sequence of response to sensory stimuli of speech, language of cognitive capacities and the ability to relate to people, events and objects.

Multiply Disabled 1:6:1 – This program is located within component schools. Primary classifications may vary. All students referred to the program have intensive management needs requiring a high degree of structure, possible medical support and an academic program within the severe range.

Pathways Day Treatment 1:6:1 – This program is a collaborative effort between the GST BOCES and Pathways, Inc. The students, ages 5-21, have severe emotional or behavioral adjustment problems that interfere with educational and social functioning. This program offers a comprehensive and coordinated treatment program, integrated with educational services, to support children and their families.

Itinerant Services:

301.000 Music
 303.000 Art
 304.000 Visually Impaired
 305.000 Physical Therapy
 306.000 Health Education
 307.000 English Speakers of Other Languages
 309.000 Speech Improvement
 310.000 Speech Impaired
 312.000 School Psychologist
 313.000 Interpreter for the Deaf
 316.000 Home and Careers
 323.000 Comprehensive Diagnostic Services
 324.000 Occupational Therapy
 326.000 Hard of Hearing
 330.000 Nurse/Nurse Teacher
 331.000 Consultant Teacher
 332.000 School Social Worker

Related Services:

725.000 Occupational Therapy
 726.000 Physical Therapy
 728.000 Vision
 729.000 Speech
 730.000 Affective Education
 731.000 Adapted Physical Education
 732.000 Teacher Aides – Multiple Options
 733.000 Interpreters – Multiple Options
 734.000 Counseling
 735.000 Mainstreaming

Special Facilities:

409.000 **Detention Center At Bath (Steuben & Chemung)**- This program is a non-secure residential facility serving youth ages 9-17 years. Adjudicated youth are remanded to the Glove House by a county family court judge for legal violations. Residents receive academic instruction by a GST BOCES teacher. Students range in ability and grade levels from mental retardation to Regents level ability and from fourth grade through high school. The GST BOCES teacher works closely with the students' home schools to coordinate their work and testing to maintain their education.

409.001 **St. James Adolescent Psychiatric Program at Hornell**- This program provides a personalized educational experience for students while they are in the Adolescent Psychiatric Care Unit at St. James Mercy hospital. Each student works on assignments provided by either their home school or by the APCU classroom. Students are provided with academic help and emotional support, as needed. Students are usually assigned to a group of six or less, depending on the behavioral and educational needs of the group.

GST BOCES Special Education Vision Statements:

1. The GST BOCES will provide Special Education Services identified by two or more component districts as needed.
2. The GST BOCES will provide Special Education Services in settings that will maximize the Least Restrictive Environment for students with disabilities.
3. The GST BOCES cost methodology for all Special Education Services will be structured to support the provision of Least Restrictive Environment for students with disabilities.
4. The GST BOCES should assume a leadership role in advocating for the provisions of Least Restrictive Environment of all students with disabilities in areas such as student outcomes, financial building, staff supportive services, educational equipment, materials and supplies and staff development activities which must have specific goal of enhancing the instructional capabilities of staff (BOCES and component school districts) in instructing students with disabilities in the Least Restrictive Environment.

Part 100:

The Part 100 Regulations of the Commissioner of Education require that every public school student in New York State be provided an opportunity to receive instruction in order to achieve the New York State Learning Standards descriptors noted in this pamphlet take this into consideration. All students should receive an engaging and developmentally appropriate education. Schools and parents are encouraged to collaborate to ensure that all students graduate from high school ready for work, higher education, and citizenship.

Greater Southern Tier BOCES Continuum of Special Educational Programs and Services



<http://www.gstboces.org>