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<th>Special Classes</th>
<th>Regent's with distinction</th>
<th>Regent's</th>
<th>Local</th>
<th>CDOS/ SKills and Achieve.</th>
<th>Typical Graduation Results</th>
<th>Student Behaviors</th>
<th>Academic Levels of Students</th>
<th>Counseling</th>
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<tr>
<td>(205.000) Elsmere 1:15:1</td>
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<td>(203.201) Project Search 1:12:1</td>
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<td>(203.220) Academic Delay 1:12:1</td>
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<td>(203.220) ACCESS/Transition Programs 1:12:1</td>
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<td>(209.000) 1:8:1 ED (District Host Sites)</td>
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<td>(209.000) ID/ED Class 1:8:1 (Bush Campus)</td>
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<td>(209.000) Broad Horizons Academy 1:8:1 ED (Bush Campus)</td>
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<td>(216.000) 1:6:1 Broad Horizon Academy (DT)</td>
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<td>(216.214) 1:6:1 ED (District Host Sites, Bush Campus and Wildwood Campus)</td>
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<td>(216.217) Autistic Spectrum Disorder 1:6:1</td>
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<td>(216.219) Multiply Disabled 1:6:1</td>
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**Elsmere 1:15:1** - Developmentally disabled students are provided with a program that teaches pre-employment, social, independent living and adaptive behavior skills. Core academics are incorporated throughout the curriculum. Students receive hands-on work experience with the goal of enabling each student to reach independent adulthood.

**Academic Delay 1:12:1** - These classrooms are located within component schools and service students identified as learning disabled, intellectually disabled, emotionally disturbed or Autistic. Students require an academic program within the moderate range.

**ACCESS/Transition Program (Adult Community, College and Educational Supportive Services) 1:12:1** - The ACCESS program is located at EOP in Elmira and Alfred University. This program addresses transition from school to adult life. It provides soft skill training, transition portfolio development, work-based learning experiences, and vocational training for students with special needs ages 18-21, to ensure a successful school to work transition. Job coaching is available as needed. The home school is responsible for public transportation costs when that is determined as an individual need for a student.

**Project Search 1:12:1** (Ira Davenport Memorial Hospital) A unique school to work transition experience for students with disabilities in their last year of high school or school eligibility to learn employment skills in an embedded work environment. The student intern rotates through three 10 week internships learning healthcare related job skills that are transferable. The goal of the program is for students to gain competitive employment upon completion. Students are supported during this intensive training by department mentors, ARC Skills Trainer, ACCESS/VR counselor, and OPWDD. The home school is responsible for public transportation costs when that is determined as an individual need for a student. Students receive travel training to assist with independent living and employment skills.

**Special Class 1:8:1 ED (Host Site Programs)** - 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.

**Elsmere ID/ED 1:8:1** – This program is available for students, grades 6-12+, 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 career.

**Diverse Needs 1:8:1** - This program is currently in the Hornell and Campbell-Savona Host Sites. Students have varied needs, but all train at a rate similar to their peers. They might have developmental and behavioral needs.

**Broad Horizons Academy 1:8:1 ED (Bush Campus)** - These students have intensive behavior management and counseling needs. The classroom team is made up of a social worker, classroom teacher, and teaching assistant. Therapeutic Crisis Intervention is used as part of the program’s behavior modification plan. Students gain valuable work based learning experiences at various job sites in the community, in addition to having a strong academic focus in the classroom.

**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. These classrooms are located in component school districts.

**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.
Itinerant Services
301.000 Music
303.000 Art
304.000 Visually Impaired
305.000 Physical Therapy
307.000 English Speakers of Other Language
308.000 Physical Education
309.000 Speech Improvement
310.000 Speech Impaired
312.000 School Psychologist
313.000 Interpreter for the Deaf
316.000 Home and Career Skills
320.000 Supervisor: Special Education Program
324.000 Occupational Therapy
326.000 Hard of Hearing
327.000 Teacher of Deaf
330.000 Nurse/Nurse Teacher
331.000 Consultant Teacher
332.000 School Social Worker
520.000 Comprehensive Support Services (Transition Services)

Related Services
725.000 Occupational Therapy
726.000 Physical Therapy
728.000 Vision
729.000 Speech Therapy
731.000 Adapted Physical Education
732.000 Teacher Aides 1:1 – Multiple Options
733.000 Interpreters – Multiple Options
734.000 Counseling
735.000 Mainstreaming
737.000 RN- 1:1
737.001 LPN- 1:1
738.000 CTE 1:1 Aide

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 level. The GST BOCES teacher works closely with the students’ home schools to coordinate their work and testing to maintain their education while in residence.

GST BOCES Special Education Vision Statements:

1. The GST BOCES will provide Special Education Services in settings that will maximize the Least Restrictive Environment for students with disabilities.

2. 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.

3. The GST BOCES should assume a leadership role in advocating for the provisions of Least Restrictive Environment of all students with disabilities in the following areas: student outcomes, financial building, staff supportive services, educational equipment, materials and supplies, and staff development activities. These must have specific goals 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 and Common Core 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 college, career, and the community.

Greater Southern Tier BOCES
Continuum of Special Educational Programs and Services

Greater Southern Tier BOCES
Continuum of Services (Special Education)

http://www.gstboces.org