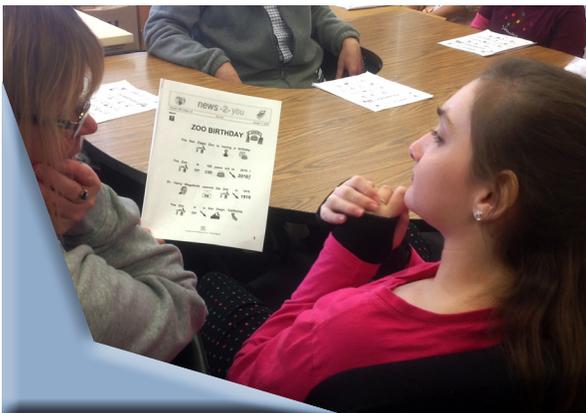


Steps includes:

- physical need supports
- sensory needs supports
- access to adaptive equipment
- access to assistive technology
- access to speech/language, occupation, physical and vision therapies
- activities to integrate students into the school and community
- high level of support
- access to work opportunities
- individually modified curriculum

Student Placement

Students are placed through a referral process and recommendation from the local school district's Committee on Special Education.



A Circle of Courage School

Because of our strong belief in the Circle of Courage, we do all we can to help students achieve a sense of Belonging, Mastery, Independence and Generosity toward others. We believe that these skills build on each other and are necessary for success in school and in the world. We expect students to understand these goals and contribute toward their development by participating in classroom and group activities, setting and working toward their individual goals, helping to maintain a safe school environment and contributing what they can to the school community.



For more information:
www.starr.org/training/youth

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Steps

12:1 + (3:1)

Steps to Independence



A multiple service program to support student independence

TST BOCES

TOMPKINS • SENECA • TIOGA

Department of Exceptional Education
Cosier 204.00

A Transdisciplinary Team

Steps is based on a transdisciplinary classroom team approach. With a high staff to student ratio, the Steps 12:1+(3:1)* program focuses on developing the skill level of each student to provide what he/she needs to experience success in life, including self-regulation skills, social interaction skills, vocational and meaningful engagement skills and self-help skills. Every gain is celebrated, and challenges are met with adaptation and perseverance. Each student's strengths are used as a foundation for the classroom team to develop an individualized plan that will emphasize the development of independence, appropriate behavior, enhanced communicative competence, pre-vocational skills, physical well-being and community and social awareness. All goals and objectives are linked to the Common Core Learning Standards and Skills and Achievement Commencement Credential.

**12:1+(3:1) represents 12 students / 1 teacher / 1 paraprofessional for every 3 students*



Skills for Transitioning after Graduation

Students develop skills for daily living and self-care by participating in language-based learning activities. These activities incorporate the development of gross/fine motor skills, social skills, self-management skills, and communicative competence.

In the year a student turns 15, a transition plan is developed. Parents and team members discuss the needs and opportunities students will encounter upon graduation. Goals and objectives are developed and become very focused on preparing students for their future in such areas as community living options, recreation activities and vocational/day treatment programs.

Students receive a Skills and Achievement Commencement Credential upon graduation, which typically occurs at the age of 21.

Vocational Program

The focus of the vocational program is for our students to develop self-esteem and to recognize that work is an important contribution to our community. The vocational program works to meet the needs of students with varied levels of abilities. Most students, age 13 or older, are placed in individualized work programs specific to their needs and abilities. These supervised work experiences occur on the BOCES campus and include: Laundry Service, Food Service, Dish-washing, Delivery, Mail Service, Greenhouse, Mass Production, Recycling, School Clothing Store, etc.

Teamwork

One of the best things about the Steps program for children with severe disabilities is the belief that teamwork

builds success. A highly devoted transdisciplinary team works together to form goals, provide therapy and evaluate progress; it is a combined effort that makes this program successful. Team members include:

- Classroom Teachers
- Speech/Language Therapists
- Physical Therapists
- Occupational Therapists
- Certified Occupational Therapy Assistants
- Paraprofessionals
- Skilled Nursing Care Professionals
- Teachers of the Visually Impaired
- Art and Music Teachers
- Psychologists
- Adapted Physical Education Teachers
- Vocational Teachers
- Exceptional Education Dept.