



Special Education Services

Program Descriptions and Locations

Common Core Standards Course of Study

AUTISM SUPPORT TEACHER (AST)			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
Autism Support Teachers (ASTs) are staff members assigned to an individual school who support students with Autism. Students served typically have social and communication needs. The AST provides support throughout the school day based on individual needs as outlined in the student's IEP. Students supported by ASTs follow the NC Common Core Standards.	<ul style="list-style-type: none"> ● Curriculum: NC Common Core ● Support for social and behavioral goals on the IEP ● Support may include social skills instruction, replacement behaviors, crisis intervention, short term stabilization, reintegration into general education classroom ● Functional Behavioral Assessment and Behavior Intervention Plan (FBA/BIP) in place ● Student Progress on IEP goals monitored 	12 Students 1 Teacher 1 Teacher Assistant	<ul style="list-style-type: none"> ● Middle (Grades 6-8) ● High (Grades 9-12) *majority of Middle & High schools have at least 1 AST or BST teacher
BEHAVIOR SUPPORT TEACHER (BST)			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
Behavior Support Teachers (BSTs) are staff members assigned to an individual school who support students with behavioral, emotional or social needs. Students served demonstrate behaviors that impact their education and have behavioral goals as part of their IEP. The BST provides support throughout the school day based on individual needs as outlined in the student's IEP. Students supported by the BST follow the NC Common Core Standards.	<ul style="list-style-type: none"> ● Curriculum: NC Common Core ● Support for social and behavioral goals on the IEP ● Support for social skills instruction, escort, replacement behaviors, crisis intervention, short term stabilization, and reintegration into general education classroom ● Functional Behavior Assessment and Behavior Intervention Plan (FBA/BIP) in place ● Data collection for student behavioral success 	15 Students 1 Teacher 1 Teacher Assistant	<ul style="list-style-type: none"> ● Middle (Grades 6-8) ● High (Grades 9-12) *majority of Middle & High schools have at least 1 AST or BST teacher
CROSS CATEGORICAL RESOURCE (CCR)			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
Students served in a Cross Categorical Resource class focus on the acquisition of reading, writing, math skills and behavioral support in order to be successful in general and special education classes. A full continuum of services (regular, resource or separate) is offered at every school. The CCR teacher provides support throughout the school day based on individual needs as outlined in the student's IEP. Students served in Cross Categorical Resource (CCR) classes access their education through the NC Common Core.	<ul style="list-style-type: none"> ● Curriculum: NC Common Core ● Instruction based on grade level Common Core standards ● Practices of instruction include implementing modifications and accommodations for the student to access the instructional curriculum, ongoing assessment and progress monitoring of benchmark performance, and progress reporting toward annual IEP goals ● Communication and collaboration provided between teacher, parent and student ● Performance – both academic and behavioral – monitored by a highly qualified special education teacher 	Based on State and District Guidelines	<ul style="list-style-type: none"> ● Elementary (Grades K-5) ALL SCHOOLS ● Middle (Grades 6-8) ALL SCHOOLS ● High (Grades 9-12) ALL SCHOOLS

CROSS CATEGORICAL KINDERGARTEN (CCK)																									
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations																						
Students served in a Cross Categorical Kindergarten (CCK) program engage in a diagnostic year with a highly qualified special education teacher for kindergarten students identified with a disability. Students served require intensive, specially designed instruction in a smaller group for a major portion of their day. Ongoing assessment and observational data to be collected and paired with intervention opportunities, modifications and accommodations. Students supported in a CCK program follow the NC Common Core. CCK prepares students to access the NC Common Core or NC Extended Common Core Curriculum.	<ul style="list-style-type: none"> ● Curriculum: NC Common Core ● Instruction based on Kindergarten grade level Common Core standards ● Practices of instruction include developing independence with self-help skills, practicing classroom procedures and routines, and working in whole, small and independent groups ● Communication and social skills instruction integrated throughout the day ● Expectations taught and provided for developmentally appropriate behaviors in the total school environment 	12 Students 1 Teacher 1 Teacher Assistant	<ul style="list-style-type: none"> ● Elementary (Grade K) <table border="0"> <tr> <td>Apex</td> <td>N. Forest Pines</td> </tr> <tr> <td>Ballentine</td> <td>Pleasant Union</td> </tr> <tr> <td>Barwell</td> <td>Poe</td> </tr> <tr> <td>Brentwood</td> <td>Powell</td> </tr> <tr> <td>Douglas</td> <td>Rolesville</td> </tr> <tr> <td>Durant Road</td> <td>Salem</td> </tr> <tr> <td>Fuquay-Varina</td> <td>Swift Creek</td> </tr> <tr> <td>Green</td> <td>Vance</td> </tr> <tr> <td>Green Hope</td> <td>Washington</td> </tr> <tr> <td>Holly Springs</td> <td>Wendell</td> </tr> <tr> <td>Jeffreys Grove</td> <td></td> </tr> </table>	Apex	N. Forest Pines	Ballentine	Pleasant Union	Barwell	Poe	Brentwood	Powell	Douglas	Rolesville	Durant Road	Salem	Fuquay-Varina	Swift Creek	Green	Vance	Green Hope	Washington	Holly Springs	Wendell	Jeffreys Grove	
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DEAF AND HARD OF HEARING (DHH or HI)																									
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations																						
Classrooms that support students who are deaf and/or hearing impaired are specialized programs that provide a variety of services depending on a student's individual hearing and communication needs. The student's Individual Educational Program dictates service delivery. Some students require a less restrictive setting and benefit from itinerant services whereas other students may require a regional program. HI Regional Programs provide intensive support in audition skills, vocabulary, language acquisition, and self-advocacy in order to close the gap between the students' current language level and that of their peers. Students receiving itinerant services have a documented hearing loss, but primarily access their education in a general education setting or receive support in the special education setting at their base school. Students served may follow either the NC Common Core or the NC Common Core.	<ul style="list-style-type: none"> ● Curriculum: NC Common Core ● Instruction in: Developmental Language, Listening skills, Vocabulary, Development, Academics, Self-Advocacy Skills 	Level I-IV 12 Students 1 Teacher 1 Teacher Assistants	<ul style="list-style-type: none"> ● Elementary (Grades K-5) <table border="0"> <tr><td>Forestville</td></tr> <tr><td>Lacy</td></tr> <tr><td>Lead Mine</td></tr> <tr><td>Lead Mine (Deaf-Blind I/II)</td></tr> <tr><td>Northwoods</td></tr> <tr><td>Walnut Creek</td></tr> </table> <ul style="list-style-type: none"> ● Middle (Grades 6-8) <table border="0"> <tr><td>Martin</td></tr> </table> <ul style="list-style-type: none"> ● High (Grades 9-12) <table border="0"> <tr><td>Athens Drive</td></tr> </table>	Forestville	Lacy	Lead Mine	Lead Mine (Deaf-Blind I/II)	Northwoods	Walnut Creek	Martin	Athens Drive														
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OCCUPATIONAL COURSE OF STUDY (OCS)																									
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations																						
Students participating on the Occupational Course of Study (OCS) have an emphasis on functional skills for life and careers that begin immediately after high school. Students typically benefit from instruction that enhances the generalization of skills taught in the classroom to the total school and community environment. Students served follow the NC Common Core and are supported throughout the school day based on individual needs as outlined in the IEP.	<ul style="list-style-type: none"> ● Curriculum: NC Common Core ● Courses aligned with common core classes ● Curriculum that focuses on the needs of a small group of students needing a modified curriculum targeting post-school employment and independent living ● Course of study does not prepare students for admission to a community college degree program or a four-year university ● 300 On-Campus work hours ● 240 Community-Based Vocational Training hours ● 360 Competitive Paid Employment hours ● Completion of Career Portfolio 	14 Students 1 Teacher 1 Teacher Assistant (Job Coach)	<ul style="list-style-type: none"> ● High (Grades 9-12) <table border="0"> <tr><td>ALL SCHOOLS</td></tr> </table>	ALL SCHOOLS																					
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ELEMENTARY BEHAVIOR SUPPORT (EBS)			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
<p>Students served in Elementary Behavior Support (EBS) programs require a high level of structure and support. Students who exhibit significant behavioral and/or emotional deficits benefit from individualized support in order to stabilize behaviors and prepare students to participate in the general education environment. Students served follow the NC Common Core and are supported throughout the school day based on individual needs as outlined in the IEP.</p>	<ul style="list-style-type: none"> ● Curriculum: NC Common Core ● System for behavior management (ex. Point and Level System, contract) ● Rewards and Consequences in place to internalize and generalize age appropriate behavior ● Instruction in Social Skills ● Behavior goals written daily ● Functional Behavior Assessment and Behavior Intervention Plan (FBA/BIP) in place ● Crisis Plan in place as needed 	<p>8 Students</p> <p>1 Teacher</p> <p>1 Teacher Assistant</p>	<ul style="list-style-type: none"> ● Level I (Grades K-2) Abbotts Creek Lockhart Brier Creek Root (EBS/AU) Brooks Scotts Ridge Buckhorn Creek Smith Carpenter Weatherstone Conn Wendell Heritage West Lake Holly Ridge Wilburn Joyner Zebulon ● EBS K (Kindergarten only) Briarcliff Knightdale Buckhorn Creek Reedy Creek ● Level II (Grades 3-5) All schools with Level I Fuller Lynn Road Partnership (EBS/AU)
VISUALLY IMPAIRED (VI)			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
<p>Classrooms that support students who are blind or have a visual impairment are specialized programs that provide a variety of services depending on a student's individual need. The VI Regional Programs provide students with intensive support in accessing instruction such as Orientation and Mobility to navigate the school campus and community, and direct instruction on targeted VI goals which may include Braille. Brailleists adapt materials into large print, Braille, or auditory formats. Brailleists support students attending a regional program. Students attending their base school are supported by VI Itinerant Teachers. Students served follow the NC Common Core.</p>	<ul style="list-style-type: none"> ● Curriculum: Common Core State Standards ● Level of service determined by service delivery plan in student's IEP ● Teachers of Visually Impaired (TVI) in program rooms provide instruction to promote compensatory strategy development based on student's visual impairment. ● Itinerant TVIs provide modifications to materials as well as consultation and support to instructional staff. ● Orientation and mobility services can also be provided in either resource or itinerant settings. 	<p>8 Students</p> <p>1 Teacher of the Visually Impaired (TVI)</p> <p>1 Teacher Assistant and/or Brailleist(s)</p>	<ul style="list-style-type: none"> ● Level I/II (Grade K-5) Durant Road Oak Grove ● Level III (Grades 6-8) Daniels Durant Road ● Level IV (Grades 9-12) Sanderson

Extend Content Standards Course of Study

EXTENDED CONTENT STANDARD (ECS)			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
<p>Students served in Extended Content Standards (ECS) classrooms benefit from a highly structured learning environment. Instruction has an emphasis on individual communication and social skills. ECS regional programs respond to the needs of students who require visual and physical support and a consistent, predictable daily routine. Teachers utilize a variety of teaching methods in order for students to demonstrate their knowledge to make progress towards the NC Extended Content Standards and their Individualized Education Program. ECS classrooms are designed to serve students at their secondary base or proximity elementary school. The ECS classrooms provide the opportunity for students to be more engaged with their school community. During the beginning implementation phase of ECS programs, students with Autism and Moderate Intellectual Disabilities will be assigned to their secondary base or elementary proximity ECS program.</p>	<ul style="list-style-type: none"> ● Instruction based on grade level extensions of the Common Core Standards, a narrower range of content ● Communication and Social Skills instruction integrated throughout the day ● Instruction has academic and functional components ● Classroom includes centers, individual and work group areas ● Instruction is both large and small group ● Vocational training available at the High School level <p>Students receive a certificate upon graduation (not a high school diploma)</p>	<p>Levels I-III 10 Students 1 Teacher 1 Teacher Assistant</p> <p>Level IV 12 Students 1 Teacher 1 Teacher Assistants</p>	<ul style="list-style-type: none"> ● Level I – II (Grades K-5) Alston Ridge Hortons Creek Rogers Lane Banks Road Lacy Rolesville Bryan Road Oakview Timber Drive Harris Creek Pleasant Grove White Oak ● Level III (Grades 6-8) Apex East Wake Pine Hollow Carnage Fuquay Varina River Bend Carroll Heritage Salem Centennial Holly Grove Wake Forest Davis Drive Holly Ridge Wakefield Dillard Drive Leesville Wendell Durant Road Ligon West Cary East Cary Lufkin West Lake East Garner Moore Square West Millbrook East Millbrook North Garner Zebulon ● Level IV (Grades 9-12) Apex Friendship Heritage South Garner Athens Drive Holly Springs Southeast Raleigh East Wake Knightdale Wake Forest Enloe Millbrook Wakefield Garner Panther Creek Green Hope Rolesville
EXTENDED CONTENT STANDARD - AUTISM (AU)			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
<p>Students served in Autism (AU) regional programs benefit from a highly structured classroom environment. AU regional programs respond to the needs of students who require visual and physical support and a consistent, predictable daily routine. Autism regional programs focus on communication and social skills at independent student levels. Teachers utilize a variety of teaching methods to allow students to demonstrate knowledge to make progress towards the NC Extended Content Standards and their Individualized Education Program.</p>	<ul style="list-style-type: none"> ● Curriculum: NC Extended Common Core ● Instruction based on grade level extensions of the Common Core Standards, a narrower range of content ● Practices of instruction include academic and functional components ● Communication and Social Skills instruction integrated throughout the day ● Classroom includes centers, individual and group work areas ● Instruction is both large and small group ● Vocational training is available at the high school level ● Students receive a certificate upon graduation (not a high school diploma) 	<p>6 Students 1 Teacher 1 Teacher Assistant</p> <p style="text-align: center;"><i>OR</i></p> <p>8 Students 1 Teacher 2 Teacher Assistants</p>	<ul style="list-style-type: none"> ● Level I (Grades K-2) & Level II (Grades 3-5) Adams Forestville Lincoln Heights Salem Baileywick Highcroft Middle Creek Stough Baucom Hodge Road Millbrook Sycamore Creek Beaverdam Jones Dairy Mills Park Wake Forest Carver Kingswood Northwoods Wakefield Combs Lake Myra Oak Grove Washington Davis Drive Laurel Park Rand Road Wilburn Dillard Drive Leesville Road Reedy Creek Wildwood Forest Forest Pines Richland Creek York ● Level III (Grades 6-8) Centennial Mills Park Moore Square ● Level IV (Grades 9-12) Cary Holly Springs Middle Creek Fuquay-Varina Leesville Road Sanderson Heritage

EXTENDED CONTENT STANDARD – ID-Moderate (ID-MOD)

Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
<p>Students served in Intellectually Disabled Moderate (ID Mod) classrooms benefit from a highly structured learning environment. Instruction has an emphasis on individual communication and social skills. Students typically require more consistent and repetitive daily routines. Teachers utilize a variety of teaching methods in order for students to demonstrate their knowledge to make progress towards the NC Extended Content Standards and their Individualized Education Program.</p>	<ul style="list-style-type: none"> ● Curriculum: NC Extended Common Core ● Instruction based on grade level extensions of the Common Core Standards, a narrower range of content ● Communication and Social Skills instruction integrated throughout the day ● Students typically show more social interest ● Instruction has academic and functional components ● Classroom includes centers, individual and work group areas ● Instruction is both large and small group ● Vocational training available at the High School level ● Students receive a certificate upon graduation (not a high school diploma) 	<p>Levels I-III 10 Students 1 Teacher 1 Teacher Assistant</p> <p>Level IV 12 Students 1 Teacher 1 Teacher Assistant</p>	<ul style="list-style-type: none"> ● Level I (Grades K-2) & Level II (Grades 3-5) Ballentine Fox Road Sanford Creek Bugg Hilburn Underwood Cary Holly Grove Wakelon East Garner Olive Chapel Yates Mill Farmington Woods ● Level III (Grades 6-8) Apex Reedy Creek West Lake Daniels Rolesville ● Level IV (Grades 9-12) Apex Cary Heritage Leesville Road Broughton Fuquay-Varina Holly Springs

DEAF AND HARD OF HEARING (DHH or HI)

Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
<p>Classrooms that support students who are deaf and/or hearing impaired are specialized programs that provide a variety of services depending on a student’s individual hearing and communication needs. The student’s Individual Educational Program dictates service delivery. Some students require a less restrictive setting and benefit from itinerant services whereas other students may require a regional program. HI Regional Programs provide intensive support in audition skills, vocabulary, language acquisition, and self-advocacy in order to close the gap between the students’ current language level and that of their peers. Students receiving itinerant services have a documented hearing loss, but primarily access their education in a general education setting or receive support in the special education setting at their base school. Students served may follow either the NC Common Core or the NC Common Core.</p>	<ul style="list-style-type: none"> ● Curriculum: NC Common Core ● Instruction in: Developmental Language, Listening skills, Vocabulary, Development, Academics, Self-Advocacy Skills 	<p>Levels I-IV 12 Students 1 Teacher 1 Teacher Assistant</p>	<ul style="list-style-type: none"> ● Elementary (Grades K-5) Walnut Creek (ID-mod) ● Middle (Grades 6-8) Martin (ECS) ● High (Grades 9-12) Athens Drive (ECS)

INTELLECTUALLY DISABLED – SEVERE (ID-SEV)			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
<p>Students served in Intellectually Disabled – Severe programs benefit from highly structured learning routines. Instructional strategies assist students to demonstrate awareness to their educational environment through voice, touch, sound and physical prompting. Augmentative communication devices are often used to support the students’ ability to communicate and access their educational environment in order to demonstrate learning and progress towards IEP goals. Students access their education through the NC Extended Content Standards.</p>	<ul style="list-style-type: none"> ● Curriculum: NC Extended Common Core ● Instruction based on grade level extensions of the Common Core Standards, a narrower range of content ● Instruction delivered in small groups or individually ● Self-care /Daily Living skills are integrated throughout the day ● Instruction may include the use of augmentative communication systems and assistive technology devices ● Classroom design open to accommodate physical and equipment needs ● Students receive a certificate upon graduation (not a high school diploma) 	<p>6 Students 1 Teacher 1 Teacher Assistant</p> <p>OR</p> <p>8 Students 1 Teacher 2 Teacher Assistants</p>	<ul style="list-style-type: none"> ● Level I (Grades K-2) & Level II (Grades 3-5) Aversboro Brassfield Carver Cedar Fork Crech Road Herbert Akins Lead Mine River Bend ● Level III (Grades 6-8) Carroll Martin Reedy Creek Rolesville Zebulon ● Level IV (Grades 9-12) Apex Garner Knightdale Rolesville Wakefield
MULITPLE DISABILITIES (MU)			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
<p>Students served in Multiple Disability (MU) programs benefit from highly structured learning routines. MU regional programs are designed for students with significant intellectual disabilities which may also exist with other educational and/or medical disabilities. Instructional strategies assist students to demonstrate awareness to their educational environment through voice, touch, sound and physical prompting. Augmentative communication devices are often used to support the students’ ability to communicate, access their educational environment and to demonstrate learning and progress towards their IEP. Students access their education through the NC Extended Content Standards.</p>	<ul style="list-style-type: none"> ● Curriculum: NC Extended Common Core ● Instruction based on grade level extensions of the Common Core Standards, a narrower range of content ● Instruction delivered in small groups or individually ● Self-care and Daily Living skills are integrated throughout the day ● Instruction could include the use of augmentative communication systems and assistive technology devices ● Classroom design is open to accommodate equipment and ambulatory needs ● Students receive a certificate upon graduation (not a high school diploma) 	<p>6 students 1 teacher 1 teacher assistant</p> <p>OR</p> <p>8 students 1 teacher 1 teacher assistant</p>	<ul style="list-style-type: none"> ● Level III (Grades 6-8) Carroll Salem West Lake ● Level IV (Grades 9-12) Apex Middle Creek Southeast Raleigh