### AUTISM SUPPORT TEACHER (AST)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Specially Designed Instruction</th>
<th>Class Size</th>
<th>Levels &amp; Locations</th>
</tr>
</thead>
</table>
| 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. | ● 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 | •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)

<table>
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<tr>
<th>Characteristics</th>
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</thead>
</table>
| 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. | ● 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 | •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)

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<th>Levels &amp; Locations</th>
</tr>
</thead>
</table>
| 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. | ● 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 | •Elementary (Grades K-5)  
ALL SCHOOLS  
•Middle (Grades 6-8)  
ALL SCHOOLS  
•High (Grades 9-12)  
ALL SCHOOLS |
### CROSS CATEGORICAL KINDERGARTEN (CCK)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Specially Designed Instruction</th>
<th>Class Size</th>
<th>Levels &amp; Locations</th>
</tr>
</thead>
</table>
| 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. | • 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 | •Elementary (Grade K)  
Apex  
Ballentine  
Barwell  
Brentwood  
Douglas  
Durant Road  
Fuquay-Varina  
Green  
Green Hope  
Holly Springs  
Jeffreys Grove  
N. Forest Pines  
Pleasant Union  
Poe  
Powell  
Rolesville  
Salem  
Swift Creek  
Vance  
Washington  
Wendell |
|  |
### DEAF AND HARD OF HEARING (DHH or HI)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Specially Designed Instruction</th>
<th>Class Size</th>
<th>Levels &amp; Locations</th>
</tr>
</thead>
</table>
| 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. | • 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 | • Elementary (Grades K-5)  
Forestville  
Lacy  
Lead Mine  
Lead Mine (Deaf-Blind I/II)  
Northwoods  
Walnut Creek  
• Middle (Grades 6-8)  
Martin  
• High (Grades 9-12)  
Athens Drive |
|  |
### OCCUPATIONAL COURSE OF STUDY (OCS)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Specially Designed Instruction</th>
<th>Class Size</th>
<th>Levels &amp; Locations</th>
</tr>
</thead>
</table>
| 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. | • 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) | • High (Grades 9-12)  
ALL SCHOOLS |
### ELEMENTARY BEHAVIOR SUPPORT (EBS)

<table>
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<tr>
<th>Characteristics</th>
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<th>Levels &amp; Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>● 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</td>
<td>8 Students 1 Teacher 1 Teacher Assistant</td>
<td>● 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)</td>
</tr>
</tbody>
</table>

### VISUALLY IMPAIRED (VI)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Specially Designed Instruction</th>
<th>Class Size</th>
<th>Levels &amp; Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. Braillists adapt materials into large print, Braille, or auditory formats. Braillists support students attending a regional program. Students attending their base school are supported by VI Itinerant Teachers. Students served follow the NC Common Core.</td>
<td>● 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.</td>
<td>8 Students 1 Teacher of the Visually Impaired (TVI) 1 Teacher Assistant and/or Braillist(s)</td>
<td>● Level I/II (Grade K-5)  Durant Road  Oak Grove  ● Level III (Grades 6-8)  Daniels  Durant Road  ● Level IV (Grades 9-12)  Sanderson</td>
</tr>
</tbody>
</table>
## Extend Content Standards Course of Study

### EXTENDED CONTENT STANDARD (ECS)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Specially Designed Instruction</th>
<th>Class Size</th>
<th>Levels &amp; Locations</th>
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</thead>
</table>
| Students served in 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 to allow students to demonstrate their knowledge to make progress towards the NC Extended Content Standards and their Individualized Education Program. | ● Instruction based on grade level extensions of the Common Core Standards, a narrower range of content instruction integrated throughout the day | Levels I-III: 10 Students 1 Teacher 1 Teacher Assistant  
Level IV: 12 Students 1 Teacher 1 Teacher Assistants | ● Level I-III (Grades K-8)  
Alston Ridge  
Banks Road  
Bryan Road  
Harris Creek  
● Level III (Grades 6-8)  
Apex  
Carnage  
Carroll  
Centennial  
Davis Drive  
Dillard Drive  
Durant Road  
East Cary  
East Garner  
East Millbrook  
● Level IV (Grades 9-12)  
Apex Friendship  
Athens Drive  
East Wake  
Enloe  
Garner  
Green Hope  |
| ● Communication and Social Skills instruction integrated throughout the day  
● 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) | ● Instruction has academic and functional components |  
Alston Ridge  
Banks Road  
Bryan Road  
Harris Creek  
Apex  
Carnage  
Carroll  
Centennial  
Davis Drive  
Dillard Drive  
Durant Road  
East Cary  
East Garner  
East Millbrook  
Apex Friendship  
Athens Drive  
East Wake  
Enloe  
Garner  
Green Hope  |
| ● 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 available at the high school level  
Students receive a certificate upon graduation (not a high school diploma) | OR | Level IV (Grades 9-12)  
Apex Friendship  
Athens Drive  
East Wake  
Enloe  
Garner  
Green Hope  |
|或 (OR) | 6 Students 1 Teacher 1 Teacher Assistant  
8 Students 1 Teacher 2 Teacher Assistants | |  
Alston Ridge  
Banks Road  
Bryan Road  
Harris Creek  
Apex  
Carnage  
Carroll  
Centennial  
Davis Drive  
Dillard Drive  
Durant Road  
East Cary  
East Garner  
East Millbrook  
Apex Friendship  
Athens Drive  
East Wake  
Enloe  
Garner  
Green Hope  |

### EXTENDED CONTENT STANDARD - AUTISM (AU)

<table>
<thead>
<tr>
<th>Characteristics</th>
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<th>Levels &amp; Locations</th>
</tr>
</thead>
</table>
| 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. | ● 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 available at the high school level  
Students receive a certificate upon graduation (not a high school diploma) | 6 Students 1 Teacher 1 Teacher Assistant  
8 Students 1 Teacher 2 Teacher Assistants | ● Level I (Grades K-2) & Level II (Grades 3-5)  
Adams  
Baileywick  
Baucom  
Beaverdam  
Carver  
Combs  
Davis Drive  
Dillard Drive  
Forest Pines  
● Level III (Grades 6-8)  
Centennial  
Mills Park  
Moore Square  
● Level IV (Grades 9-12)  
Cary  
Fuquay-Varina  
Heritage  |
| or (OR) | | |  
Adams  
Baileywick  
Baucom  
Beaverdam  
Carver  
Combs  
Davis Drive  
Dillard Drive  
Forest Pines  
Centennial  
Mills Park  
Moore Square  
Cary  
Fuquay-Varina  
Heritage  |

### Levels & Locations

- **Level I (Grades K-2) & Level II (Grades 3-5)**
  - Adams: Forestville  
  - Baileywick: Highcroft  
  - Baucom: Hodge Road  
  - Beaverdam: Jones Dairy  
  - Carver: Kingswood  
  - Combs: Lake Myra  
  - Davis Drive: Laurel Park  
  - Dillard Drive: Leesville Road  
  - Forest Pines: Reedy Creek  
- **Level III (Grades 6-8)**
  - Centennial  
  - Mills Park  
  - Moore Square  
- **Level IV (Grades 9-12)**
  - Cary  
  - Fuquay-Varina  
  - Heritage  
  - Holly Springs  
  - Leesville Road  
  - Middle Creek  
  - Sanderson  

- **Levels & Locations**
  - Adams: Forestville  
  - Baileywick: Highcroft  
  - Baucom: Hodge Road  
  - Beaverdam: Jones Dairy  
  - Carver: Kingswood  
  - Combs: Lake Myra  
  - Davis Drive: Laurel Park  
  - Dillard Drive: Leesville Road  
  - Forest Pines: Reedy Creek  
  - Centennial  
  - Mills Park  
  - Moore Square  
  - Cary  
  - Fuquay-Varina  
  - Heritage  
  - Holly Springs  
  - Leesville Road  
  - Middle Creek  
  - Sanderson  

- **Levels & Locations**
  - Adams: Forestville  
  - Baileywick: Highcroft  
  - Baucom: Hodge Road  
  - Beaverdam: Jones Dairy  
  - Carver: Kingswood  
  - Combs: Lake Myra  
  - Davis Drive: Laurel Park  
  - Dillard Drive: Leesville Road  
  - Forest Pines: Reedy Creek  
  - Centennial  
  - Mills Park  
  - Moore Square  
  - Cary  
  - Fuquay-Varina  
  - Heritage  
  - Holly Springs  
  - Leesville Road  
  - Middle Creek  
  - Sanderson
## EXTENDED CONTENT STANDARD – ID-Moderate (ID-MOD)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Specially Designed Instruction</th>
<th>Class Size</th>
<th>Levels &amp; Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>● 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)</td>
<td>Levels I-III 10 Students 1 Teacher 1 Teacher Assistant</td>
<td>Level I (Grades K-2) &amp; Level II (Grades 3-5)  Ballentine  Bugg  Cary  East Garner  Farmington Woods  • Level III (Grades 6-8)  Apex  Daniels  Martin (ECS)  • Level IV (Grades 9-12)  Apex  Broughton  Athens Drive (ECS)</td>
</tr>
</tbody>
</table>

## DEAF AND HARD OF HEARING (DHH or HI)

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<tbody>
<tr>
<td>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.</td>
<td>● Curriculum: NC Common Core  ● Instruction in: Developmental Language, Listening skills, Vocabulary, Development, Academics, Self-Advocacy Skills</td>
<td>Levels I-IV 12 Students 1 Teacher 1 Teacher Assistant</td>
<td>• Elementary (Grades K-5)  Walnut Creek (ID-mod)  • Middle (Grades 6-8)  Martin (ECS)  • High (Grades 9-12)  Athens Drive (ECS)</td>
</tr>
</tbody>
</table>
**INTELLECTUALLY DISABLED – SEVERE (ID-SEV)**

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<th>Levels &amp; Locations</th>
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</table>
| 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. | • 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) | 6 Students  
1 Teacher  
1 Teacher Assistant  
OR  
8 Students  
1 Teacher  
2 Teacher Assistants | •Level I (Grades K-2) & Level II (Grades 3-5)  
Aversboro  
Cedar Fork  
Brassfield  
Creech Road  
Carver  
Herbert Akins  
OR  
•Level III (Grades 6-8)  
Carroll  
Reedy Creek  
Martin  
Rolesville  
•Level IV (Grades 9-12)  
Apex  
Knightdale  
Garner  
Rolesville  
Lead Mine  
River Bend  
Zebulon  
Middle Creek  
Southeast Raleigh |

**MULTIPLE DISABILITIES (MU)**

<table>
<thead>
<tr>
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<th>Class Size</th>
<th>Levels &amp; Locations</th>
</tr>
</thead>
</table>
| 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. | • 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) | 6 students  
1 teacher  
1 teacher assistant  
OR  
8 students  
1 teacher  
1 teacher assistant | • Level III (Grades 6-8)  
Carroll  
Salem  
West Lake  
OR  
• Level IV (Grades 9-12)  
Apex  
Middle Creek  
Southeast Raleigh |