Special Education Services

Program Descriptions and Locations

**Common Core Standards Course of Study**

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| **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. | * **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 Instructional 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)** |
| **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. These students have an FBA/BIP 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 and/or BIP. 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 Instructional 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)** |
| **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 Standard Course of Study. | * **Curriculum: NC Standard Course of Study**
* Instruction based on grade level NC Standard Course of Study 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 |

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| **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. | * **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 Instructional Assistant  | * **Elementary (Grade K)**
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| ApexBallentineBrentwoodDouglasDurant RoadFuquay-Varina Green HopeHolly SpringsPleasant UnionPoe | RolesvilleSalemSwift CreekTimber DriveWendell |
| **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. | * **Curriculum: NC Common Core**
* Instruction in:

Developmental Language,Listening skills,Vocabulary, Development,Academics,Self-Advocacy Skills | **Level I-IV**12 Students 1 Teacher 1 Instructional Assistant | * **Elementary (Grades K-5)**

Forestville RoadLacyLead MineLead Mine (Deaf-Blind I/II) North RidgeNorthwoodsWalnut Creek* **Middle (Grades 6-8)**

Martin* **High (Grades 9-12)**

Athens Drive |
| **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 Standard Course of Study and are supported throughout the school day based on individual needs as outlined in the IEP.  | * **Curriculum: NC Standard Course of Study**
* 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
* 150 On-Campus work hours
* 225 Community-Based Vocational Training hours
* 225 Competitive Paid Employment hours
* Completion of Career Portfolio
 | 14 Students1 Teacher1 Instructional Assistant (Job Coach) | * **High (Grades 9-12)**

ALL TRADITIONAL HIGH SCHOOLS |
| **ELEMENTARY BEHAVIOR SUPPORT (EBS)** |
| **Characteristics** | **Specially Designed Instruction** | **Class Size** | **Levels & Locations** |
| 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 are given individualized/small group/in class 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 in the regular and/or special ed classroom, based on individual needs as outlined in the IEP and BIP. EBS is a regional program and is not offered at every elementary school. Assignment to this program is done through the Least Restrictive Environment (LRE) and IEP processes. | * **Curriculum: NC Common Core**
* System for behavior management
* Instruction in Social Skills
* Behavior goals from IEP addressed daily
* Functional Behavior Assessment and Behavior Intervention Plan (FBA/BIP) in place
* Crisis Plan in place as needed
 | 8 Students 1 Teacher1 Instructional AssistantEBS K:1 Teacher1 Instructional Assistant | * **Level I (Grades K-2)**
 |
| Abbotts CreekBrier CreekBrooksBuckhorn CreekCarpenterConnFullerHeritageHolly RidgeJeffreys GroveJoyner | LockhartLynn Road (EBS/AU)Morrisville (EBS/AU)Root (EBS/AU)Scotts RidgeSmithVandora SpringsWendellWest LakeWilburnZebulon |
| * **EBS K (Kindergarten only)**
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| Barwell RoadBriarcliffBuckhorn Creek Hunter | KnightdalePowellReedy Creek Wiley |
| **EBS/AU Level III (Grades 6-8)** |
| Moore Square MS |
| Reedy Creek MS |  |
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| **VISUALLY IMPAIRED (VI)** |
| **Characteristics** | **Specially Designed Instruction** | **Class Size** | **Levels & Locations** |
| 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. | * **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.
 | 8 Students1 Teacher of the Visually Impaired (TVI)1 Instructional Assistant and/or Braillist(s) | * **Level I/II (Grade K-5)**

Durant Road Oak Grove**Level III (Grades 6-8)**OberlinDurant**Level IV: (Grades 9-12)**Sanderson  |

**Extended Content Standards Course of Study**

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| **EXTENDED CONTENT STANDARD (ECS)** |
| **Characteristics** | **Specially Designed Instruction** | **Class Size** | **Levels & Locations** |
| 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.  | * 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

Students receive a certificate upon graduation (not a high school diploma) | **Levels I-III**10 Students 1 Teacher 1 Instructional Assistant **Level IV**12 Students 1 Teacher 1 Instructional Assistant | * **Level I – II (Grades K-5)**
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| AdamsAlston RidgeBaileywickBallentineBanksBaucomBeaverdamBryan RoadBuggCarverCaryCombsDavis DriveDillard DriveEast GarnerFarmington WoodsForest PinesForestville RoadFox RoadGreenHarris CreekHighcroft Drive | HilburnHodge Road Holly GroveHortons CreekJones DairyKingswoodLacyLake MyraLaurel ParkLeesville RoadLincoln HeightsMiddle CreekMillbrookMills ParkNorthwoodsOakgroveOakviewOlive ChapelParksidePenny RoadPleasant GroveRand Road  | Reedy CreekRichland CreekRogers LaneRolesvilleSalemSanford CreekSouth LakesStoughSycamore CreekTimber DriveUnderwoodWake ForestWakefieldWakelonWalnut CreekWashingtonWhite OakWilburnWildwood ForestYates MillYork |
| **Level III (Grades 6-8)**  |
| Alston Ridge Apex FriendshipApex MiddleCarnage MiddleCarroll MiddleDavis DriveDillard DriveDurant RoadEast CaryNorth Garner East GarnerEast Millbrook | Fuquay VarinaHeritageHolly GroveHolly RidgeLeesville RoadLigonLufkinMills ParkMoore SquareNeuse RiverOberlinPine Hollow | Reedy CreekRiver BendRolesvilleSalemWake ForestWakefieldWendellWest CaryWest LakeWest MillbrookZebulon |
| * **Level IV (Grades 9-12)**
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| Apex FriendshipApex Athens DriveBroughtonCaryEast WakeEnloeFuquay Varina | GarnerGreen HopeGreen LevelHeritageHolly springsKnightdaleLeesvilleMiddle Creek | MillbrookPanther CreekRolesvilleSandersonSouth GarnerSoutheast RaleighWake ForestWakefield |

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| **INTELLECTUALLY DISABLED – SEVERE (ID-SEV)** |
| **Characteristics** | **Specially Designed Instruction** | **Class Size** | **Levels & Locations** |
| 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 Students1 Teacher1 Instructional Assistant *OR*8 Students 1 Teacher2 Instructional Assistants | **Level I (Grades K-2) & Level II (Grades 3-5)** Aversboro Brassfield Carver Cedar Fork Creech Road Herbert Akins Lead Mine River Bend |
| **Level III (Grades 6-8)** |
| CarrollMartinNeuse RiverReedy CreekRolesvilleZebulon |
| **Level IV (Grades 9-12)** |
| ApexGarnerKnightdaleRolesvilleSouth GarnerWakefield |
| **MULITPLE DISABILITIES (MU)** |
| **Characteristics** | **Specially Designed Instruction** | **Class Size** | **Levels & Locations** |
| 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 Students1 Teacher1 Instructional AssistantOR8 Students1 Teacher1 Instructional Assistant | * **Level III (Grades 6-8)**

CarrollSalemWest Lake* **Level IV (Grades 9-12)**

ApexMiddle CreekSoutheast Raleigh |