



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 Instructional 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. 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.	<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 Instructional 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 Standard Course of Study.	<ul style="list-style-type: none"> ● 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	<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 	<p>12 Students</p> <p>1 Teacher</p> <p>1 Instructional Assistant</p>	<ul style="list-style-type: none"> ● Elementary (Grade K) <p>Apex Ballentine Brentwood Douglas Durant Road Fuquay-Varina Green Hope Holly Springs Pleasant Union Poe</p> <p>Rolesville Salem Swift Creek Timber Drive Wendell</p>
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.	<ul style="list-style-type: none"> ● Curriculum: NC Common Core ● Instruction in: Developmental Language, Listening skills, Vocabulary, Development, Academics, Self-Advocacy Skills 	<p>Level I-IV</p> <p>12 Students</p> <p>1 Teacher</p> <p>1 Instructional Assistant</p>	<ul style="list-style-type: none"> ● Elementary (Grades K-5) <p>Forestville Road Lacy Lead Mine Lead Mine (Deaf-Blind I/II) North Ridge Northwoods Walnut Creek</p> <ul style="list-style-type: none"> ● Middle (Grades 6-8) <p>Martin</p> <ul style="list-style-type: none"> ● High (Grades 9-12) <p>Athens Drive</p>
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	<ul style="list-style-type: none"> ● 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 	<p>14 Students</p> <p>1 Teacher</p> <p>1 Instructional Assistant (Job Coach)</p>	<ul style="list-style-type: none"> ● High (Grades 9-12) <p>ALL TRADITIONAL HIGH SCHOOLS</p>

supported throughout the school day based on individual needs as outlined in the IEP.	<ul style="list-style-type: none"> ● 150 On-Campus work hours ● 225 Community-Based Vocational Training hours ● 225 Competitive Paid Employment hours ● Completion of Career Portfolio 		
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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.	<ul style="list-style-type: none"> ● 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 	<p>8 Students</p> <p>1 Teacher</p> <p>1 Instructional Assistant</p> <p>EBS K: 1 Teacher</p> <p>1 Instructional Assistant</p>	<ul style="list-style-type: none"> ● Level I (Grades K-2) <table border="0"> <tr> <td>Abbotts Creek</td> <td>Lockhart</td> </tr> <tr> <td>Brier Creek</td> <td>Lynn Road (EBS/AU)</td> </tr> <tr> <td>Brooks</td> <td>Morrisville (EBS/AU)</td> </tr> <tr> <td>Buckhorn Creek</td> <td>Root (EBS/AU)</td> </tr> <tr> <td>Carpenter</td> <td>Scotts Ridge</td> </tr> <tr> <td>Conn</td> <td>Smith</td> </tr> <tr> <td>Fuller</td> <td>Vandora Springs</td> </tr> <tr> <td>Heritage</td> <td>Wendell</td> </tr> <tr> <td>Holly Ridge</td> <td>West Lake</td> </tr> <tr> <td>Jeffreys Grove</td> <td>Wilburn</td> </tr> <tr> <td>Joyner</td> <td>Zebulon</td> </tr> </table> <ul style="list-style-type: none"> ● EBS K (Kindergarten only) <table border="0"> <tr> <td>Barwell Road</td> <td>Knightdale</td> </tr> <tr> <td>Briarcliff</td> <td>Powell</td> </tr> <tr> <td>Buckhorn Creek</td> <td>Reedy Creek</td> </tr> <tr> <td>Hunter</td> <td>Wiley</td> </tr> </table> <p>EBS/AU Level III (Grades 6-8)</p> <p>Moore Square MS Reedy Creek MS</p>	Abbotts Creek	Lockhart	Brier Creek	Lynn Road (EBS/AU)	Brooks	Morrisville (EBS/AU)	Buckhorn Creek	Root (EBS/AU)	Carpenter	Scotts Ridge	Conn	Smith	Fuller	Vandora Springs	Heritage	Wendell	Holly Ridge	West Lake	Jeffreys Grove	Wilburn	Joyner	Zebulon	Barwell Road	Knightdale	Briarcliff	Powell	Buckhorn Creek	Reedy Creek	Hunter	Wiley
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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.	<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 Instructional Assistant and/or Braillist(s)</p>	<ul style="list-style-type: none"> ● Level I/II (Grade K-5) <p>Durant Road Oak Grove</p> <p>Level III (Grades 6-8)</p> <p>Oberlin Durant</p> <p>Level IV: (Grades 9-12)</p> <p>Sanderson</p>

Extended Content Standards Course of Study

EXTENDED CONTENT STANDARD (ECS)																																																																																																																																	
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<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.</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 Instructional Assistant</p> <p>Level IV 12 Students 1 Teacher 1 Instructional Assistant</p>	<p>● Level I – II (Grades K-5)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Adams</td> <td style="width: 33%;">Hilburn</td> <td style="width: 33%;">Reedy Creek</td> </tr> <tr> <td>Alston Ridge</td> <td>Hodge Road</td> <td>Richland Creek</td> </tr> <tr> <td>Baileywick</td> <td>Holly Grove</td> <td>Rogers Lane</td> </tr> <tr> <td>Ballentine</td> <td>Hortons Creek</td> <td>Rolesville</td> </tr> <tr> <td>Banks</td> <td>Jones Dairy</td> <td>Salem</td> </tr> <tr> <td>Baucom</td> <td>Kingswood</td> <td>Sanford Creek</td> </tr> <tr> <td>Beaverdam</td> <td>Lacy</td> <td>South Lakes</td> </tr> <tr> <td>Bryan Road</td> <td>Lake Myra</td> <td>Stough</td> </tr> <tr> <td>Bugg</td> <td>Laurel Park</td> <td>Sycamore Creek</td> </tr> <tr> <td>Carver</td> <td>Leesville Road</td> <td>Timber Drive</td> </tr> <tr> <td>Cary</td> <td>Lincoln Heights</td> <td>Underwood</td> </tr> <tr> <td>Combs</td> <td>Middle Creek</td> <td>Wake Forest</td> </tr> <tr> <td>Davis Drive</td> <td>Millbrook</td> <td>Wakefield</td> </tr> <tr> <td>Dillard Drive</td> <td>Mills Park</td> <td>Wakelon</td> </tr> <tr> <td>East Garner</td> <td>Northwoods</td> <td>Walnut Creek</td> </tr> <tr> <td>Farmington Woods</td> <td>Oakgrove</td> <td>Washington</td> </tr> <tr> <td>Forest Pines</td> <td>Oakview</td> <td>White Oak</td> </tr> <tr> <td>Forestville Road</td> <td>Olive Chapel</td> <td>Wilburn</td> </tr> <tr> <td>Fox Road</td> <td>Parkside</td> <td>Wildwood Forest</td> </tr> <tr> <td>Green</td> <td>Penny Road</td> <td>Yates Mill</td> </tr> <tr> <td>Harris Creek</td> <td>Pleasant Grove</td> <td>York</td> </tr> <tr> <td>Highcroft Drive</td> <td>Rand Road</td> <td></td> </tr> </table> <p>Level III (Grades 6-8)</p> <table style="width: 100%; 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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 Instructional Assistant</p> <p>OR</p> <p>8 Students 1 Teacher 2 Instructional Assistants</p>	<p>Level I (Grades K-2) & Level II (Grades 3-5) Aversboro Brassfield Carver Cedar Fork Creech Road Herbert Akins Lead Mine River Bend</p> <p>Level III (Grades 6-8) Carroll Martin Neuse River Reedy Creek Rolesville Zebulon</p> <p>Level IV (Grades 9-12) Apex Garner Knightdale Rolesville South Garner Wakefield</p>
MULTIPLE 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 Instructional Assistant</p> <p>OR</p> <p>8 Students 1 Teacher 1 Instructional 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