



Special Education Services

2022 - 2023 Program Descriptions and Locations

*** Note: Maximum class size based on North Carolina Department of Instruction Policies Governing Services for Children with Disabilities. Individual class sizes and staffing may be adjusted based on student needs.**

NC Standard Course of Study

AUTISM SUPPORT TEACHER (AST)			
Characteristics	Specialty Designed Instruction	Maximum Class Size*	Levels & Locations
Students served in the Autism Support Program follow the NC Standard Course of Study and have communication, social and/or behavioral needs that impact their education. The Autism Support Teacher (AST) provides support throughout school day based on individual needs as outlined in the student's IEP and Behavior Intervention Plan.	<ul style="list-style-type: none"> • Support for communication, social and/or behavioral goals on the IEP • Instruction may include social skills, communication skills and/or replacement behaviors • Support may include school transitions (escort), crisis intervention, short term stabilization and reintegration into the general education environment • Functional Behavioral Assessment and Behavior Intervention Plan (FBA/BIP) in place 	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. One teacher may serve both AST and BST.
BEHAVIOR SUPPORT TEACHER (BST)			
Characteristics	Specialty Designed Instruction	Class Size	Levels & Locations
Students served in the Behavior Support Program follow the NC Standard Course of Study. Students demonstrate intense and/or frequent behavioral and/or social emotional needs that impact their education. The Behavior Support Teacher (BST) provides support throughout the school day based on individual needs as outlined in the student's IEP and Behavior Intervention Plan.	<ul style="list-style-type: none"> • Support for communication, social and behavioral goals on the IEP • Instruction may include social skills, communication skills and/or replacement behaviors • Support may include school transitions (escort), crisis intervention, short term stabilization and reintegration into the general education environment • Functional Behavior Assessment and Behavior Intervention Plan (FBA/BIP) in place 	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. One teacher may serve both AST and BST.

CROSS CATEGORICAL RESOURCE (CCR)			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
Students served in a Cross Categorical Resource (CCR) class follow the NC Standard Course of Study. Instruction is focused on the acquisition of academic, social/emotional and/or behavioral skills. Special Education services are provided at the student's assigned school.	<ul style="list-style-type: none"> ● Specially designed instruction is provided within small groups based on the student's IEP which may include the areas of reading, writing, math, behavior, social and/or communication ● Special Education teacher works collaboratively with the general education teacher in implementing modifications and accommodations based on individual student needs 	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)			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
Students served in a Cross Categorical Kindergarten (CCK) program follow the NC Standard Course of Study. Students served in a CCK program engage in a diagnostic year with a special education teacher. Students require intensive, specially designed instruction in a smaller group for a major portion of their day. Ongoing assessment and observational data is collected and paired with intervention opportunities, modifications, and accommodations. Data collected is reviewed at the end of the school year to assist the IEP team in determining the course of study most appropriate for the student.	<ul style="list-style-type: none"> ● Instruction based on Kindergarten grade level NC Standard Course of Study ● 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) Apex Ballentine Brentwood Douglas Durant Road Fuquay-Varina Green Hope Holly Springs Pleasant Union Poe Rolesville Salem Swift Creek Timber Drive Wendell

DEAF AND HEARING IMPAIRED (DF or HI)			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
<p>Students who are Deaf or Hearing Impaired (DF or HI) may receive specially designed instruction either at their assigned school or at a regional program for the Hearing Impaired. Students who are Deaf or Hearing Impaired, who do not require services in a HI program, receive itinerant services. Services at the assigned school are provided by an itinerant teacher of the hearing impaired. The students have a documented hearing loss, but may access their education in a general education setting or receive support in the special education setting at their assigned school. Students served may follow either the NC Standard Course of Study or NC Extended Content Standards.</p> <p>Students who require intensive, specially designed instruction as a result of their hearing impairment are served in specialized HI regional programs. These programs provide services dependent on a student's individual hearing and communication needs.</p>	<ul style="list-style-type: none"> • Instruction to include: <ul style="list-style-type: none"> ○ Developmental Language ○ Audition ○ Listening skills ○ Vocabulary Development ○ Academics ○ Self-Advocacy Skills 	<p>HI Regional Programs</p> <p>Level I-IV 12 Students</p> <p>1 Teacher</p> <p>1 Instructional Assistant</p>	<p>HI Itinerant Services - based on students' assigned schools</p> <p>HI Regional Programs</p> <p>Elementary (Grades K-5)</p> <p>Lead Mine North Ridge Northwoods Walnut Creek</p> <p>Middle (Grades 6-8)</p> <p>Martin</p> <p>High (Grades 9-12)</p> <p>Athens Drive</p>
OCCUPATIONAL COURSE OF STUDY (OCS)			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
<p>Students participating on the Occupational Course of Study (OCS) have an emphasis on functional and vocational skills. The program highlights careers for students that begin immediately after high school. 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.</p> <p>Note: Occupational Course of Study does not prepare students for admission to a community college degree program or a four-year university.</p>	<ul style="list-style-type: none"> • Curriculum focuses on the needs of a small group of students needing a modified curriculum targeting post-school employment and independent living • Required work hours <ul style="list-style-type: none"> ○ 150 On-Campus hours ○ 225 Community Based Vocational Training hours ○ 225 Competitive Paid Employment hour ○ Completion of Career Portfolio 	<p>14 Students</p> <p>1 Teacher</p> <p>1 Instructional Assistant (Job Coach)</p>	<p>High (Grades 9-12)</p> <p>ALL TRADITIONAL HIGH SCHOOLS</p>

ELEMENTARY BEHAVIOR SUPPORT (EBS, EBS/AU and EBSK)/AUTISM SCOS (AU SCOS)			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
<p>Students served in Elementary Behavior Support (EBS/EBS AU/EBSK) and Autism Standard Course of Study (AU SCOS) programs require a high level of structure and support. Students with intense and/or frequent behavioral and/or emotional deficits are given individualized, small group, and/or in class support in order to stabilize behaviors and prepare students to participate in the general education environment. Students served follow the NC Standard Course of Study and are supported throughout the school day in the general and/or special education classroom, based on individual needs as outlined in the IEP and BIP.</p>	<ul style="list-style-type: none"> • System for behavior management • Support may include social skills instruction, escort, replacement behaviors, crisis intervention, short term stabilization, and reintegration into general education classroom • Behavior goals from IEP addressed daily • Functional Behavior Assessment and Behavior Intervention Plan (FBA/BIP) in place • Crisis Plan in place as needed 	EBS/ EBS/AU 8 Students	Level I-II (Grades K-5) * Level I only ** Level II only
		1 Teacher	Abbotts Creek Lockhart Apex Friendship Lynn Road (EBS/AU) Brier Creek Morrisville (EBS/AU) Brooks Root (EBS/AU) Buckhorn Creek Scotts Ridge Conn Smith Fuller Turner Creek Heritage Vandora Springs Holly Ridge Weatherstone Jeffreys Grove Wendell Joyner West Lake Knightdale Wilburn Zebulon
		EBSK/AUSCOS 6 Students	
		1 Teacher 1 Instructional Assistant	EBS K (Kindergarten only) Apex Friendship Knightdale Briarcliff Powell Buckhorn Creek Reedy Creek Hunter Wiley
			AU SCOS Level III (Grades 6-8) Ligon MS Moore Square MS Reedy Creek MS
			AU SCOS Level IV (9-12) Enloe HS

VISUALLY IMPAIRED (VI)			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
<p>Students who are Visually Impaired (VI) may receive specially designed instruction either at their assigned school or at a regional program for the Visually Impaired. Students who are blind or have a visual impairment, who do not require services in a regional program, are served by a Teacher of the Visually Impaired (TVI) through itinerant services at their assigned school. TVI itinerant teachers provide a variety of services depending on a student's individual need. Students served may follow the NC Standard Course of Study or the Extended Content Course of Study.</p> <p>Students who require intensive, specially designed instruction as a result of their vision impairment are served in specialized VI regional programs. These programs provide services dependent on a student's individual vision and learning needs.</p>	<ul style="list-style-type: none"> ● Promote compensatory strategy development based on student's visual impairment ● Provide modifications to materials (i.e. Braille, large print, etc.) as well as consultation and support to instructional staff ● Orientation and mobility services can also be provided in either regional or itinerant settings 	<p>VI Regional Program</p> <p>8 Students</p> <p>1 Teacher of the Visually Impaired (TVI)</p> <p>1 Instructional Assistant and/or Brailist</p>	<p>VI Itinerant Services - based on students' assigned school</p> <p>VI Regional Programs</p> <p>Level I/II (Grade K-5) Durant Road</p> <p>Level III (Grades 6-8) Durant Road</p> <p>Level IV: (Grades 9-12) Sanderson</p>

Extended 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 programs provide 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 (IEP).</p> <p>Note: Students receive a certificate upon graduation (not a high school diploma).</p>	<ul style="list-style-type: none">● Instruction based on grade level Extended Content 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● Vocational training available at the High School level	Levels I-III 10 Students 1 Teacher 1 Instructional Assistant	Level I – II (Grades K-5) *Level I only *Level II only *Level I/II <table><tr><td>Adams</td><td>Hilburn</td><td>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>Barwell</td><td>Kingswood</td><td>Sanford Creek</td></tr><tr><td>Baucom</td><td>Lacy</td><td>South Lakes</td></tr><tr><td>Beaverdam</td><td>Lake Myra</td><td>Stough</td></tr><tr><td>Bryan Road</td><td>Laurel Park</td><td>Sycamore Creek</td></tr><tr><td>Bugg</td><td>Leesville Road</td><td>Timber Drive</td></tr><tr><td>Carver</td><td>Lincoln Heights</td><td>Underwood</td></tr><tr><td>Cary</td><td>Middle Creek</td><td>Wake Forest</td></tr><tr><td>Combs</td><td>Millbrook</td><td>Wakefield</td></tr><tr><td>Davis Drive</td><td>Mills Park</td><td>Wakelon</td></tr><tr><td>Dillard Drive</td><td>Northridge</td><td>Walnut Creek</td></tr><tr><td>East Garner</td><td>Northwoods</td><td>Washington</td></tr><tr><td>Farmington Woods</td><td>Oak Grove</td><td>White Oak</td></tr><tr><td>Forest Pines</td><td>Oakview</td><td>Wilburn</td></tr><tr><td>Forestville Road</td><td>Olive Chapel</td><td>Wildwood Forest</td></tr><tr><td>Fox Road</td><td>Parkside</td><td>Yates Mill</td></tr><tr><td>Green</td><td>Penny Road</td><td>York</td></tr><tr><td>Harris Creek</td><td>Pleasant Grove</td><td></td></tr><tr><td>Highcroft Drive</td><td>Rand Road</td><td></td></tr></table>	Adams	Hilburn	Reedy Creek	Alston Ridge	Hodge Road	Richland Creek	Baileywick	Holly Grove	Rogers Lane	Ballentine	Hortons Creek	Rolesville	Banks	Jones Dairy	Salem	Barwell	Kingswood	Sanford Creek	Baucom	Lacy	South Lakes	Beaverdam	Lake Myra	Stough	Bryan Road	Laurel Park	Sycamore Creek	Bugg	Leesville Road	Timber Drive	Carver	Lincoln Heights	Underwood	Cary	Middle Creek	Wake Forest	Combs	Millbrook	Wakefield	Davis Drive	Mills Park	Wakelon	Dillard Drive	Northridge	Walnut Creek	East Garner	Northwoods	Washington	Farmington Woods	Oak Grove	White Oak	Forest Pines	Oakview	Wilburn	Forestville Road	Olive Chapel	Wildwood Forest	Fox Road	Parkside	Yates Mill	Green	Penny Road	York	Harris Creek	Pleasant Grove		Highcroft Drive	Rand Road	
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INTELLECTUALLY DISABLED – SEVERE (ID-SEV)			
Characteristics	Specialty Designed Instruction	Class Size	Levels & Locations
<p>Students served in Intellectually Disabled – Severe (ID-Sev) programs benefit from highly structured learning routines. Instructional strategies assist students in accessing their educational environment through voice, touch, sound and physical prompting. Augmentative communication systems and strategies (such as pictures, switches, simple voice output devices) are often used to facilitate communication, provide the student with access to the educational environment, and provide a means for students to demonstrate their knowledge and progress towards IEP goals. Students access their education through the NC Extended Content Standards.</p> <p>Note: Students receive a certificate upon graduation (not a high school diploma).</p>	<ul style="list-style-type: none"> • Instruction based on grade level Extended Content 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 high tech and/or low tech augmentative communication systems and assistive technology devices 	<p>6 Students 1 Teacher 1 Instructional Assistant</p> <p><i>OR</i></p> <p>8 Students 1 Teacher 2 Instructional Assistants</p>	<p>Level I (Grades K-2), Level II (Grades 3-5), Level I/II (Grades K-5)</p> <p><i>*Level I only *Level II only *Level I/II</i></p> <p>Aversboro Bartons Pond Carver Creech Road River Bend</p> <p>Brassfield Cedar Fork Herbert Akins</p> <p>Level III (Grades 6-8)</p> <p>Carroll Herbert Aikens Martin Neuse River Reedy Creek Rolesville Zebulon</p> <p>Level IV (Grades 9-12)</p> <p>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. Students access their education through the NC Extended Content Standards.</p> <p>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 in accessing their educational environment through voice, touch, sound and physical prompting. Augmentative communication systems and strategies (such as pictures, switches, simple voice output devices) are often used to facilitate communication, provide the student with access to the educational environment, and provide a means for students to demonstrate their knowledge and progress towards IEP goals.</p> <p>Note: Students receive a certificate upon graduation (not a high school diploma).</p>	<ul style="list-style-type: none"> ● Instruction based on grade level Extended Content 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 	<p>6 Students 1 Teacher 1 Instructional Assistant</p> <p><i>OR</i></p> <p>8 Students 1 Teacher 1 Instructional Assistant</p>	<p>Level III (Grades 6-8)</p> <p>Carroll</p> <p>Level IV (Grades 9-12)</p> <p>Apex Middle Creek Southeast Raleigh</p>

Additional Information:

Students are assigned at their base school if the school has a special education program or space available in the special education program. In some unique cases the program in the student's base school cannot meet the unique needs of the student. In this case, the student is assigned to a special education program that provides for implementation of the student's IEP.