



Special Education Services

2023- 2024 Program Descriptions and Locations

Specially Designed Instruction (SDI):

Most Standard Course of Study (SCoS) specially designed instruction is provided in the special education and/or the general education classroom environment. These services are most commonly called Cross Categorical Resource (CCR) or In-Class Resource (ICR). Specially Designed instruction in the special education and/or general education setting focuses on the acquisition of academic, functional and social/emotional and behavioral skills. All schools within WCPSS offer both CCR and ICR services.

This Program Descriptions and Locations document reflects the additional programs and services that are more specialized than CCR and ICR services and may not be offered in all WCPSS schools.

NC Standard Course of Study

AUTISM SUPPORT Program			
Characteristics	Specially 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 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, sensory regulation support, social and/or behavioral goals on the IEP ● Instruction may include social skills, use of social stories/narratives, communication skills and/or replacement behaviors ● Support may include school transitions (escort), crisis intervention, short term stabilization and reintegration into the general education environment ● Support provided for academic skills ● 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 Behavior Support Teacher (BST). One teacher may serve both AST and BST.

BEHAVIOR SUPPORT Program			
Characteristics	Specially 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 ● Support provided for academic skills ● 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 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 ● Specially designed instruction is provided based on students' academic, functional and social/behavioral needs as outlined in their IEP ● 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) Adams Rolesville Apex Salem Ballentine Swift Creek Brentwood Vance Douglas Wendell Durant Road Fuquay-Varina Green Hope Holly Springs Pleasant Union Poe

DEAF AND HEARING IMPAIRED (DF or HI)

Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
<p>Students who have a documented hearing loss and are identified as Deaf or Hearing Impaired (DF or HI) or another area of eligibility for special education services paired with a documented hearing loss receive special education services either at their assigned school or at a specialized HI district regional program. The services provided for the student are based on the individual needs of the student and focus on their hearing (aural/auditory), communication (oral, sign, etc.) and social emotional needs.</p> <p>Students utilizing sign language as their primary mode of communication are provided educational Sign Language Interpreters throughout the student’s school day and school related activities. Other supports provided for students based on their unique needs may include a transliterator or DeafBlind Intervener.</p>	<p>Use of systematic, explicit instruction in the following areas:</p> <ul style="list-style-type: none"> ● Language skills (academic and functional) <ul style="list-style-type: none"> ● pre-teaching new vocabulary ● repeated practice ● visuals ● modeling ● self talk ● generalization (real world application) ● Receptive communication skills <ul style="list-style-type: none"> ● discrimination of sounds ● vocabulary ● functional ● memory ● comprehension ● Expressive communication skills <ul style="list-style-type: none"> ● articulation ● intelligibility ● fluency ● other (sign language, tactile sign, close vision, text to sign) ● Social emotional <ul style="list-style-type: none"> ● social awareness ● conversation skills ● self-advocacy ● self-management 	<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 Specialized Regional Programs</p> <p>Elementary (Grades K-5)</p> <p>Northwoods Yates Mill</p> <p>Middle (Grades 6-8)</p> <p>Martin</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 academic, functional and vocational skills. The OCS pathway 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: While the Occupational Course of Study prepares students for entry into community college, it does not necessarily prepare them for <i>immediate</i> entrance into a community college or four-year university degree program.</p>	<ul style="list-style-type: none"> ● Curriculum focuses on the needs of a small group of students needing a curriculum that requires 22 credits and focuses on vocational training 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</p> <p>Job Coaches support students on job sites</p>	<p>High (Grades 9-12)</p> <p>ALL TRADITIONAL HIGH SCHOOLS</p>

VISUALLY IMPAIRED (VI)

Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
<p>Students who have documented visual impairment and are identified as Visually Impaired (VI) or another area of eligibility for special education services paired with a documented visual impairment may receive special education services either at their assigned school or at a specialized VI district regional program. The services provided for the student are based on the individual needs of the student and focus on access to educational materials and educational environment.</p> <ul style="list-style-type: none"> ● Itinerant Services: Students who have a visual impairment are served by a Teacher of Students with Visual Impairments (TSVI) through itinerant services at their assigned and/or base school. Itinerant TSVIs provide a variety of services directly related to differences in visual functioning and dependent upon a student's individual needs. Students served may follow the NC Standard Course of Study, the Occupational Course of Study, or Extended Content Standards. ● VI Regional Program Services: Students who require intensive specially designed instruction as a result of their visual impairment are served in specialized VI regional programs. Typically students assigned to a VI Regional Program require higher levels of SDI in addition to more frequent and consistent access to staff (i.e. TSVIs and braillists) trained in working with students with visual impairments. Additionally, students require modification of materials from trained staff (i.e. braille, large print, digital accessible files, etc.). Students are assigned to these programs on an individual basis and services provided are dependent on a student's individual visual functioning and subsequent learning needs. Students served may follow the NC Standard Course of Study, the Occupational Course of Study, or Extended Content Standards. 	<p>Use of systematic, explicit instruction in the areas of the Expanded Core Curriculum:</p> <ul style="list-style-type: none"> ● Assistive Technology <ul style="list-style-type: none"> ○ screen reader/magnification ○ typing skills ● Career Education <ul style="list-style-type: none"> ○ pre-vocational skills ○ organizational skills ● Compensatory <ul style="list-style-type: none"> ○ braille instruction ○ organization skills ● Independent Living Skills <ul style="list-style-type: none"> ○ mealtime independence ○ finance management ● Orientation and Mobility <ul style="list-style-type: none"> ○ transition between activities ○ campus/community travel ● Recreation and Leisure <ul style="list-style-type: none"> ○ art, music, and physical recreation adaptations ○ accessible games ● Self Determination <ul style="list-style-type: none"> ○ appropriate asking for & declining assistance ○ requesting accessible materials ● Sensory Efficiency <ul style="list-style-type: none"> ○ use of low vision devices ○ developing active listening skills ● Social Interaction <ul style="list-style-type: none"> ○ taking turns ○ making eye contact ● Support student access to all educational materials and environments 	<p>VI Regional Program</p> <p>8 Students</p> <p>1 Teacher of Students with Visual Impairments (TSVI)</p> <p>Braillist(s), assigned as needed to meet needs of students</p>	<p>VI Itinerant Services - based on students' assigned school</p> <p>VI Regional Program Schools</p> <p>Level I/II (Grade K-5)</p> <ul style="list-style-type: none"> ● Durant Road ES (Track 4) ● Oak Grove ES (Track 4) <p>Level III (Grades 6-8)</p> <ul style="list-style-type: none"> ● Durant Road MS (Track 4) ● Oberlin MS (Traditional) <p>Level IV: (Grades 9-12)</p> <ul style="list-style-type: none"> ● Sanderson HS (Traditional)

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 academic, daily living, individual communication and social skills. ECS programs provide visual and environmental support and a consistent, predictable daily routine. Teachers utilize a variety of evidence based practices and strategies 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 ● Communication and Social Skills instruction integrated throughout the day ● Instruction has academic and functional components ● Classroom includes centers, individual and work group areas ● Pre vocational and vocational opportunities are available at the Middle and High School level ● Instruction may include the use of assistive technology devices that support the student’s ability to participate in instruction and other school activities ● Instruction may include the use of high and/or low tech augmentative communication devices to assist students with communication and engagement in the learning environment. 	<p>Levels I-III</p> <p>10 Students 1 Teacher 1 Instructional Assistant</p> <p>Level IV</p> <p>12 Students 1 Teacher 1 Instructional Assistant</p>	<p>Level I – II (Grades K-5)</p> <p>*Level I only *Level II only *Level I/II</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> Adams Alston Ridge Baileywick Ballentine Banks Barwell Baucom Beaverdam Bryan Road Bugg Carpenter Carver Cary Combs Creech Davis Drive Dillard Drive East Garner Forest Pines Forestville Road Fox Road Green Harris Creek Herbert Akins Highcroft Drive </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> Hilburn Hodge Road Holly Grove Holly Springs Hortons Creek Jones Dairy Kingswood Lacy Lake Myra Laurel Park Leesville Road Lincoln Heights Middle Creek Millbrook Mills Park North Forest Pines Northridge Northwoods Oak Grove Oakview Olive Chapel Parkside Pleasant Grove Rand Road </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> Reedy Creek Richland Creek Rogers Lane Rolesville Salem Sanford Creek Scotts Ridge South Lakes Stough Sycamore Creek Timber Drive Underwood Wake Forest Wakefield Wakelon Walnut Creek Washington White Oak Wilburn Wildwood Forest Willow Springs York Zebulon </td> </tr> </table> <p>Level III (Grades 6-8)</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> Alston Ridge Apex Friendship Apex Middle Carnage Middle Carroll Middle Davis Drive Dillard Drive Durant Road East Cary East Garner East Millbrook Fuquay Varina </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> Herbert Akins Heritage Holly Grove Holly Ridge Leesville Road Ligon Luffkin Martin Mills Park Moore Square Neuse River North Garner </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> Oberlin Pine Hollow Reedy Creek River Bend Rolesville Salem Wake Forest Wakefield Wendell West Cary West Lake West Millbrook Zebulon </td> </tr> </table>	<ul style="list-style-type: none"> Adams Alston Ridge Baileywick Ballentine Banks Barwell Baucom Beaverdam Bryan Road Bugg Carpenter Carver Cary Combs Creech Davis Drive Dillard Drive East Garner Forest Pines Forestville Road Fox Road Green Harris Creek Herbert Akins Highcroft Drive 	<ul style="list-style-type: none"> Hilburn Hodge Road Holly Grove Holly Springs Hortons Creek Jones Dairy Kingswood Lacy Lake Myra Laurel Park Leesville Road Lincoln Heights Middle Creek Millbrook Mills Park North Forest Pines Northridge Northwoods Oak Grove Oakview Olive Chapel Parkside Pleasant Grove Rand Road 	<ul style="list-style-type: none"> Reedy Creek Richland Creek Rogers Lane Rolesville Salem Sanford Creek Scotts Ridge South Lakes Stough Sycamore Creek Timber Drive Underwood Wake Forest Wakefield Wakelon Walnut Creek Washington White Oak Wilburn Wildwood Forest Willow Springs York Zebulon 	<ul style="list-style-type: none"> Alston Ridge Apex Friendship Apex Middle Carnage Middle Carroll Middle Davis Drive Dillard Drive Durant Road East Cary East Garner East Millbrook Fuquay Varina 	<ul style="list-style-type: none"> Herbert Akins Heritage Holly Grove Holly Ridge Leesville Road Ligon Luffkin Martin Mills Park Moore Square Neuse River North Garner 	<ul style="list-style-type: none"> Oberlin Pine Hollow Reedy Creek River Bend Rolesville Salem Wake Forest Wakefield Wendell West Cary West Lake West Millbrook Zebulon
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*** 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.**

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.