



WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Special Education Services Program/Service Descriptions

SES Program/Service	Characteristics	Specially Designed Instruction	Level	Class Size
<p style="text-align: center;">Autism (AU)</p>	<p>A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, which adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotypical movements, restricted interests, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.</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 • Practices of instruction include individual schedules, work systems, visual cues • Communication and Social Skills instruction integrated throughout the day • Students receive a certificate upon graduation (not a high school diploma) 	<p>AU I – Elementary School (Grades K-2)</p> <p>AU II – Elementary School (Grades 3-5)</p> <p>AU III – Middle School (Grades 6-8)</p> <p>AU IV – High School (Grades 9-12)</p>	<p>6 Students 1 Teacher 1 Teacher Assistant <i>OR</i> 8 Students 1 Teacher 2 Teacher Assistants</p>
<p style="text-align: center;">Autism Support Teacher (AST)</p>	<p>The AST supports students with Autism who follow the NC Common Core Standards. These students typically have social and communication needs. The AST provides support throughout the school day based on individual needs.</p>	<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 	<p>AST Middle School (Grades 6-8)</p> <p>AST High School (Grades 9-12)</p>	<p>12 Students 1 Teacher 1 Teacher Assistant</p>

		<ul style="list-style-type: none"> • Functional Behavioral Assessment and Behavior Intervention Plan (FBA/BIP) in place • Student Progress on IEP goals monitored 		
<p>Behavior Support Teacher (BST)</p>	<p>The Behavior Support teacher supports students with behavioral, emotional or social needs who follow the NC Common Core Standards. The student's behaviors impact their education and have behavioral goals written in their IEP. The BST provides support throughout the school day based on the student's individual needs.</p>	<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 	<p>BST Middle School (Grades 6-8)</p> <p>BST High School (Grades 9-12)</p>	<p>15 Students 1 Teacher 1 Teacher Assistant</p>
<p>Cross Categorical Kindergarten (CCK)</p>	<p>A CCK class provides a diagnostic year with a highly qualified special education teacher for kindergarten students identified with a disability. CCK prepares students to access the Common Core or Extended Common Core Curriculum. Students needing a CCK regional program require intensive, specially designed instruction in a smaller group for a major portion of their day. It provides a setting for additional assessment and observational</p>	<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 	<p>CCK Elementary School (Grade K)</p>	<p>12 Students 1 Teacher 1 Teacher Assistant</p>

	data to be collected and ongoing intervention opportunities, modifications and accommodations.	provided for developmentally appropriate behaviors in the total school environment		
Cross Categorical Resource – (CCR)	CCR classes are designed to serve students with disabilities on the Common Core as defined in their IEP. A full continuum of services (regular, resource or separate) is offered at every school. The educational focus is on acquisition of reading, writing and math skills and provides behavioral support for the student to be successful in the general and special education classes.	<ul style="list-style-type: none"> • 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 	<p>CCR Elementary School (Grades K-5)</p> <p>Middle School (Grades 6-8)</p> <p>High School (Grades 9-12)</p>	Based on State and District Guidelines
Deaf and Hard of Hearing (DHH or HI)	A hearing loss that academically impacts a student's ability to access information in the general education curriculum.	<ul style="list-style-type: none"> • Curriculum: NC Common Core or NC Extended Common Core • Instruction in: Developmental Language, Listening skills, Vocabulary, Development, Academics, Self-Advocacy Skills 	<p>DHH (HI) Elementary School (Grades K-5)</p> <p>Middle School (Grades 6-8)</p> <p>High School (Grades 9-12)</p>	Based on State Guidelines and Student Needs

<p>Elementary Behavior Support (EBS)</p>	<p>A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:</p> <p>(A) An inability to make educational progress that cannot be explained by intellectual, sensory, or health factors.</p> <p>(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.</p> <p>(C) Inappropriate types of behavior or feelings under normal circumstances.</p> <p>(D) A general pervasive mood of unhappiness or depression.</p> <p>(E) A tendency to develop physical symptoms or fears associated with personal or school problems.</p>	<ul style="list-style-type: none"> • 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 	<p>ED I – Elementary School (Grades K-2)</p> <p>ED II – Elementary School (Grades 3-5)</p>	<p>8 Students 1 Teacher 1 Teacher Assistant</p>
<p>Intellectually Disabled – Mild (ID Mild)</p>	<p>Intellectual disability means significantly sub-average general intellectual functioning. The disability adversely affects a child's educational performance existing concurrently with deficits in functional behavior. It often presents itself during the developmental period. Children in the ID Mild Regional Program typically have significant deficits in adaptive functioning, learn at a slower rate than their same age peers and are often below grade level and peer performance standards in reading, writing and math.</p>	<ul style="list-style-type: none"> • Curriculum: NC Common Core • Practices of instruction are taught at approximately two or three years below current grade level • Students may be included in general education classes as determined by an IEP team • Students will receive a High School Diploma upon completion of all graduation requirements • Structure models general education structure for each grade level 	<p>ID Mild I – Elementary School (Grades K-2)</p> <p>ID Mild II – Elementary School (Grades 3-5)</p>	<p>12 Students 1 Teacher 1 Teacher Assistant</p>

		<ul style="list-style-type: none"> • Routines determined from school to school based on student needs (i.e. minimal transitions, consistent daily routine, reduced distractions, visual supports, clearly posted learning objectives) • Repetition of instruction and practice • Independence and self-advocacy building 		
<p>Intellectually Disabled – Moderate (ID Mod)</p>	<p>Intellectual disability means significantly sub-average general intellectual functioning that impacts a child’s educational performance. This exists concurrently with deficits in functional behavior and is typically diagnosed during the developmental period.</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 • Students typically show more social interest • Instruction has academic and functional components • Classroom includes centers, individual and work group areas, often open in design • Instruction is both large and small group • Instruction in Social Skills integrated throughout the day • Vocational training available at the High School level 	<p>ID Mod I – Elementary School (Grades K-2)</p> <p>ID Mod II – Elementary School (Grades 3-5)</p> <p>ID Mod III – Middle School (Grades 6-8)</p> <p>ID Mod IV – High School (Grades 9-12)</p>	<p>ID Mod I, II, and III: 10 Students 1 Teacher 1 Teacher Assistant</p> <p>ID Mod IV: 12 Students 1 Teacher 1 Teacher Assistant</p>
<p>Intellectually Disabled – Severe (ID Sev)</p>	<p>Intellectual disability means significantly sub-average general intellectual functioning that impacts a child’s educational performance. This exists concurrently with deficits in functional behavior and is typically diagnosed during the</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 	<p>ID Sev I – Elementary School (Grades K-2)</p> <p>ID Sev II – Elementary School (Grades 3-5)</p> <p>ID Sev III – Middle School (Grades 6-8)</p>	<p>6 Students 1 Teacher 1 Teacher Assistant</p> <p>OR</p> <p>8 Students 1 Teacher 2 Teacher Assistants</p>

	developmental period. This classroom also supports students who are identified in other eligibility areas, but have severe impairments.	<ul style="list-style-type: none"> 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 	ID Sev IV – High School (Grades 9-12)	
Multiple Disability (MU)	Multiple Disability means two or more disabilities occurring together. The combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The Multiple Disability classroom is not limited to students who are only identified with Multiple Disabilities. This classroom also supports students who are identified in other eligibility areas, but have severe impairments. Most students participating in MU classes are not ambulatory.	<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 	MU III – Middle School (Grades 6-8) MU IV – High School (Grades 9-12)	6 Students 1 Teacher 1 Teacher Assistant <i>OR</i> 8 Students 1 Teacher 2 Teacher Assistants
Future Ready Occupational Course of Study (OCS)	The OCS curriculum was designed for students with mental disabilities who function in the mild to high moderate range, and focuses on functional skills for life and work. Students exhibit difficulty in generalization of skills or in making connections between what is learned in class and total school	<ul style="list-style-type: none"> 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 	OCS – High School (Grades 9-12)	14 Students 1 Teacher 1 Teacher Assistant (Job Coach)

	or social environment. This course of study is designed for students planning to begin work immediately after high school.	<ul style="list-style-type: none"> • 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 		
Visually Impaired (VI)	<p>Visual impairment including blindness means impairment in vision that, even with correction, adversely affects a child's educational performance.</p> <p>The term includes both partial sight and blindness. A visual impairment is the result of a diagnosed ocular or cortical pathology.</p>	<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>VI I – Elementary School (Grades K-2)</p> <p>VI II – Elementary School (Grades 3-5)</p> <p>VI III – Middle School (Grades 6-8)</p> <p>VI IV – High School (Grades 9-12)</p>	<p>8 Students</p> <p>1 Teacher of the Visually Impaired (TVI)</p> <p>1 Teacher Assistant and/or Brailist(s)</p>

Curriculum: NC Common Core = High School Diploma Upon Graduation

Curriculum: NC Extended Common Core = High School Certificate Upon Graduation

Specially designed instruction includes explicit, direct, systematic, research-based strategies to meet individual student needs with multiple opportunities to practice.