



## Special Education Services Program/Service Descriptions

SES Program/Service	Characteristics	Specially Designed Instruction	Level	Class Size
<b>Autism (AU)</b>	<p>Students served in Autism (AU) regional programs benefit from a highly structured classroom environment. AU regional programs respond to the needs of students who require visual and physical support and a consistent, predictable daily routine. Autism regional programs focus on communication and social skills at independent student levels. Teachers utilize a variety of teaching methods to allow students to demonstrate knowledge to make progress towards the NC Extended Content Standards and their Individualized Education Program.</p>	<ul style="list-style-type: none"> <li>● <b>Curriculum: NC Extended Common Core</b></li> <li>● Instruction based on grade level extensions of the Common Core Standards, a narrower range of content</li> <li>● Practices of instruction include academic and functional components</li> <li>● Communication and Social Skills instruction integrated throughout the day</li> <li>● Classroom includes centers, individual and group work areas</li> <li>● Instruction is both large and small group</li> <li>● Vocational training is available at the high school level</li> <li>● Students receive a certificate upon graduation (not a high school diploma)</li> </ul>	<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>
<b>Autism Support</b>	<p>Autism Support Teachers (ASTs) are staff members</p>	<ul style="list-style-type: none"> <li>● <b>Curriculum: NC Common Core</b></li> </ul>	<p>AST Middle School (Grades 6-8)</p>	<p>12 Students 1 Teacher</p>

<p><b>Teacher (AST)</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Support for social and behavioral goals on the IEP</li> <li>• Support may include social skills instruction, replacement behaviors, crisis intervention, short term stabilization, reintegration into general education classroom</li> <li>• Functional Behavioral Assessment and Behavior Intervention Plan (FBA/BIP) in place</li> <li>• Student Progress on IEP goals monitored</li> </ul>	<p>AST High School (Grades 9-12)</p>	<p>1 Teacher Assistant</p>
<p><b>Behavior Support Teacher (BST)</b></p>	<p>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 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. Students supported by the BST follow the NC Common Core Standards.</p>	<ul style="list-style-type: none"> <li>• <b>Curriculum: NC Common Core</b></li> <li>• Support for social and behavioral goals on the IEP</li> <li>• Support for social skills instruction, escort, replacement behaviors, crisis intervention, short term stabilization, and reintegration into general education classroom</li> <li>• Functional Behavior Assessment and Behavior Intervention Plan (FBA/BIP) in place</li> <li>• Data collection for student behavioral success</li> </ul>	<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><b>Cross Categorical Kindergarten (CCK)</b></p>	<p>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</p>	<ul style="list-style-type: none"> <li>• <b>Curriculum: NC Common Core</b></li> <li>• Instruction based on Kindergarten grade level Common Core standards</li> <li>• Practices of instruction</li> </ul>	<p>CCK Elementary School (Grade K)</p>	<p>12 Students 1 Teacher 1 Teacher Assistant</p>

	<p>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.</p>	<p>include developing independence with self-help skills, practicing classroom procedures and routines, and working in whole, small and independent groups</p> <ul style="list-style-type: none"> <li>• Communication and social skills instruction integrated throughout the day</li> <li>• Expectations taught and provided for developmentally appropriate behaviors in the total school environment</li> </ul>		
<p><b>Cross Categorical Resource – (CCR)</b></p>	<p>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 Common Core.</p>	<ul style="list-style-type: none"> <li>• <b>Curriculum: NC Common Core</b></li> <li>• Instruction based on grade level Common Core standards</li> <li>• 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</li> <li>• Communication and collaboration provided between teacher, parent and student</li> <li>• Performance – both academic and behavioral – monitored by a highly qualified special education teacher</li> </ul>	<p>CCR Elementary School (Grades K-5)</p> <p>Middle School (Grades 6-8)</p> <p>High School (Grades 9-12)</p>	<p>Based on State and District Guidelines</p>

<p><b>Deaf and Hard of Hearing (DHH or HI)</b></p>	<p>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 or the NC Common Core.</p>	<ul style="list-style-type: none"> <li>● <b>Curriculum: NC Common Core or NC Extended Common Core</b></li> <li>● Instruction in: Developmental Language, Listening skills, Vocabulary, Development, Academics, Self-Advocacy Skills</li> </ul>	<p>DHH (HI) Elementary School (Grades K-5)</p> <p>Middle School (Grades 6-8)</p> <p>High School (Grades 9-12)</p>	<p>Based on State Guidelines and Student Needs</p>
<p><b>Elementary Behavior Support (EBS)</b></p>	<p>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 benefit from individualized support in order</p>	<ul style="list-style-type: none"> <li>● <b>Curriculum: NC Common Core</b></li> <li>● System for behavior management (ex. Point and Level System, contract)</li> <li>● Rewards and Consequences in place to internalize and</li> </ul>	<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>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 based on individual needs as outlined in the IEP.</p>	<p>generalize age appropriate behavior</p> <ul style="list-style-type: none"> <li>● Instruction in Social Skills</li> <li>● Behavior goals written daily</li> <li>● Functional Behavior Assessment and Behavior Intervention Plan (FBA/BIP) in place</li> <li>● Crisis Plan in place as needed</li> </ul>		
<p><b>Extended Content Standards (ECS) Programs beginning 2017-18</b></p>	<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. During the beginning implementation phase of pilot ECS programs, students with Autism and Moderate Intellectual Disabilities will be assigned to their secondary base or elementary</p>	<ul style="list-style-type: none"> <li>● <b>Curriculum: NC Extended Common Core</b></li> <li>● Instruction based on grade level extensions of the Common Core Standards, a narrower range of content</li> <li>● Communication and Social Skills instruction integrated throughout the day</li> <li>● Instruction has academic and functional components</li> <li>● Classroom includes centers, individual and work group areas</li> <li>● Instruction is both large and small group</li> <li>● Vocational training available at the High School level</li> <li>● Students receive a certificate upon graduation (not a high school diploma)</li> </ul>	<p>ECS I – Elementary School (Grades K-2)</p> <p>ECS II – Elementary School (Grades 3-5)</p> <p>ECS III – Middle School (Grades 6-8)</p> <p>ECS IV – High School (Grades 9-12)</p>	<p>ECS I, II, III:</p> <p>10 Students 1 Teacher 1 Teacher Assistant</p> <p>ECS IV</p> <p>12 Students 1 Teacher 1 Teacher Assistants</p>

	proximity ECS program.			
<b>Intellectually Disabled – Mild (ID Mild)</b>	<i>ID Mild programs will be transitioned to serve students at base schools. This process begins in the 17-18 school year and completes in approximately 3-4 years. During this transition time, please contact Family and Community Connections at 919-431-7334 with any questions.</i>		ID Mild I - Elementary School (Grades K-2)  ID Mild II - Elementary School (Grade 3-5)	12 Students 1Teacher 1Teacher Assistant
<b>Intellectually Disabled – Moderate (ID Mod)</b>	Students served in Intellectually Disabled Moderate (ID Mod) classrooms benefit from a highly structured learning environment. Instruction has an emphasis on individual communication and social skills. Students typically require more consistent and repetitive daily routines. 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.	<ul style="list-style-type: none"> <li>● <b>Curriculum: NC Extended Common Core</b></li> <li>● Instruction based on grade level extensions of the Common Core Standards, a narrower range of content</li> <li>● Communication and Social Skills instruction integrated throughout the day</li> <li>● Students typically show more social interest</li> <li>● Instruction has academic and functional components</li> <li>● Classroom includes centers, individual and work group areas</li> <li>● Instruction is both large and small group</li> <li>● Vocational training available at the High School level</li> <li>● Students receive a certificate upon graduation (not a high school diploma)</li> </ul>	ID Mod I – Elementary School (Grades K-2)  ID Mod II – Elementary School (Grades 3-5)  ID Mod III – Middle School (Grades 6-8)  ID Mod IV – High School (Grades 9-12)	ID Mod I, II, and III: 10 Students 1 Teacher 1 Teacher Assistant  ID Mod IV: 12 Students 1 Teacher 1 Teacher Assistant
<b>Intellectually</b>	Students served in Intellectually Disabled – Severe programs benefit from highly structured	<ul style="list-style-type: none"> <li>● <b>Curriculum: NC Extended Common Core</b></li> <li>● Instruction based on grade</li> </ul>	ID Sev I – Elementary School (Grades K-2)	6 Students 1 Teacher 1 Teacher Assistant

<p><b>Disabled – Severe (ID Sev)</b></p>	<p>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>	<p>level extensions of the Common Core Standards, a narrower range of content</p> <ul style="list-style-type: none"> <li>● Instruction delivered in small groups or individually</li> <li>● Self-care /Daily Living skills are integrated throughout the day</li> <li>● Instruction may include the use of augmentative communication systems and assistive technology devices</li> <li>● Classroom design open to accommodate physical and equipment needs</li> <li>● Students receive a certificate upon graduation (not a high school diploma)</li> </ul>	<p>ID Sev II – Elementary School (Grades 3-5)</p> <p>ID Sev III – Middle School (Grades 6-8)</p> <p>ID Sev IV – High School (Grades 9-12)</p>	<p>OR</p> <p>8 Students 1 Teacher 2 Teacher Assistants</p>
<p><b>Multiple Disability (MU)</b></p>	<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"> <li>● <b>Curriculum: NC Extended Common Core</b></li> <li>● Instruction based on grade level extensions of the Common Core Standards, a narrower range of content</li> <li>● Instruction delivered in small groups or individually</li> <li>● Self-care and Daily Living skills are integrated throughout the day</li> <li>● Instruction could include the use of augmentative communication systems and assistive technology devices</li> <li>● Classroom design is open to accommodate equipment and ambulatory needs</li> <li>● Students receive a certificate upon graduation (not a high school diploma)</li> </ul>	<p>MU III – Middle School (Grades 6-8)</p> <p>MU IV – High School (Grades 9-12)</p>	<p>6 Students 1 Teacher 1 Teacher Assistant</p> <p>OR</p> <p>8 Students 1 Teacher 2 Teacher Assistants</p>

<p><b>Future Ready Occupational Course of Study (OCS)</b></p>	<p>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 Common Core and are supported throughout the school day based on individual needs as outlined in the IEP.</p>	<ul style="list-style-type: none"> <li>● <b>Curriculum: NC Common Core</b></li> <li>● Courses aligned with common core classes</li> <li>● Curriculum that focuses on the needs of a small group of students needing a modified curriculum targeting post-school employment and independent living</li> <li>● Course of study does not prepare students for admission to a community college degree program or a four year university</li> <li>● 300 On-Campus work hours</li> <li>● 240 Community-Based Vocational Training hours</li> <li>● 360 Competitive Paid Employment hours</li> <li>● Completion of Career Portfolio</li> </ul>	<p>OCS – High School (Grades 9-12)</p>	<p>14 Students 1 Teacher 1 Teacher Assistant (Job Coach)</p>
<p><b>Visually Impaired (VI)</b></p>	<p>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</p>	<ul style="list-style-type: none"> <li>● <b>Curriculum: Common Core State Standards</b></li> <li>● Level of service determined by service delivery plan in student's IEP</li> <li>● Teachers of Visually Impaired (TVI) in program rooms provide instruction to promote compensatory strategy development based on student's visual impairment.</li> <li>● 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</li> </ul>	<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 1 Teacher of the Visually Impaired (TVI) 1 Teacher Assistant and/or Braillist(s)</p>



	<p>students attending a regional programs. Students attending their base school are supported by VI Itinerant Teachers. Students served follow the NC Common Core.</p>	<p>settings.</p>		
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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.