

Program Descriptions

*Curricula/Instructional Offerings within
Special Education*

Resource

- Support services serving all grade levels (K-12)-supplemental instruction
- Follows/supports the NC Standard Course Of Study
- Specially designed instruction using Scientifically, Research-based Instructional practices and programs
- Addresses skill needs required to progress in the general education curriculum (individualized based on student needs)-academic and behavioral
- State Assessment: NC End of Grade Tests and other state tests and assessments (with or without accommodations)

Intensive Academic Support (IAS)

- Maximum support services program for students with significant/intensive academic needs (students typically working 2 or more grade levels below grade level expectations)
- Follows NCSOS (NC Standard Course of Study) on a modified level
- Highly individualized instruction using Scientifically Research-based instructional practices and programs in academics
- Typically involves replacement curriculum in core areas (Language Arts and Math) provided in a special education setting
- State Assessment: NC End of Grade Tests and other grade level tests/assessments (with or without accommodations)
- Students in this program may need support in the gen ed classroom in addition to their time in the special education classroom

Intensive Behavior Support (IBS)

- Maximum support services program for students with significant/intensive behavioral needs (students whose behavior significantly interferes with their own learning and that of others)
- Highly individualized behavior and social skills instruction using Scientifically Research-based instructional practices in the teaching of replacement behavior
- These students may also have academic needs requiring specially designed instruction
- Regarding Academics-follows NC Standard Course of Study (standard or modified level depending on student's academic needs)
- State Assessment: NC End of Grade Tests and other grade level tests and assessments (with or without modifications)

Intensive Social Communication Support (ISCS)

- Highly structured maximum services special education program serving students K-12 with intensive social communication needs
- Follows NC Standard Course of Study (standard or modified based on students academic needs)
- Instructional Focus: practical social skills, pragmatic communication skills, organizational skills, sensory integration strategies, self-advocacy strategies, disability awareness
- State Assessment: NC End of Grade Tests and other grade level tests and assessments (with or without modifications)
- These students may also have academic needs
- Support in general education as needed to ensure the facilitation and generalization of social and communication skills into the general education setting

Kindergarten/1st Grade Sustained Support

- Beginning 2023-2024 school year
- Highly structured maximum support program serving students in kindergarten and possibly through first grade with a continuum of disabilities which have impacted students' academic, social, communication and adaptive behavioral skills
- Support within general education classes as needed to ensure the facilitation and generalization of skills across settings
- Students receive specially designed instruction utilizing research based programs and replacement curricula aligned to their individualized needs as specified within their IEP goals and service minutes
- Aligned with the NC Standard Course of Study
- Various assistive technology available to support access to the curriculum
- Determination of course of study after Kindergarten or 1st grade year.

Specially Designed Academics (SDA)

- Highly structured maximum support program serving students K-12 with significant cognitive disabilities and global delays
- Follows the Extensions of the NC Standard Course of Study (alternative achievement standards)
- Instructional Focus: functional academics, social skills, daily living skills, self-help skills, life skills and recreation/leisure for success in a community environment
- State Assessment: NCEExtend1
- Various assistive technology available to support access to the curriculum

School Assignment

NHCS Policy 8120

Students with IEPs

Students with IEPs are assigned to the school they would normally attend (based on home address) unless the IEP cannot reasonably be met at that school. In those cases, a school assignment (including transportation) will be made by NHCS's Department of Special Education.

Lottery

Through the lottery, parents can request school assignment to:

- magnet schools (with transportation)
- non-magnet schools
- year round schools

Transportation for Year Round

- Students may attend year-round schools through the lottery application process.
- Those within the transportation zone for the school will be given first priority in the lottery and transportation will be provided.
- Those outside the school's transportation zone must provide their own transportation.

Non-magnet

Students who wish to attend non-magnet schools outside of their assigned school area must:

- participate in the lottery application process
- provide their own transportation

Summary

Transportation is provided for students except when approved for lottery or by hardship application to:

- non-magnet schools
- year round schools (and live outside of the school's transportation zone)

Applications for School Assignment

- Applications will be posted on the NHCS webpage @ www.nhcs.net in March/April
- Student Assignment Plan document is posted at www.nhcs.net
- Questions? Call 251-2929