



Special Education Services

2025- 2026 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.	• Support for communication, sensory regulation support, social and/or behavioral goals on the IEP • Instruction may include social skills, the 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.	• 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.	• 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 Apex Ballentine Brentwood Douglas Durant Road Farmington Woods Fuquay-Varina Green Hope Holly Springs Pleasant Union Poe Rolesville Salem Vance Wendell
DEAF AND HEARING IMPAIRED (DF or HI)			

Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
Students have a documented hearing loss, receive specially designed instruction from a Teacher of the Deaf, and require intensive language instruction due to the hearing loss. 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. 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.	Use of systematic, explicit instruction in the following areas: • Language skills (academic and functional) • pre-teaching new vocabulary • repeated practice • visuals • modeling • self-talk • generalization (real-world application) • Receptive communication skills • discrimination of sounds • vocabulary • functional • memory • comprehension • Expressive communication skills • articulation • intelligibility • fluency • other (sign language, tactile sign, close vision, text to sign) • Social-emotional • social awareness • conversation skills • self-advocacy • self-management	HI Regional Programs Level I/II 12 Students 1 Teacher 1 Instructional Assistant	HI Itinerant Services - based on students' assigned schools HI Specialized Regional Program Elementary (Grades K-5) Yates Mill

OCCUPATIONAL COURSE OF STUDY (OCS)

Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
Students participating in the Occupational Course of Study (OCS) emphasize 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. Note: While the Occupational Course of Study prepares students for entry into community college, it does not necessarily prepare them for <u>immediate</u> entrance into a community college or four-year university degree program.	• 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 ○ 150 On-Campus hours ○ 225 Community-Based Vocational Training hours ○ 225 Competitive Paid Employment hour ○ Completion of Career Portfolio	14 Students 1 Teacher 1 Instructional Assistant Job Coaches support students on job sites	High (Grades 9-12) ALL TRADITIONAL HIGH SCHOOLS

ELEMENTARY BEHAVIOR SUPPORT (EBS and EBSK)			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
Students served in Elementary Behavior Support (EBS and EBSK) 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.	● System for behavior management including direct instruction of replacement behaviors ● Support may include direct social skills instruction, sensory regulation support, ● Individualized academic support based on student needs i.e literacy, math, writing ● Individualized opportunities to mainstream into the general education setting based on IEP and progress monitoring ● Crisis intervention, short-term stabilization, and reintegration into general education classroom ● Functional Behavior Assessment and Behavior Intervention Plan (FBA/BIP) in place ● Crisis Plan developed as needed	EBS 8 Students 1 Teacher 1 Instructional Assistant	Level I-II (Grades K-5) Abbotts Creek Apex Friendship Bowling Road Brier Creek Brooks Buckhorn Creek Conn Fuller Heritage Jeffreys Grove Joyner Knightdale Lead Mine Lockhart Lynn Road Morrisville Root Penny Road Pleasant Plains Smith Turner Creek Vandora Springs Weatherstone Wendell Woods Creek
		EBSK 6 Students 1 Teacher 1 Instructional Assistant	EBS K (Kindergarten only) Briarcliff Buckhorn Creek Powell Wiley
Autism Standard Course of Study			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
Students served in the 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.	● Support for communication, sensory regulation support, social and/or behavioral goals on the IEP ● Instruction may include social skills, the 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	8 Students 1 Teacher 1 Instructional Assistant	AU SCOS Level III (Grades 6-8) East Cary MS Ligon MS Moore Square MS Reedy Creek MS Wake Forest MS AU SCOS Level IV (9-12) Enloe HS Green Level HS Wakefield HS

VISUALLY IMPAIRED (VI)			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
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 the educational environment. 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.	Use of systematic, explicit instruction in the areas of the Expanded Core Curriculum: - Assistive Technology - screen reader/magnification - typing skills - Career Education - pre-vocational skills - organizational skills - Compensatory - braille instruction - organization skills - Independent Living Skills - mealtime independence - finance management - Orientation and Mobility - transition between activities - campus/community travel - Recreation and Leisure - art, music, and physical recreation adaptations - accessible games - Self Determination - appropriate asking for & declining assistance - requesting accessible materials - Sensory Efficiency - use of low vision devices - developing active listening skills - Social Interaction - taking turns - making eye contact - Support student access to all educational materials and environments	VI Regional Program 8 Students 1 Teacher of Students with Visual Impairments (TSVI) Braillist(s), assigned as needed to meet the needs of students	VI Itinerant Services - based on students' assigned school VI Regional Program Schools Level I/II (Grade K-5) - Durant Road ES (Track 4) - Oak Grove ES (Track 4) Level III (Grades 6-8) - Durant Road MS (Track 4) - Oberlin MS (Traditional) Level IV: (Grades 9-12) - Sanderson HS (Traditional)

Extended Content Standards Course of Study

EXTENDED CONTENT STANDARD (ECS)																																																																											
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations																																																																								
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). Note: Students receive a certificate upon graduation (not a high school diploma).	● 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 workgroup 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.	Levels I-III 10 Students 1 Teacher 1 Instructional Assistant Level IV 12 Students 1 Teacher 1 Instructional Assistant	Level I – II (Grades K-5) Level I only Level I/II <table><tr><td>Adams</td><td>Hilburn</td><td>Rand Road</td></tr><tr><td>Alston Ridge</td><td>Hodge Road</td><td>Reedy Creek</td></tr><tr><td>Baileywick</td><td>Holly Grove</td><td>Richland Creek</td></tr><tr><td>Banks</td><td>Holly Springs</td><td>Rogers Lane</td></tr><tr><td>Barwell</td><td>Hortons Creek</td><td>Rolesville</td></tr><tr><td>Baucom</td><td>Jones Dairy</td><td>Salem</td></tr><tr><td>Beaverdam</td><td>Kingswood</td><td>Sanford Creek</td></tr><tr><td>Bryan Road</td><td>Lacy</td><td>Scotts Ridge</td></tr><tr><td>Bugg</td><td>Lake Myra</td><td>South Lakes</td></tr><tr><td>Carpenter</td><td>Laurel Park</td><td>Stough</td></tr><tr><td>Carver</td><td>Leesville Road</td><td>Sycamore Creek</td></tr><tr><td>Cary</td><td>Lincoln Heights</td><td>Timber Drive</td></tr><tr><td>Combs</td><td>Middle Creek</td><td>Underwood</td></tr><tr><td>Creesh</td><td>Millbrook</td><td>Wake Forest</td></tr><tr><td>Davis Drive</td><td>Mills Park</td><td>Wakefield</td></tr><tr><td>Dillard Drive</td><td>North Forest</td><td>Wakelon</td></tr><tr><td>East Garner</td><td>Pines</td><td>Walnut Creek</td></tr><tr><td>Forest Pines</td><td>North Ridge</td><td>Washington</td></tr><tr><td>Forestville Road</td><td>Northwoods</td><td>White Oak</td></tr><tr><td>Fox Road</td><td>Oak Grove</td><td>Wilburn</td></tr><tr><td>Green</td><td>Oakview</td><td>Wildwood Forest</td></tr><tr><td>Harris Creek</td><td>Olive Chapel</td><td>Willow Springs</td></tr><tr><td>Herbert Akins</td><td>Parkside</td><td>York</td></tr><tr><td>Highcroft Drive</td><td>Pleasant Grove</td><td>Zebulon</td></tr></table>	Adams	Hilburn	Rand Road	Alston Ridge	Hodge Road	Reedy Creek	Baileywick	Holly Grove	Richland Creek	Banks	Holly Springs	Rogers Lane	Barwell	Hortons Creek	Rolesville	Baucom	Jones Dairy	Salem	Beaverdam	Kingswood	Sanford Creek	Bryan Road	Lacy	Scotts Ridge	Bugg	Lake Myra	South Lakes	Carpenter	Laurel Park	Stough	Carver	Leesville Road	Sycamore Creek	Cary	Lincoln Heights	Timber Drive	Combs	Middle Creek	Underwood	Creesh	Millbrook	Wake Forest	Davis Drive	Mills Park	Wakefield	Dillard Drive	North Forest	Wakelon	East Garner	Pines	Walnut Creek	Forest Pines	North Ridge	Washington	Forestville Road	Northwoods	White Oak	Fox Road	Oak Grove	Wilburn	Green	Oakview	Wildwood Forest	Harris Creek	Olive Chapel	Willow Springs	Herbert Akins	Parkside	York	Highcroft Drive	Pleasant Grove	Zebulon
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			Level III (Grades 6-8) Alston Ridge Herbert Akins Oberlin Apex Friendship Heritage Pine Hollow Apex Middle Holly Grove Reedy Creek Carnage Middle Holly Ridge River Bend Carroll Middle Leesville Road Rolesville Davis Drive Ligon Salem Dillard Drive Lufkin Wake Forest Durant Road Martin Wakefield East Cary Mills Park Wendell East Garner Moore Square West Cary East Millbrook Neuse River West Lake Fuquay Varina North Garner West Millbrook Zebulon
			Level IV (Grades 9-12) Apex Friendship Garner Millbrook Apex Green Hope Panther Creek Athens Drive Green Level Rolesville Broughton Heritage Sanderson Cary Holly Springs South Garner East Wake Knightdale Southeast Raleigh Enloe Leesville Wake Forest Felton Grove Middle Creek Wakefield Fuquay-Varina Willow Spring

INTELLECTUALLY DISABLED – SEVERE (ID-SEV)/Multiple Disabilities			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
Students served in Intellectually Disabled - Severe (ID-SEV) or Multiple Disabilities (MU) programs benefit from highly structured learning routines. Students access their education through the NC Extended Content Standards. ID-SEV or 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, and simple voice output devices) are often used to facilitate communication, provide the student with access to the educational	• Instruction based on grade level Extended Content Standards • Instruction delivered in small groups or individually • Self-care /Daily Living skills are integrated throughout the day • Instruction includes the use of high and/or low-tech augmentative communication devices to assist students with communication and engagement in the learning environment. • Instruction includes the use of assistive technology devices that increase the student's ability to participate in instruction and other school activities • Pre-vocational opportunities are available at the Middle and High school level	6 Students 1 Teacher 1 Instructional Assistant OR 8 Students 1 Teacher 2 Instructional Assistants	Level I (Grades K-2), Level II (Grades 3-5), Level I/II (Grades K-5) *Level I only *Level II only *Level I/II Aversboro Ballentine Barton Pond Brassfield Carver Cedar Fork River Bend Level III (Grades 6-8) Carroll Herbert Akins Martin Neuse River North Garner Reedy Creek

environment, and provide a means for students to demonstrate their knowledge and progress toward IEP goals. Note: Students receive a certificate upon graduation (not a high school diploma).			West Lake Level IV (Grades 9-12) Apex Garner Knightdale Middle Creek Panther Creek Rolesville South Garner Wakefield
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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 student's unique needs. In this case, the student is assigned to a special education program that provides for the implementation of the student's IEP.

IEP teams determine if a student requires a related service such as audiology, occupational therapy, physical therapy, and/or speech/language. If so, the services are documented on the student's IEP. Related services are available regardless of a student's placement in a particular program or assignment to a school.

Traditional				(Magnet/Application School)		Year Round		Year Round - Track 4	Modified
Elementary	Joyner Kingswood Knightdale Lacy Lead Mine Leesville Road Lincoln Heights Lynn Road Millbrook Mills Park North Ridge Northwoods Oakview Olds Penny Road Poe Powell Reedy Creek Richland Creek Riverbend Rogers Lane Rolesville Root Scotts Ridge Smith South Lakes Southeast Raleigh Stough Swift Creek Underwood Vandora Springs Wake Forest Wakefield Wakelon Washington Weatherstone Wendell	White Oak Wildwood Forest Wiley Yates Mill York Zebulon Middle Apex Friendship Apex Carnage Carroll Davis Drive Dillard Drive Hilburn Drive Academy Reedy Creek East Cary East Garner East Millbrook Fuquay-Varina Holly Ridge Leesville Road Ligon Martin Mills Park Oberlin Pine Hollow Reedy Creek River Bend Rolesville Wake Forest Wakefield Wendell West Cary West Millbrook Zebulon	High Apex Friendship Apex Athens Broughton Cary East Wake Enloe Felton Grove Fuquay-Varina Garner Green Hope Green Level Heritage Holly Springs Leesville Road Middle Creek Millbrook Panther Creek Rolesville Sanderson South Garner Wake Forest Wakefield Willow Springs	Elementary Adams Alston Ridge Ballentine Brassfield Brier Creek Carpenter Harris Creek Herbert Aikens Heritage Holly Grove Holly Springs Jones Dairy Laurel Park Morrisville North Forest Pines Oak Grove Olive Chapel Parkside Pleasant Grove Pleasant Plains Pleasant Union Rex Road Salem Sanford Creek Sycamore Creek Turner Creek Willow Spring Woods Creek	Middle Alston Ridge Herbert Akins Road Heritage Holly Grove Lufkin Road Salem	Elementary Banks Road Barwell Road Durant Road Hodge Road Lake Myra Lockhart Middle Creek Rand Road Timber Drive Vance Walnut Creek West Lake Wilburn Middle Durant Road North Garner West Lake	Elementary Carver East Garner Partnership Middle Centennial Moore Square Neuse River High Knightdale Southeast Raleigh		