



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.	<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, 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.	<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 Vance Brentwood Wendell Douglas Durant Road Farmington Woods 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 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.</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/II 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 Program</p> <p>Elementary (Grades K-5)</p> <p>Yates Mill</p>

OCCUPATIONAL COURSE OF STUDY (OCS)

Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
<p>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.</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>

ELEMENTARY BEHAVIOR SUPPORT (EBS, EBS/AU and EBSK)

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 the 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 the 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 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. 	<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) Level I only Level I/II</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> Adams Alston Ridge Baileywick 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; width: 33%;"> <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 North Ridge Northwoods Oak Grove Oakview Olive Chapel Parkside Pleasant Grove </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> Rand Road 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>	<ul style="list-style-type: none"> Adams Alston Ridge Baileywick 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 North Ridge Northwoods Oak Grove Oakview Olive Chapel Parkside Pleasant Grove 	<ul style="list-style-type: none"> Rand Road 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
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INTELLECTUALLY DISABLED – SEVERE (ID-SEV)/Multiple Disabilities			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
<p>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.</p> <p>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</p>	<ul style="list-style-type: none"> • 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 	<p>6 Students 1 Teacher 1 Instructional Assistant</p> <p><i>OR</i></p> <p>8 Students 1 Teacher 2 Instructional Assistants</p>	<p>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</p> <p>Aversboro Ballentine Barton Pond Brassfield Carver Cedar Fork River Bend</p> <p>Level III (Grades 6-8)</p> <p>Carroll Herbert Akins Martin Neuse River North Garner Reedy Creek</p>

<p>environment, and provide a means for students to demonstrate their knowledge and progress toward IEP goals.</p> <p>Note: Students receive a certificate upon graduation (not a high school diploma).</p>		<p>West Lake</p> <p>Level IV (Grades 9-12)</p> <p>Apex Garner Knightdale Middle Creek Panther Creek Rolesville South Garner Wakefield</p>
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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.

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