

Special Education Services

Program Descriptions and Locations

North Carolina Standard Course of Study

Special Education in Core Content

Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
Students served by an Exceptional Children (EC) Resource Teacher receive individualized academic and behavioral instruction to develop skills promoting improved outcomes and independence. Students receive services based on goals and services outlined in their Individual Education Program (IEP). Services may occur in a co-taught (general education setting) classroom or in an EC Resource Classroom (special education setting).	<ul style="list-style-type: none"> • Curriculum: NC State Standards (NCSS) • Individualized instruction aligned with grade-level NCSS • Programs and practices with evidence-base • IEP goals monitored and adjusted, as needed 	<p>Elementary: 26 Students 1 EC Teacher 1 EC Teacher Assistant</p> <p>Middle: 26 Students 1 EC Teacher 1 EC Teacher Assistant</p> <p>High: 27 Students 1 EC Teacher 1 EC Teacher Assistant</p>	<ul style="list-style-type: none"> • PreK-8 (Grades PreK-8) ALL SCHOOLS • Elementary (Grades K-5) ALL SCHOOLS • Middle (Grades 6-8) ALL SCHOOLS • High (Grades 9-12) ALL SCHOOLS

Visually Impaired (VI)

Characteristics	Specialty Designed Instruction	Class Size	Levels & Locations for Clusters
Classrooms that support students who are blind or have a visual impairment are specialized programs that provide a variety of services depending on each student's individual needs. The Cluster Sites provide students with intensive support in accessing instruction, such as: direct instruction on targeted VI skills and goals by a TVI, which may include Braille instruction; instruction from an Orientation and Mobility Specialist to safely and independently navigate the school campus and community. Braillists adapt materials into Braille or auditory formats. It is the Braillists who support this specialized production needed at the Cluster Sites. Students attending their home school are supported with the documented direct instruction on the IEP by an Itinerant TVI.	<ul style="list-style-type: none"> ● Curriculum: NC State Standards (NCSS) ● Level of service is determined by goals and level of support required as determined by student's IEP ● TVI in Cluster Site Resource Classrooms provide instruction to promote strategy development based on the student's visual impairment and needs for continual growth ● Itinerant TVIs provide guidance to classroom teachers on modifications to materials as well as consultation and support to instructional staff ● Orientation and Mobility services are also provided to students in either the resource or itinerant settings ● Technology Support services provided in either resource or itinerant settings 	<p>Elementary: Up to 14 Students 1-2 EC Teacher(s) 2 EC Teacher Assistants 1 Braille Transcriber</p> <p>Middle: Up to 12 Students 1 EC Teacher 1 EC Teacher Assistant /Braille Transcriber</p> <p>High: Up to 12 Students 1 EC Teacher 1 EC Teacher Assistant 1 Braille Transcriber</p>	<ul style="list-style-type: none"> ● Selwyn (K-5) ● Alexander Graham (6-8) ● Myers Park (9-12)

Deaf and Hard of Hearing

Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
Students who are deaf or hard of hearing receive itinerant services from a Teacher of the Deaf in their home or magnet school. The teacher provides individualized instruction to develop language and audition skills and to promote self-advocacy. Audiologists provide access support for students with hearing loss. Students receive services based on goals and services outlined in their Individualized Education Plan (IEP). Services may occur in the general education classroom, in a small group, or individually.	<ul style="list-style-type: none"> • Curriculum: NC State Standards (NCSS) • Specialized instruction in Developmental Language, Vocabulary, Audition, Phonological Awareness, and Self-Advocacy Skills 	There are no specific classes for students who are deaf or hard of hearing. The students attend their home or magnet school and receive support in a small group or individually.	<ul style="list-style-type: none"> • PreK-8 (Grades PreK-8) ALL SCHOOLS • Elementary (Grades K-5) ALL SCHOOLS • Middle (Grades 6-8) ALL SCHOOLS • High (Grades 9-12) ALL SCHOOLS

Specialized Behavior Support (SBS)

Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
Students served in a SBS class receive individualized instruction in a highly structured special education classroom. Explicit, individualized instruction is provided throughout the school day in the areas of academic, social, and behavior. Students follow the NCSS and instructed based on their IEP.	<ul style="list-style-type: none"> • Curriculum: NC State Standards (NCSS) • Specialized programs for positive behavior support, social skill development • Individualized instruction aligned with grade-level NCSS • IEP goals monitored and 	Elementary: 10 Students 1 EC Teacher 1 EC Teacher Assistant 1 Behavior Support Technician (BST) Middle: 11 Students	<ul style="list-style-type: none"> • Select Elementary (Grades K-5) • Select Middle (Grades 6-8)

	adjusted, as needed	1 EC Teacher 1 EC Teacher Assistant 1 Behavior Support Technician (BST)	
Occupational Course of Study (OCS)			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
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.	<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 Graduation requirements do not include course work that meets admission requirements for colleges and universities 150 School based (on-campus) work hours 225 Community-Based Vocational Training hours 225 Competitive Paid Employment/Volunteer hours Completion of Career Portfolio 	14 Students 1 EC Teacher 1 EC Teacher Assistant (Job Coach)	<ul style="list-style-type: none"> All Traditional High Schools (Grades 9-12) <p><i>(Note: High School Magnet Programs are not required to offer the Occupational Course of Study (OCS) diploma pathway. The magnet program cannot be substantially modified; thus, High School Magnet Programs are not able to effectively implement the IEP for students following the OCS diploma pathway.)</i></p>

Public Separate for Emotional Disabilities

Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
<p>Charlotte-Mecklenburg Academy (CMA) is a K-12 public separate school in the CMS Programs for Exceptional Children. Students receive extensive, direct special education services for 100% of the school day and require explicit instruction to acquire, maintain and generalize multiple skills. CMA is unique in that it is the only K-12 public separate school established to exclusively support the behavioral and emotional needs of students with disabilities in all counties making up North Carolina's Southwest region. The school setting offers predictable routines and structures, positive behavior interventions, targeted academic supports and high quality standards based instruction aligned to students' Individualized Education Plans (IEPs). Placement at CMA is determined through the IEP team process.</p>	<ul style="list-style-type: none"> • Curriculum: NC State Standards (NCSS) • Specialized programs for positive behavior support, social skill development • Individualized instruction aligned with grade-level NCSS • IEP goals monitored and adjusted, as needed 	<p>Elementary: 8 Students 1 EC Teacher 1 EC Teacher Assistant 1 Behavior Support Technician</p> <p>Middle: 8 Students 1 EC Teacher 1 EC Teacher Assistant 1 Behavior Support Technician</p> <p>High: 8 Students 1 EC Teacher 1 EC Teacher Assistant 1 Behavior Support Technician</p>	<ul style="list-style-type: none"> • Charlotte-Mecklenburg Academy (K-12)

North Carolina Extended Content Standards

Extensions Program

Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
Students served in Extensions Programs benefit from a highly structured learning environment. Instruction has an emphasis on individual communication and social skills. Extensions 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. The Extensions Programs provide an opportunity for students to be more engaged with their school community.	<ul style="list-style-type: none"> • Instruction based on grade level extensions of the Common Core Standards, a narrower range of content • Communication and Social Skills instruction integrated throughout the day • Instruction has academic and functional components • Classroom includes centers, individual and work group areas • Instruction is both large and small group • Vocational courses available at the High School level. Students receive a certificate upon graduation (not a high school diploma) 	<p>Elementary: 10 Students 1 EC Teacher 1 EC Teacher Assistant</p> <p>Middle: 10 Students 1 EC Teacher 1 EC Teacher Assistant</p> <p>High: 12 Students 1 EC Teacher 1 EC Teacher Assistant</p>	<ul style="list-style-type: none"> • Select Elementary (Grades K-5) • Select Middle (Grades 6-8) • All Traditional High Schools (Grades 9-12)

Public Separate for Extended Content Standards			
Characteristics	Specially Designed Instruction	Class Size	Levels & Locations
<p>Metro School serves students, all of whom have cognitive impairments, ranging in age from 3 to 22. Students receive intensive direct special education services for 100% of the school day and require explicit instruction to acquire, maintain and generalize multiple skills. Many students have severe behavioral, medical and/or physical needs and require constant, immediate supervision to address persistent health issues, social/communication needs, substantial behavior problems and/or physical needs. Students are unable to access any part of the general education environment even with extensive modifications. Metro students receive high quality instruction in academics based on grade appropriate NC EXTEND Content Standards.</p>	<ul style="list-style-type: none"> • Instruction based on grade level extensions of the Common Core Standards, a narrower range of content • Communication and Social Skills instruction integrated throughout the day • Instruction has academic and functional components • Classroom includes centers, individual and work group areas • Instruction is both large and small group • Vocational courses available at the High School level. Students receive a certificate upon graduation (not a high school diploma) • Students require intense behavioral and/ or medical interventions. 	<p>Elementary: 8 Students 1 EC Teacher 2 EC Teacher Assistants</p> <p>Middle: 8 Students 1 EC Teacher 2 EC Teacher Assistants</p> <p>High: 8 Students 1 EC Teacher 2 EC Teacher Assistants</p>	<p>• Metro School (K-12)</p>