

AACPS Department of Special Education **Specialty Site Classroom and Program Information**

The education of our students is a shared responsibility between the school, home, and community. It is our goal to help your child:

- reach academic goals to achieve their full individual potential.
- develop a positive self-image and a desire to learn.
- develop positive social skills necessary to successfully participate in all settings.
- develop independence.

AACPS ED Regional Programs

When students' educational needs cannot be met in their home school, the school IEP team meets to discuss the needs of the student. When the student requires more supports and services than the home school can provide, the team may determine that the student needs to be moved to a school environment where more supports and services are available within the Least Restrictive Environment (LRE).

The information below outlines basic information about AACPS regional programs for students with Emotional Disabilities:

Profile of Students:

- Students exhibit behaviors that significantly impact their ability to benefit from instruction in a large group environment.
- Students require a highly structured, consistent, and intensive behavior management or modification program to maximize their learning availability and academic achievement.
- Students have an educational disability of Emotional Disability (ED) and/or multiple disabilities which may include Other Health Impairment (OHI), Attention Deficit Disorder (ADD) and/or a Specific Learning Disability (SLD).
- Students require integrated social emotional and mental health support and services.
- Students are diploma bound and participate in state assessments with accommodations as indicated on their Individualized Education Program (IEP). Accommodations and specialized instruction are also provided to students as part of their daily instruction.

Instruction:

- Students utilize grade-level AACPS curriculum approved for county-wide use.
- Students are provided with modifications and accommodations as indicated on their IEP.
- Teachers deliver small group instruction. Reading and Math interventions are provided as needed.

Least Restrictive Environment and Integration:

- Based solely on the individual's progress in demonstrating self-regulatory skills and progress on IEP goals and objectives, students may be included in mainstream classes with non-disabled peers. Integration is reviewed continually to maximize access with non-disabled peers.
 - The Phoenix Academy is a fully self-contained program. Therefore, integration with non-disabled peers is limited.

Specific Program Supports:

- A variety of behavioral supports provided in a self-contained setting
- Small group settings for instruction
- Counseling and social skills instruction (scheduled and on an as-needed basis)
- Highly structured, positive behavior management program
- Crisis intervention services as needed
- Psychiatric consultations/medication management as appropriate