



Acronyms:

- **IEP:** Individual Educational Program (students with an educational disability require specialized instruction and supports within the school day).
- The **Chesapeake Regional Program** is housed at Chesapeake High School. Students who attend the program are from AACPS high schools. The program is staffed with certified Special Education teachers, teacher assistants, a school psychologist, a social worker, a behavior specialist, an IEP facilitator, a department chair, a secretary, and an assistant principal to support the needs of students in the program.
- **'ED' Regional Program:** Why do students attend Chesapeake's ED regional program? The program enrolls students who have an educational disability that requires a comprehensive approach to provide embedded opportunities for specialized instruction, integrated social and emotional supports throughout the school day, and small structured classroom settings. Placement in an ED Regional program is determined through an IEP team meeting when a student requires more services than the home school can provide. Students are diploma bound and participate in state assessments with accommodations as indicated on their IEP.
- **IEP team:** Facilitator or designee, Special Education teacher, General Education teacher, parents, students and AACPS Special Education Resource staff who meet to discuss students' progress and needs.
- **PBIS:** Positive Behavior Interventions and Support, a framework helps to improve student behaviors and achievement for all students by establishing a consistent approach to managing behavior and encouraging clear, positive behavioral expectations.
- **LRC:** Learning Resource Center

Please see *Special Education Acronyms* for other information.

Questions and Answers:

Question: What are some examples of an educational disability?

Answer: Examples of educational disabilities include, but are not limited to: Attention Deficit Disorder (ADD), Autism, Specific Learning Disability (SLD), Emotional Disability (ED), and Intellectual Disability (ID).

Question: How long has the Regional program been at CHS?

Answer: Since 1990.

Question: What specialized supports are provided within the Regional Program?

Answer:

- ✓ Access to small teacher-student ratio with one teacher and one teacher assistant per class.
- ✓ Access to therapeutic supports such as a social worker and a school psychologist.
- ✓ Counseling and social skills instruction as needed.
- ✓ Psychiatric consultation.
- ✓ Mentoring and collaboration with outside mental health providers as necessary.
- ✓ Access to positive behavioral interventions and supports (PBIS).
- ✓ Learning Resource Center (LRC).
- ✓ Daily point sheet with clear expectations to be ready for class, to be optimistic, to be accountable, and to be respectful.
- ✓ Highly structured, consistent, and intensive positive behavior management program to maximize student learning availability and achievement.
- ✓ Additional adult support as needed throughout the school day.

Question: Why are the students not in their home schools?

Answer: 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 an environment where more supports and services are available within the Least Restrictive Environment (LRE) as mandated by Federal Law/Individuals with Disabilities Education Act (IDEA).

Question: Are students moved into the program due to disciplinary reasons?

Answer: No.

Question: Does the AACPS Code of Student Conduct apply to students with an IEP?

Answer: Yes.