

East Mountain High School

Special Education Continuum of Services

Special Education Settings, Least Restrictive to Most Restrictive:

- Weekly monitoring from a special education teacher, student 100% within the general education curriculum, receiving accommodations and modifications within the general education environment
- Daily monitoring from a special education teacher:
 - Student 100% in general education environment and receives monitoring through an inclusion teacher, student receiving accommodations & modifications
 - Student in general education classes with the exception of special ed setting advocacy (homeroom) with a special education teacher, student receiving accommodations & modifications in the gen ed classes
- Daily teaching from a special education teacher in Structured Study Hall class, where services tend toward tutoring, reteaching, and assistance with study strategies and organization/soft skill strategies (student receiving accommodations in general education setting; inclusion services in gen ed also possible)
- Daily teaching from a special education teacher in a core class, such as English or Math, where curriculum is grade level but presented more slowly and with less content to memorize, for example (student receiving accommodations in general education setting; inclusion services in gen ed also possible)
- Daily teaching from a special education teacher in one or more core classes where curriculum is below grade level to the extent which presents an appropriate challenge to the student at their present levels (student receiving accommodations in general education setting; inclusion services in gen ed also possible)
- Special schedules:
 - Student works at school part of the day, works on correspondence courses part of the day from home (typically for students with severe social/emotional needs, plan to be developed with student and family)
- 100% special education:
 - Homebound: special education teacher to visit the student as often as possible with a schedule developed with the student and their family
 - Self-contained: EMHS would attempt to place the student in general education PE and/or electives and avoid 100% self-contained if at all possible. However, if a student's needs were such that they cannot participate in any general education activities, the student would be in a self-contained setting.
 - This setting would also apply to a student in a detention facility, hospital, or residential treatment facility.

How are placement decisions made?

IEP meetings are held to discuss the student's present levels, most appropriate accommodations, and most appropriate level of support and service. Students are placed into schedules and settings as mentioned above, with permutations to existing settings/programs/classes in order to most appropriately support AND challenge the student. The LEAST restrictive environment is always preferred and scheduled for a student, which on the preceding sheet are the settings listed higher in the continuum. If the team feels a reasonable likelihood that a student can succeed in a gen ed setting over a special education setting, that gen ed setting is scheduled for the student.

If a family wants to discuss either a more or a less restrictive environment, they may contact the students' case manager at any time to request another IEP meeting.

All EMHS students are encouraged to participate in activities and athletics, and the IEP may help provide accommodations and services for these environments if appropriate.