

# **PONTIAC SCHOOL DISTRICT**

## **Special Education Continuum of Services**

### **Least Restrictive Environment**

Least Restrictive Environment (LRE) refers to the extent special education services are provided to a student in a setting with the student's peers that do not have a disability, and as close to the student's home as possible. The continuum of services identifies different service delivery models to provide specially designed instruction to a student with a disability. Some the the services such as consultation and co-teaching/inclusion support services are directly designed to support the student in his/her general education class. Others may or may not be provided in settings with nondisabled peers, depending on the needs of the student. This is why the documentation of "location" in the IEP is important. The continuum of placement options is also directly related to LRE placement decisions.

### **Continuum of Services**

In reference to the Least Restrictive Environment (LRE) Continuum of Services, the Pontiac School District considers the students' needs, services, programs and support in the determination of appropriate services and support. As a result, during the IEP process, the Michigan Department of Education Office of Special Education LRE Continuum chart is utilized by the Pontiac School District IEP Team as determinations are made to meet student's needs in the least restrictive environment.

### **Special Education Services Inside the General Education Curriculum**

#### **Resource Services**

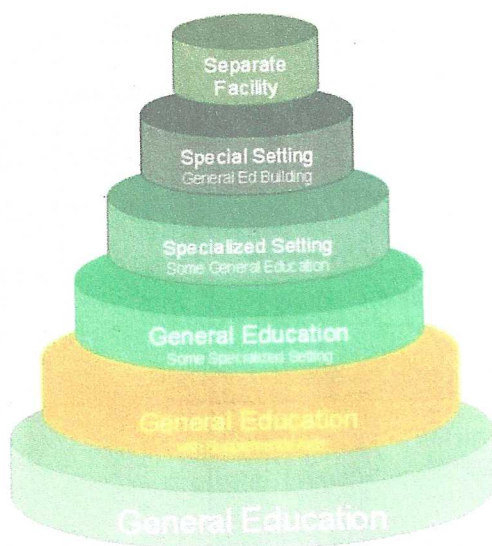
Special Education at the resource level of support is provided by a special education teacher within the general education classroom, in a setting outside of the general education classroom, or a combination of both. The location of the service is dependent on the level of support that the student requires and will be discussed by the IEP Team. Every school in the district has this level of service available.

#### **Self-Contained Classroom**

Self-contained classrooms are designed to allow a more intensive level of special education instruction that typically spans several class subjects. It can also assist those students who need regulation strategies in order to be available for the learning process. This level of service can sometimes be delivered in the student's zone school, but oftentimes it is necessary to attend the school closest to your zoned school that provides that level of support. The IEP Team will discuss the various options and make the best decision for your student.

Below is a visual representation of some of the levels in the continuum of special education services:

### Special Education Continuum of Services



#### Separate Facility

100% of the day in Special Education  
In a Separate Public or Private School (EE Code 4 or 5)

#### Specialized Setting

100% in Special Education  
In a General Education Building (EE Code 3)

#### Specialized Setting

Majority of the day in Special Education  
Some General Education Classes (EE Code 2)

#### General Education - Majority of the Day

Majority of the Day in General Education  
Some Special Education Pull Out (EE Code 1)

#### General Education

General Education  
with Supplementary Aids and Services (EE Code 1)

#### General Education

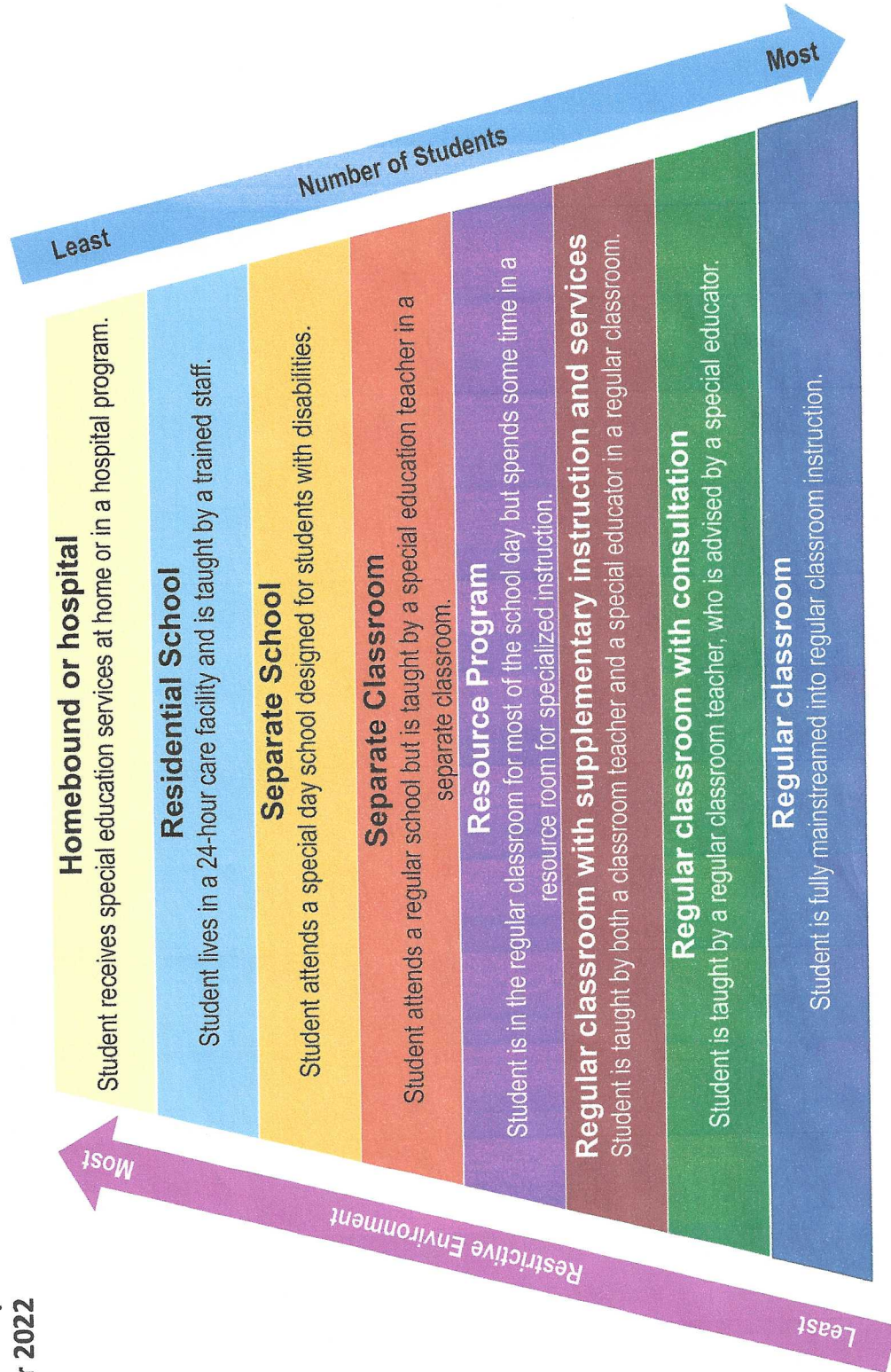
General Education  
with No Supplementary Aids and Services



## Least Restrictive Environment (LRE) Continuum

Michigan Department of Education Office of Special Education

October 2022



The Pontiac School System, through the Department of Special Services, offers a full continuum of special education programs and services to eligible students. Eligibility is based on meeting specific criteria, through a formal evaluation, for one or more disabilities and a determination of whether or not special education is necessary for the child to benefit from the educational program. Despite the law requiring a student to have a disability label, the label does not determine the individual programs, services or placement for the student. The individual education planning (IEP) team, including the parent, will establish the appropriate programs and services for the student.

A wide range of related services is available to meet the individual needs of eligible students. These include speech & language therapy, school social work services, occupational and physical therapy, and teacher consultant services. Transition plans are developed for all eligible students beginning at age 16 or younger if appropriate. Functional Behavior Assessments are conducted for students at all levels whose behavior impedes their own learning or the learning of others, and Behavior Intervention Plans are developed as necessary by the IEP Team. Appropriate related services are identified through the IEP process.

The Pontiac School District believes in providing services in the least restrictive environment (LRE) appropriate for each student. This means that whenever possible the student will attend their neighborhood school and be educated in the general education classroom with his or her peers. Special education services are then provided in instructional areas directly impacted by the disability. Only when necessary to meet a student's unique educational needs and goals will consideration be given to providing services in other locations. A small number of our students need more intensive, specially designed instructional programs throughout much or all of the school day. These programs are available at designated schools within our district and other schools in Oakland County.

Pontiac Schools special education supports include early childhood services, resource programs, categorical classrooms, speech and language therapy, assistive technology services, occupational therapy, physical therapy, school social work services, and teacher consultation. Our special education department is comprised of special education teachers, teacher consultants, school psychologists, speech and language therapists, school social workers, occupational therapists, physical therapists, vision consultants, hearing consultants, paraprofessionals, transition coordinator, ASD Coordinator, Early On Coordinator, Special Education Administrators, and the special education administrative office staff.

PSD Continuum of Services/Placements to meet the needs of the students include:

- Related Services
- Teacher Consultant - Direct and Indirect
- Resource Room - Co-teaching General Education Teacher w/Push In-Pull Out Service/Support
- Resource Room - General Education Curriculum taught by Special Education Teacher
- Self - contained - Diploma track/mainstreamed
- Self - contained - Non Diploma track
- Special Education School - K through age 26 (Post secondary transition)
- Homebound or Hospital