Special Education Minutes for K-12 Students

Determined IEP Minutes for a Student Receiving Special Services

- The student does NOT have an identified academic, behavioral, or social-emotional need on their IEP that will be supported in the co-taught class that they are registered for.

Special Education minutes are not listed on the student’s IEP for that class period.

- The student has an identified academic, behavioral, or social-emotional need on their IEP that requires special education instruction in the resource room.

These minutes are listed as occurring in Special Education.

- The student has an identified academic, behavioral, or social-emotional need that will be addressed in a co-taught class.

The special education minutes in the co-taught class are listed on the IEP.

- The student has an identified academic, behavioral, or social-emotional need that will be addressed through small group push in to a general education classroom.

The special education minutes spent with the special education teacher in the small group push in are listed on the IEP.

- The student has an identified academic, behavioral, or social-emotional need that will be addressed in the regular classroom and extracurricular and other non-academic activities.

List ALL minutes in co-taught classes as occurring in General Education. The direct minutes should reflect length of time the special education teacher is present in the classroom to support individual student goals and objectives.

List ALL minutes in small group push in as occurring in the General Education setting.

- The student has an identified academic, behavioral, or social-emotional need that will be addressed through small group push in.

The special education minutes spent with the special education teacher in the small group push in are listed on the IEP.

List ALL minutes in small group push in as occurring in the General Education setting.

Under the Services and Modifications page, list the direct and indirect minutes on the services grid and denote the specific classes in the LRE section.

Special Education and Related Services (primarily direct instruction and services)

<table>
<thead>
<tr>
<th>Statements of special education and related services</th>
<th>Start Date</th>
<th>Frequency</th>
<th>Minutes per session</th>
<th>Location</th>
<th>Anticipated Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Learning Disabilities</td>
<td>1/1/2010</td>
<td>4/week</td>
<td>Indirect: 5 Direct: 50</td>
<td>General education</td>
<td>1/year</td>
</tr>
<tr>
<td>Specific Learning Disabilities: Reading</td>
<td>1/1/2010</td>
<td>5/week</td>
<td>Indirect: 5 Direct: 50</td>
<td>Resource room</td>
<td>1/year</td>
</tr>
</tbody>
</table>

Least Restrictive Environment (LRE) Explanation

Explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular classroom and other activities. IDEA requires the IEP to include an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and extracurricular and other non-academic activities.

Sample receives special education services in the general education setting during her social studies class 4 days a week to support her content area reading skills. She also receives pull out instruction in reading 5 days per week in the special education resource room to provide targeted instruction designed to accelerate her skill acquisition.