

THE OFFICE OF SPECIAL EDUCATION

# EDUCATIONAL ENVIRONMENTS

FOR STUDENTS AGE 5 AND ENROLLED IN KINDERGARTEN-AGE 21

Indicator B5 Guidance Document

**SPED**

SPECIAL EDUCATION



**NEBRASKA**  
DEPARTMENT OF EDUCATION



# Indicator B5 Guidance Document for Special Education Educational Environments For Students Age 5 and Enrolled in Kindergarten - Age 21



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# Introduction

## Understanding Indicator 5: The "Why" Behind Educational Environments

Indicator 5 of the State Performance Plan/Annual Performance Report (SPP/APR) tracks how well states are supporting the inclusion of students with disabilities, ages 5 and enrolled in kindergarten through 21, in general education classrooms. But to fully understand the importance of this indicator, it's essential to look at the history and purpose of the Individuals with Disabilities Education Act (IDEA).

Before IDEA was enacted in 1975 (originally as the Education for All Handicapped Children Act), more than a million children with disabilities in the U.S. were excluded from public education. Those who were given the opportunity to attend school were taught in segregated classrooms, with little opportunity to interact with their peers or receive access to the general curriculum. IDEA changed that by guaranteeing every child with a disability the right to a *free appropriate public education (FAPE) in the least restrictive environment (LRE)*.

Why does this matter today? Because research and decades of practice show that inclusive education leads to better academic, social, and behavioral outcomes- not just for students with disabilities, but for *all* students. When students learn together, they build empathy, improve communication, and develop the skills they'll need in diverse communities and workplaces.

Indicator 5 is comprised of three sub indicators that specifically measure:

**TABLE 1: Percent of children with IEPs aged 5 who are in kindergarten and aged 6 through 21 served:**

<b>5A</b>	<b>Inside the regular class 80% or more of the school day</b>
<b>5B</b>	<b>Inside the regular class less than 40% of the school day</b>
<b>5C</b>	<b>In separate schools, residential facilities, or homebound/hospital placements</b>

Indicator 5 is not just a results requirement- it's a reflection of how Nebraska designs our schools and classrooms to be accessible and inclusive. It challenges us to ensure students with disabilities are *participants*, not just *visitors*, in general education classrooms.

As the state educational agency and districts interpret and respond to Indicator 5 data, we ask ourselves:

- Are we creating schools where all learners belong and succeed?
- Are we removing barriers, providing appropriate supports, and collaborating across roles?

This document is organized by ADVISER special education setting code. Each code includes (1) at least one student example narrative that describes the student's strengths, needs, and services, (2) a completed IEP service grid illustrating how special education and related services are documented, and (3) the corresponding educational environment calculation in the Appendix. The School-Age Special Education Setting Code Decision Tree is included as an additional resource for districts.

For questions regarding Student Full-Time Equivalent (FTE) for reporting and reimbursement, districts should refer to the Nebraska Department of Education, Office of Special Education (NDE OSE) Calculating Student FTE Guidance Document. The purpose of this Indicator 5 resource is to support accurate and consistent reporting of educational environments for school age students.

## References

1. Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et seq. (2004).
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3. U.S. Department of Education, Office of Special Education Programs. (n.d.). *State Performance Plan/Annual Performance Report (SPP/APR)*.
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7. Retrieved from [https://www.abtassociates.com/sites/default/files/migrated\\_files/5c9edaf1-b2c1-4d70-a9a5-9e2a9d04cd53.pdf](https://www.abtassociates.com/sites/default/files/migrated_files/5c9edaf1-b2c1-4d70-a9a5-9e2a9d04cd53.pdf)

## Data Source(s)

Nebraska Public Districts and State Operated Programs submit data from their local Student Information System (SIS)/Student Records System (SRS) to the ADVISER Operational Data Store (ODS). The educational environment category for each student with an IEP **aligns with his or her special education setting code** in the relevant year's ADVISER Data Elements guide on the [ADVISER Resources webpage](#). Districts publish special education setting code data for all students from their SIS/SRS into ADVISER for the annual October 1st Child Count.

The state finalizes district-reported data in the ADVISER Fall Collection, followed up with the Fall Audit Window. Special Education, Children with Disabilities data, are formatted and submitted in the FS002 EDPass file for federal reporting.

*Note-* A district can have both a SIS and SRS. A SIS includes platforms such as PowerSchool, Synergy, and Infinite Campus. SRS is the Student Records System.

## Educational Environment Student Examples- Inside the Regular Classroom 80% or More of the Day (Sub-Indicator 5A)

Students whose special education and related services are provided inside the regular education classroom for 80% or more of the school day are reported under Sub-Indicator 5A. For public school students, this is ADVISER Code 20; for students enrolled in a nonpublic or exempt (home) school with an IEP, this is Code 23.

### ADVISER Code 20 Example 1: Public School– Inside Regular Class 80% or More of the Day



Ethan currently attends Hiawatha Head Start Preschool, a full day year-round preschool program where he receives speech and language and occupational therapy. His love for animals and trucks stems from living on a farm. He benefits from visuals to support his receptive and expressive language. Tactile input facilitates his attention and focus, so he often carries a cow stuffed animal. When his IEP team meets in April for his annual review, they discuss his transition to kindergarten the following school year and include his anticipated kindergarten teacher. Accordingly, they write his updated IEP to address both the remainder of this year's and next year's programming and services. Ethan's family is offered the opportunity for district-provided special education transportation for the rest of preschool and kindergarten; however, his parents decline and prefer that Ethan ride the Head Start bus and school bus with his siblings. The IEP team also discusses preschool ESY services and determines that Ethan is not eligible.

Before the first day of school, his kindergarten case manager, the elementary speech-language pathologist (SLP), intentionally communicates with the district team (e.g., data steward, data manager, Special Education Director, business manager) regarding Ethan's special education setting code in the district's Student Information System or special education platform to ensure that his educational environment in kindergarten is accurately reflected and will be published into ADVISER correctly. If it is not, she manually updates his educational environment with the correct school age setting code.

After the first month of kindergarten, Ethan's IEP team reviews the interventions implemented for his sensory processing needs, as well as the visual supports, accommodations, and significant articulation challenges within his current service delivery models, which include both inclusive and pull-out services. The team agrees that data indicates the current services are effective, so there are no changes that need to be made to Ethan's IEP.

## Special Education Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes	Early Childhood ADVISER Special Education Setting Code
Speech-Language Therapy	Direct Instruction	August 14, 2030	April 19, 2031 <sup>1</sup>	Special Education Setting-Public School	Speech Language Pathologist's Room	30 minutes/day	1 day/wk	30		30	N/A
Speech-Language Therapy	Flexible Grouping	August 14, 2030	April 19, 2031	General Education Setting-Public School	Grade Level General Education Classroom-Literacy Centers	20 minutes/day	1 day/wk	20	20		N/A
Speech-Language Therapy	Consultation	August 14, 2030	April 19, 2031	General Education Setting-Public School	Grade Level General Education Classroom	10 minutes/day	4 days/mo	10	10		N/A
Speech-Language Therapy	Direct Instruction	April 20, 2030	May 20, 2030	Outside the EC Program (Some Other Location)	Speech-Language Pathologist's Office	30 minutes/day	1 day/wk	30	N/A	N/A	17
Speech-Language Therapy	Flexible Grouping	April 20, 2030	May 20, 2030	EC Program 10+ hours/week, Services at the EC Program	Literacy Centers and Free Play Time	30 minutes/day	2 days/wk	60	N/A	N/A	16

## Related Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes	Early Childhood ADVISER Special Education Setting Code
Occupational Therapy	Flexible Grouping	August 14, 2030	April 19, 2031	General Education Setting- Public School	Grade Level General Education Classroom- Math Time	30 minutes/ day	9 days/ quarter	30	30		N/A
Occupational Therapy	Observation/ Consultation	August 14, 2030	April 19, 2031	General Education Setting- Public School	Grade Level General Education Classroom	15 minutes/ day	9 days/ quarter	15	15		N/A
Occupational Therapy	Flexible Grouping	April 20, 2030	May 20, 2030	EC Program 10+ hours/ week, Services at the EC Program	Art Center and Free Play Time	45 minutes/ day	1 day/ wk	45	N/A	N/A	16

<sup>1</sup>The service dates reflected follow the regular school year calendar for the students in each example in this document.

## Special Education and Related Services Summary

Special Education & Related Services Inside the General Education Classroom Weekly Minutes	Special Education & Related Services Outside the General Education Classroom Weekly Minutes	Early Childhood ADVISER Special Education Setting Code	Total Number of Bell-to-Bell School Minutes Per Week <sup>2</sup> (for Ethan in KG)
75	30	(Code 16; however, N/A for KG.)	2,000

<sup>2</sup>Total Number of Bell-to-Bell School Minutes Per Week- This refers to the total amount of time *all* students in the building are scheduled to be in school each week- starting with the first instructional bell and ending with the final dismissal bell.

**Transportation as a Related Service<sup>3</sup>**

Service	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Specialized Supports
Transportation	April 20, 2030	May 20, 2030	General Education Setting	Home to School and School to Home (Door-to- Door)	30 minutes/ day (Round-Trip)	Daily each school day; 5 days/ wk	Head Start provides and pays for transportation
Transportation	August 14, 2030	April 19, 2031	General Education Setting	Home to School and School to Home (Door-to- Door)	20 minutes/ day (Round-Trip)	Daily each school day; 5 days/ wk	Parent provides transportation with district reimbursement for mileage

<sup>3</sup>Throughout this resource, a separate services grid is used to document special education transportation services that occur before and after school hours since those minutes are *not* included in a student's educational environment calculation.

For additional details regarding early childhood special education setting coding, refer to the Preschool (Ages 3 to 5) LRE Toolkit on the NDE Office of Special Education's [Early Childhood Special Education Services webpage](#).

## ADVISER Code 20 Example 2: Public School – Inside Regular Class 80% or More of the Day



Kya attends Cornhusker Middle School and belongs to a seventh-grade team called the Champions. Kya loves spending time outdoors. When she is outside walking, she likes to collect rocks and research their various types. It's no surprise that she is enjoying earth science this year. In addition to her diagnosis of cerebral palsy, she has an intellectual disability, limited use of her right side, and a mild hearing loss in her left ear. She walks and runs well but does fall regularly. Kya primarily participates in general education. She receives physical, occupational, and speech therapy as well as special instruction and deaf education services. Ongoing collaboration between Kya's general education teachers, special education teacher, and service providers is essential for her success. The physical therapist collaborates with the PE teacher to maximize Kya's participation and also works with her once a week on her IEP goals during PE class. Her occupational

therapy services are primarily during her Skills for Adolescents class. Kya is working on consistently using voice-to-text software for writing assignments. After observing Kya's performance, the OT works with her on setting up her laptop, positioning herself for desktop tasks, and advocating for her writing accommodations. Since Kya started middle school, she has benefitted from transportation that allows her to get to and from school with fewer students, less background noise, and direct instruction in personalized safety measures. Moreover, she receives nursing services at lunchtime to take her medication to help her muscles relax.

### Special Education Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Special Instruction	Co-Teaching	Feb 12, 20XX	Feb 11, 20XX	General Education Setting- Public School	Grade Level General Education Classroom- Science Class	45 minutes/ day	5 days/ wk	225	225	
Special Instruction	Flexible Grouping	Feb 12, 20XX	Feb 11, 20XX	General Education Setting- Public School	Grade Level General Education Classroom- Social Studies Class	30 minutes/ day	3 days/ wk	90	90	

Special Instruction	Direct Instruction	Feb 12, 20XX	Feb 11, 20XX	Special Education Setting- Public School	Resource Room- Intervention Class	45 minutes/ day	5 days/ wk	225		225
Special Instruction	Co-Teaching	Feb 12, 20XX	Feb 11, 20XX	General Education Setting- Public School	Grade Level General Education Classroom- Math Class	25 minutes/ day	5 days/ wk	125	125	
Special Instruction	Small Group Instruction	Feb 12, 20XX	Feb 11, 20XX	Special Education Setting- Public School	Separate Classroom during Math Class	20 minutes/ day	5 days/ wk	100		100
Special Instruction	Co-Teaching	Feb 12, 20XX	Feb 11, 20XX	General Education Setting- Public School	General Education Classroom- English Language Arts	25 minutes/ day	5 days/ wk	125	125	
Special Instruction	Small Group Instruction	Feb 12, 20XX	Feb 11, 20XX	Special Education Setting- Public School	Separate Classroom during English Language Arts Class	20 minutes/ day	5 days/ wk	100		100

### Related Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Speech-Language Therapy	Small Group Instruction	Feb 12, 20XX	Feb 11, 20XX	Special Education Setting- Public School	Speech-Language Pathologist's Room	30 minutes/ day	4 days/ mo	30		30
Physical Therapy	Direct Instruction	Feb 12, 20XX	Feb 11, 20XX	General Education Setting-	Grade Level General Education Classroom-	20 minutes/ day	9 days/ quarter	20	20	

				Public School	Physical Education					
Occupational Therapy	Observation	Feb 12, 20XX	Feb 11, 20XX	General Education Setting- Public School	Grade Level General Education Classroom-Health Class	15 minutes/ day	4 days/ mo	3.75	3.75	
Occupational Therapy	Direct Instruction	Feb 12, 20XX	Feb 11, 20XX	General Education Setting- Public School	Grade Level General Education Classroom-Health Class	15 minutes/ day	4 days/ mo	3.75	3.75	
Deaf Education	Observation/ Consultation	Feb 12, 20XX	Feb 11, 20XX	General Education Setting- Public School	Grade Level General Education Classrooms	30 minutes/ day	4 days/ semester	7.5	7.5	
Nursing	Direct Instruction	Feb 12, 20XX	Feb 11, 20XX	Special Education Setting- Public School	Nurse's Office	5 minutes/ day	5 days/ wk	25		25

### Special Education and Related Services Summary

Special Education & Related Services Inside the General Education Classroom Weekly Minutes	Special Education & Related Services Outside the General Education Classroom Weekly Minutes	Total Number of Bell-to-Bell School Minutes Per Week
600	380	2,100

### Transportation as a Related Service

Service	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Specialized Supports
Transportation	Feb 12, 20XX	Feb 11, 20XX	Special Education Setting	Home to School and School to Home (Door-to-Door)	30 minutes/ day (Round-Trip)	Daily each school day; 5 days/wk	District provides transportation- Social story for safe riding on the bus (e.g., steps for buckling, keeping hands to self)

## ADVISER Code 23 Example: Nonpublic or Exempt (Home) School- Inside Regular Class 80% or More of the Day



Maleek is a fourth grader who attends St. Robert's School, a nonpublic school located within his resident district. He has clinical diagnoses of dyscalculia and ADHD and an educational identification as a student with a specific learning disability in the areas of mathematics calculation and mathematics problem-solving. His IEP addresses his educational needs in math, executive functioning, and fine motor skills. His resident district employs a contracted resource teacher who is housed in St. Roberts and provides Maleek's special education services in the building two days a week and virtually via Zoom three days a week when she is at a different nonpublic school. Maleek also receives occupational therapy targeting his handwriting skills on a quarterly basis. His general education instruction includes Tier 2 intervention for written expression.

### Special Education Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Special Instruction	Co-teaching	November 22, 20XX	November 21, 20XX	General Education Setting- Nonpublic School	General Education Classroom-Math Block	40 minutes/day	2 days/wk	80	80	
Special Instruction	Small Group Instruction	November 22, 20XX	November 21, 20XX	Special Education Setting- Nonpublic School	Resource Teacher's Office	20 minutes/day	2 days/wk	40		40
Special Instruction	Virtual Direct Instruction	November 22, 20XX	November 21, 20XX	Special Education Setting- Nonpublic School	Student Support Room	20 minutes/day	3 days/wk	60		60

**Related Services**

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Occupational Therapy	Consultation	November 22, 20XX	November 21, 20XX	General Education Setting- Nonpublic School	Grade Level General Education Classroom	20 minutes/ day	1 day/ quarter	2.22	2.22	

**Special Education and Related Services Summary**

Special Education & Related Services Inside the General Education Classroom Weekly Minutes	Special Education & Related Services Outside the General Education Classroom Weekly Minutes	Total Number of Bell-to-Bell School Minutes Per Week
82.22	100	1,950

## Educational Environment Student Examples- Inside the Regular Classroom 40% to 79% of the Day

Students who receive special education and related services inside the regular education classroom for at least 40% but not more than 79.99% of the school day are reported under this category. For public school students, this is ADVISER Code 21; for students enrolled in a nonpublic or exempt (home) school with an IEP, this is Code 24.

### ADVISER Code 21 Example 1: Public School– Inside Regular Class Between 40% and 79% of the Day



Oliver is a high ability fifth grade student diagnosed with Retinitis Pigmentosa, a progressive retinal degenerative disorder. He has classroom peers that support him with daily tasks throughout his school day, and his friends help him when he requests assistance. The educational team recognizes the importance of front-loading the implementation of Oliver's vision and orientation and mobility services given the progressive nature of his condition. Oliver is pulled out of the classroom to work on decoding and comprehension of braille instruction daily. He is learning to play the trumpet. Since the team knows that his band teacher will be with him throughout his school career due to his small size of their district, he meets with the band teacher individually. He works on finger placement and reading music in large print and will eventually practice reading music in braille. Vision intervention strategies will be embedded in the general education classroom with paraprofessional support as documented in the Supplementary Aids and Services portion of his IEP. He also receives orientation and mobility training with the O & M Specialist. All the materials Oliver uses within the general education classroom are large print or braille. He is academically advanced, but he struggles with age-appropriate social communication and requires explicit instruction and practice of perspective-taking, flexible thinking, correcting others, and conversation reciprocity skills. An SLP works with Oliver on pragmatic language individually one time every other week, three times a month in a Circle of Friends group with three or more peer mediators and also targets his generalization of his social language goals in the general education classroom on a weekly basis. His IEP team determined that he qualifies for ESY services.

### Special Education Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Speech-Language Therapy	Direct Instruction	April 24, 20XX	April 23, 20XX	Special Education Setting- Public School	Speech-Language Pathologist's Room	30 minutes/day	2 day/ mo	15		15

Speech-Language Therapy	Flexible Grouping	April 24, 20XX	April 23, 20XX	General Education Setting- Public School	Conference Room	30 minutes/day	3 days/mo	22.5	22.5	
Speech-Language Therapy	Flexible Grouping	April 24, 20XX	April 23, 20XX	General Education Setting- Public School	Grade level General Education Classroom-Social Studies	30 minutes/day	9 days/quarter	30	30	

### Related Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Vision Therapy	Direct Instruction	April 24, 20XX	April 23, 20XX	Special Education Setting- Public School	Separate Room	60 minutes/day	5 days/wk	300		300
Orientation & Mobility	Direct Instruction	April 24, 20XX	April 23, 20XX	Special Education Setting- Public School	Separate Rooms/Areas Across the School Building	30 minutes/day	8 days/mo	60		60
Special Instruction	Direct Instruction	April 24, 20XX	April 23, 20XX	Special Education Setting- Public School	Band Room	30 min/day	8 days/mo	60		60

### Special Education and Related Services Summary

Special Education & Related Services Inside the General Education Classroom Weekly Minutes	Special Education & Related Services Outside the General Education Classroom Weekly Minutes	Total Number of Bell-to-Bell School Minutes Per Week
52.2	435	2,000

### Transportation as a Related Service

Service	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Specialized Supports
Transportation	April 24, 20XX	April 23, 20XX	Special Education Setting	Home to School and School to Home (Door-to- Door)	30 minutes/ day (Round- Trip)	Daily each school day; 5 days/wk	Parent provides transportation with district reimbursement for mileage

### Extended School Year Services (ESY)<sup>2</sup>

**ESY Description:** Oliver qualifies for ESY services based on the progressive nature of his visual impairment, the critical importance of emerging access skills, and documented risk of regression without continued instruction. Oliver is developing braille literacy, orientation and mobility, and compensatory vision skills that require consistent practice to maintain functional independence. Extended interruptions in services would result in significant loss of efficiency and increased time needed to recoup skills. Oliver's pragmatic language data collected by the SLP does not indicate regression in targeted skills or challenges with recoupment following school breaks; thus, it does not warrant providing ESY services in that area.

ESY Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration
Vision Therapy	Direct Instruction	June 3, 20XX	July 24, 20XX	Special Education Setting- Public School	Separate Room	30 minutes/ day	4 days/wk	120
Orientation & Mobility	Direct Instruction	June 3, 20XX	July 24, 20XX	Special Education Setting- Public School	Separate Room	30 minutes/ day	1 day/wk	30
Transportation	District provides transportation	June 3, 20XX	July 24, 20XX	Special Education Setting	Home to School and School to Home (Door-to- Door)	40 minutes/ day (Round- Trip)	Daily each service day; 4 days/wk	160

<sup>2</sup>ESY services are not included in educational environment calculations for Indicator 5. The special education setting code selected should only reflect the special education and related services provided during the regular school year.

## ADVISER Code 21 Example 2: Public School– Inside Regular Class Between 40% and 79% of the Day



Xzaria is a proud member of West High School's journalism team and plans to pursue a career in communications. As a junior, she is currently enrolled in 21st Century Journalism and Broadcasting in addition to her core courses. Xzaria is eligible as a student with a specific learning disability (SLD) in the areas of reading comprehension and written expression. Her evaluation scores and MAP data indicate she is at the 9th percentile in reading comprehension for her grade level. She receives specially designed instruction within a co-taught general education ELA classroom in a heterogeneous group<sup>1</sup> of students three times a week and in a separate small group of students two times a week during ELA class. Additionally, Xzaria participates in a supplemental reading class each day called Literacy Skills that is designed for students with disabilities, is taught by a resource teacher, and focuses on evidence-based reading and writing instruction. The primary goal of this class is to build skills that enhance access to grade-level curriculum. She also takes a foundational Spanish class, which was designed for students with identified disabilities. Her IEP team ensures they have included an accommodation for Co:Writer

as a Supplementary Aid and Service so that she can use this assistive technology throughout her school day. She receives related speech-language therapy services that are provided in a small group in the SLP's office for 30 minutes once a week. Xzaria's district offers optional peer tutoring in study hall during the school day and in the library every day after school, which intentionally includes peers from each of her core and elective classes. She has successfully worked with her peers in both settings. Xzaria can also self-advocate to arrange times to meet with teachers before school if needed; however, Xzaria is continuing to work on independently utilizing this option.

([1" SOS: Can a special education teacher provide instruction to students not verified with a disability?"](#) Nebraska Department of Education Office of Special Education- 2019)

### Special Education Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Special Instruction	Co-Teaching	October 5, 20XX	October 4, 20XX	General Education Setting- Public School	Grade Level General Education Classroom- English Language Arts Class	30 minutes/day	5 days/wk	150	150	

Special Instruction	Flexible Grouping	October 5, 20XX	October 4, 20XX	General Education Setting- Public School	Grade Level General Education Classroom- English Language Arts Class	20 minutes/ day	3 days/ wk	60	60	
Special Instruction	Small Group Instruction	October 5, 20XX	October 4, 20XX	Special Education Setting- Public School	Separate Classroom during English Language Arts Class	20 minutes/ day	2 days/ wk	40		40
Special Instruction	Direct Instruction	October 5, 20XX	October 4, 20XX	Special Education Setting- Public School	Separate Classroom- Literacy Skills Class	50 minutes/ day	5 days/ wk	250		250
Special Instruction	Direct Instruction	October 5, 20XX	October 4, 20XX	Special Education Setting- Public School	Separate Classroom- Foundational Spanish Class	50 minutes/ day	5 days/ wk	250		250

### Related Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Speech-Language Therapy	Direct Instruction	October 5, 20XX	October 4, 20XX	Special Education Setting- Public School	Speech-Language Pathologist's Room	30 minutes/ day	9 days/ quarter	30		30

### Special Education and Related Services Summary

Special Education & Related Services Inside the General Education Classroom Weekly Minutes	Special Education & Related Services Outside the General Education Classroom Weekly Minutes	Total Number of Bell-to-Bell School Minutes Per Week
210	570	2,100

## ADVISER Code 24 Example: Nonpublic or Exempt (Home) School- Inside Regular Class Between 40% to 79% of the Day



Colette is an exempt homeschooled student in first grade with an IEP who attends a Mennonite homeschool co-op in her resident district with her siblings. Multiple surgeries have caused a gap in her grade-level instruction and services. Colette's primary identification for special education is as a student with an Orthopedic impairment, as she has Spina Bifida. Colette also meets the verification criteria for speech-language impairment in the area of articulation. In addition to gross and fine motor skills and speech production, she has educational needs in basic reading and expressive language. She is very motivated to walk because her family is active. Colette loves attending story time at her local library, visiting the apple orchard in the fall, and spending time with her family. Colette is transported from her co-op to her neighborhood public school each morning to participate in intensive reading instruction and intervention in a small group setting with other students who receive special education services. Twice a week, she works in a small group with the speech-language pathologist outside the classroom. The SLP supports Colette's

generalization of her target speech sounds and oral language skills via a virtual speech therapy session in which Colette's mother is consulted on her current target speech sounds, observes the SLP's cueing techniques, and learns what expressive language concepts are being addressed to promote generalization one time per week as well. Colette's physical and occupational therapy services are provided in a separate room at her co-op. Her IEP team will reconvene within the first quarter of the school year to discuss Colette's progress to determine if her special education and related services are adequate.

### Special Education Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Special Instruction	Small Group Instruction	May 23, 20XX	May 22, 20XX	Special Education Setting- Public School	Resource Room- Literacy Block	45 minutes/ day	5 days/ wk	225		225

**Related Services**

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Speech-Language Therapy	Virtual Direct Instruction	May 23, 20XX	May 22, 20XX	Special Education Setting- Exempt (Home) School	Separate Classroom at Co-Op	15 minutes/day	4 days/mo	15		15
Speech-Language Therapy	Small Group	May 23, 20XX	May 22, 20XX	Special Education Setting- Public School	Speech-Language Pathologist's Room	30 minutes/day	8 days/mo	60		60
Physical Therapy	Direct Instruction	May 23, 20XX	May 22, 20XX	Special Education Setting- Exempt Home- School	Separate Room at Co-Op	30 minutes/day	18 days/quarter	60		60
Occupational Therapy	Direct Instruction	May 23, 20XX	May 22, 20XX	Special Education Setting- Exempt (Home) School	Separate Room at Co-Op	30 min/day	9 days/quarter	30		30

**Special Education and Related Services Summary**

Special Education & Related Services Inside the General Education Classroom Weekly Minutes	Special Education & Related Services Outside the General Education Classroom Weekly Minutes	Total Number of Bell-to-Bell School Minutes Per Week
0	390	1,800

**Transportation as a Related Service**

Service	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Specialized Supports
Transportation	May 23, 20XX	May 22, 20XX	Special Education Setting	Homeschool Co-Op to Public School and Public School to Homeschool Co-Op (Door-to-Door)	30 minutes/day (Round-Trip)	Daily each school day; 5 days/wk	District provides transportation- Assistance in managing steps, use of railing and walker

## Educational Environment Student Examples- Inside the Regular Classroom Less Than 40% of the Day (Sub-Indicator 5B)

Students who receive special education and related services inside the regular education classroom for less than 40% of the school day are reported under Sub-Indicator 5B. For public school students, this is ADVISER Code 22; for students enrolled in a nonpublic or exempt (home) school with an IEP, this is Code 25.

### ADVISER Code 22 Example 1: Public School– Inside Regular Class Less than 40% of the Day



Asha is a 20-year-old young woman with an Intellectual Disability who currently participates in the morning Transition Skills Program at her local high school. She works on social skills, financial management, independent living activities, job skills, and post-secondary readiness. In the afternoon, she and three other students engage in work experience at the local Hy-Vee. Asha has always been interested in flowers and plants, so her work in the floral department aligns with her passion. Asha is supported by a trained job coach, special education teacher, and a speech-language pathologist, who collaborate in job coaching responsibilities. One of her transition goals is to hold a job in the community; however, Asha has been rude to some customers, so a customer service-heavy role may not be her strength. The team needs to strategize ways for Asha to practice working with customers appropriately or develop a plan for Asha to work in a different way in the floral department. Asha and her classmates are transported to and from Hy-Vee in a district van during school hours.

### Special Education Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Special Instruction	Direct Instruction	May 11, 20XX	May 10, 20XX	Special Education Setting- Public School	Transition Skills Classroom	225 minutes/day	4 days/wk	900		900
Special Instruction	Direct Instruction	May 11, 20XX	May 10, 20XX	Special Education Setting- Public School	Transition Skills Classroom	165 minutes/day	1 day/wk	165		165

Special Instruction	Flexible Grouping	May 11, 20XX	May 10, 20XX	General Education Setting- Work Site	Hy-Vee- Floral Department	150 minutes/ day	5 days/wk	750	750	
Special Instruction	Consultation	May 11, 20XX	May 10, 20XX	General Education Setting- Work Site	Hy-Vee- Floral Department	10 minutes/ day	2 days/wk	20	20	

### Related Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Speech-Language Therapy	Direct Instruction	May 11, 20XX	May 10, 20XX	Special Education Setting- Public School	Transition Skills Classroom	60 minutes/ day	4 days/ mo	60		60
Speech-Language Therapy	Virtual Direct Instruction	May 11, 20XX	May 10, 20XX	General Education Setting- Work Site	Hy-Vee- Floral Department	15 minutes/ day	4 days/ mo	15	15	
Transportation	District provides transportation- Direct instruction in use of railings, rehearsal of transportation routines, safety awareness training	May 11, 20XX	May 10, 20XX	Special Education Setting	School to Work Site and Work Site to School	40 minutes/ day	Daily each school day; 5 days/ wk	200		200 <sup>1</sup>

<sup>1</sup>Since these special education transportation services for Asha take place during the school day, these minutes are included in her educational environment calculation.

### Special Education and Related Services Summary

Special Education & Related Services Inside the General Education Classroom Weekly Minutes	Special Education & Related Services Outside the General Education Classroom Weekly Minutes	Total Number of Bell-to-Bell School Minutes Per Week
785	1,325	2,100

### Transportation as a Related Service

Service	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Specialized Supports
Transportation	May 11, 20XX	May 10, 20XX	Special Education Setting	Home to School and School to Home (Door-to-Door)	30 minutes/day (Round-Trip)	Daily each school day; 5 days/ wk	District provides transportation-Railings, rehearsal of transportation routines, safety awareness training

## ADVISER Code 22 Example 2: Public School– Inside Regular Class Less than 40% of the Day



Anders, a second-grader, was initially identified with a Developmental Delay. Given his recent medical diagnosis of Fragile X, his multidisciplinary team utilized information from his genetic testing and medical report when completing his recent reevaluation under Rule 51 to determine his updated eligibility as a student with an Intellectual Disability with additional behavioral needs. He attends his neighborhood public school, Tyler Elementary, for over half the school day, and is transported to Wilderness Ridge Learning Center, a separate school for students with disabilities, for a portion of the afternoon each day, with a goal of participating at Tyler Elementary full-time next fall. The structure of Wilderness Ridge Learning Center's program aligns with his interests in plants and animals and capitalizes on his kinesthetic style of learning while simultaneously incorporating therapeutic interventions. Anders is currently on a behavioral intervention plan that staff at both schools follow, which includes check-in check-out time at the beginning and end of each day.

### Special Education Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Special Instruction	Direct Instruction	March 3, 20XX	March 2, 20XX	General Education Setting- Public School	General education classroom	5 minutes/ day	5 days/ wk	25	25	
Special Instruction	Co-teaching	March 3, 20XX	March 2, 20XX	General Education Setting- Public School	General education classroom- Literacy Block	30 minutes/ day	5 days/ wk	150	150	
Special Instruction	Small Group Instruction	March 3, 20XX	March 2, 20XX	Special Education Setting- Public School	Resource Room- Literacy Block	60 minutes/ day	3 days/ wk	180		180
Special Instruction	Small Group Instruction	March 3, 20XX	March 2, 20XX	Special Education Setting- Public School	Resource Room- Literacy Block	40 minutes/ day	2 days/ wk	80		80

Special Instruction	Small Group Instruction	March 3, 20XX	March 2, 20XX	Special Education Setting- Public School	Resource Room- Math Block	45 minutes/ day	5 days/ wk	225		225
Special Instruction	Flexible Grouping	March 3, 20XX	March 2, 20XX	Separate School	Science Class	25 minutes/ day	5 days/ wk	125		125 <sup>1</sup>
Special Instruction	Small Group Instruction	March 3, 20XX	March 2, 20XX	Separate School	Social Studies Class	20 minutes/ day	5 days/ wk	100		100

### Related Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Speech-Language Therapy	Small Group Instruction	March 3, 20XX	March 2, 20XX	Special Education Setting- Public School	Resource Room- Literacy Block	20 minutes/ day	8 days/ mo	40		40
Speech-Language Therapy	Flexible Grouping	March 3, 20XX	March 2, 20XX	General Education Setting- Public School	Lunch Room	30 minutes/ day	1 day/ mo	30	30	
Occupational Therapy	Direct Instruction	March 3, 20XX	March 2, 20XX	Separate School	Occupational Therapist's Office	30 minutes/ day	18 days/ quarter	60		60
Recreational Therapy	Small Group Instruction	March 3, 20XX	March 2, 20XX	Separate School	Outdoor Education Area	45 minutes/ day	5 days/ wk	225		225
Psychological Services	Direct Instruction	March 3, 20XX	March 2, 20XX	Separate School	Psychologist's Room	20 minutes/ day	27 days/ quarter	60		60
Counseling	Small Group Instruction	March 3, 20XX	March 2, 20XX	Separate School	Special Education Classroom	20 minutes/ day	18 days/ quarter	40		40

Transportation	District provides transportation-Direct instruction in BIP implementation during transport, positive reinforcement for safe riding, sensory fidgets	March 3, 20XX	March 2, 20XX	Special Education Setting	School to Separate School (Door-to- Door)	15 minutes/day	Daily each school day; 5 days/ wk	75		75 <sup>2</sup>
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<sup>1</sup>Even though Anders is receiving resource services within the classroom setting for science and social studies class, the location is at a separate school for students with disabilities; therefore, the minutes are outside the general education classroom.

<sup>2</sup>Since these special education transportation services for Anders take place during the school day, these minutes are included in his educational environment calculation.

### Special Education and Related Services Summary

Special Education & Related Services Inside the General Education Classroom Weekly Minutes	Special Education & Related Services Outside the General Education Classroom Weekly Minutes	Total Number of Bell-to-Bell School Minutes Per Week
205	1,235	2,000

### Transportation as a Related Service

Service	Projected Start	Projected End Date	Setting	Location	Duration	Frequency	Specialized Supports
Transportation	March 3, 20XX	March 2, 20XX	Special Education Setting	Home to Public School and Separate School to Home (Door-to- Door)	30 minutes/day (Round-Trip)	Daily each school day; 5 days/wk	District provides transportation- BIP implementation during transport, positive reinforcement for safe riding, sensory fidgets

### ADVISER Code 22 Example 3: Public School– Inside Regular Class Less than 40% of the Day



Avangeline is a nine-year-old third-grade student attending Prairie Ridge Public Schools. She is identified for special education services under the category of Other Health Impairment. Due to her congenital heart defect, Avangeline experiences significant fatigue, limited stamina, and frequent health-related absences that affect her ability to fully participate in a typical school day. These disability-related needs require individualized supports, modified attendance expectations, and carefully coordinated services to ensure she can access her education while maintaining her health and well-being. Over several months, she experienced increased fatigue and attended frequent medical appointments, which contributed to multiple absences. Her IEP team, including her parents, special education teacher, general education teacher, school nurse, occupational therapist, and district administrator, met to assess whether her current supports were adequate. Data showed that Avangeline was unable to sustain participation beyond mid-morning without notable declines in attention, behavior regulation, and physical comfort, and the school nurse documented episodes of dizziness and exhaustion during longer

instructional periods. With the support of her cardiologist, her IEP team recommended a shortened day schedule with a gradual re-entry plan. The IEP team determines when Avangeline can return to longer days based on a combination of medical guidance, school-based data, and team review. At this time, she will attend daily from 9:00 am to 11:30 am; with 15 minutes of transportation being provided on both ends of her school day, for a total of three hours each day.

#### Special Education Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Special Instruction	Co-Teaching	October 30, 20XX	October 29, 20XX	General Education Setting- Public School	General education classroom- Math Block	45 minutes/ day	5 days/ wk	225	225	
Special Instruction	Co-Teaching	October 30, 20XX	October 29, 20XX	General Education Setting- Public School	General education classroom- Literacy Block	45 minutes/ day	5 days/ wk	225	225	

## Related Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Nursing		October 30, 20XX	October 29, 20XX	Special Education Setting- Public School	Nurse's Office	5 minutes/ day	5 days/ wk	25		25
Occupational Therapy	Direct Instruction	October 30, 20XX	October 29, 20XX	General Education Setting- Public School	Art Classroom	30 minutes/ day	9 days/ quarter	30	30	
Transportation	District provides transportation - Direct instruction in safe boarding and exiting; CPR-trained driver	October 30, 20XX	October 29, 20XX	Special Education Setting	Home to Public School and Public School to Home (Curb-to-Curb)	30 minutes/ day (Round-Trip)	Daily each school day; 5 days/wk	150		150 <sup>1</sup>

<sup>1</sup>Since these special education transportation services for Avangeline take place during the school day, these minutes are included in her educational environment calculation.

## Special Education and Related Services Summary

Special Education & Related Services Inside the General Education Classroom Weekly Minutes	Special Education & Related Services Outside the General Education Classroom Weekly Minutes	Total Number of Bell-to-Bell School Minutes Per Week	Avangeline's School Minutes Per Week
480	175	2,000	900

## ADVISER Code 25 Example: Nonpublic or Exempt (Home) School- Inside the Regular Class Less Than 40% of the Day



Luna, a third-grade student with Multiple Disabilities, attends Trinity Collegiate School. Her medical diagnosis of Pitt-Hopkins Syndrome results in her being medically fragile with a history of seizures, breathing difficulties, communication challenges, vision issues, and low muscle tone. The public school district in which Trinity Collegiate School is located, also within Luna's district of residence, employs a certified resource teacher who is housed in her school. Strong collaboration between Luna's nonpublic school and her public district responsible for special education services ensures Luna can attend the private school, where her sibling attends and her father teaches. Luna uses a Dynavox for verbal communication. Luna's father meets regularly with the district's special education providers during his planning period to promote generalization of skills targeted during Luna's therapy sessions. Outside of school, Luna participates in adaptive dance and a community music group; this allows her to practice in her stander and other motor skills beyond school hours.

### Special Education Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Special Instruction	Direct Instruction	December 4, 20XX	December 3, 20XX	Special Education Setting- Nonpublic School	Resource Room- Literacy, Math, Science, and Social Studies Blocks	220 min/ day	5 days/ wk	1,100		1,100

## Related Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Physical Therapy	Direct Instruction	December 4, 20XX	December 3, 20XX	Special Education Setting-Nonpublic School	Gym	30 min/day	18 days/semester	30		30
Occupational Therapy	Direct Instruction	December 4, 20XX	December 3, 20XX	Special Education Setting-Nonpublic School	Commons Area	30 min/day	9 days/quarter	30		30
Speech-Language Therapy	Direct Instruction	December 4, 20XX	December 3, 20XX	Special Education Setting-Nonpublic School	Resource Room	30 min/day	8 days/mo	60		60
Parent Counseling and Training	Direct Instruction by district SLP	December 4, 20XX	December 3, 20XX	Special Education Setting-Nonpublic School	Resource Room	15 min/day	4 days/mo	15		15
Parent Counseling and Training	Direct Instruction by district PT	December 4, 20XX	December 3, 20XX	Special Education Setting-Nonpublic School	Resource Room	15 min/day	18 days/semester	15		15
Parent Counseling and Training	Direct Instruction by district OT	December 4, 20XX	December 3, 20XX	Special Education Setting-Nonpublic School	Resource Room	15 min/day	9 days/quarter	15		15
Vision	Direct Instruction	December 4, 20XX	December 3, 20XX	Special Education Setting-	Resource Room	30 min/day	2 days/mo	15		15

				Nonpublic School						
Deaf Education	Observation/ Consultation	December 4, 20XX	December 3, 20XX	Special Education Setting- Nonpublic School	Resource Room	15 min/ day	1 day/ quarter	1.67		1.67
Deaf Education	Observation/ Consultation	December 4, 20XX	December 3, 20XX	General Education Setting- Nonpublic School	General Education Classroom	15 min/ day	1 day/ quarter	1.67	1.67	

**Special Education and Related Services Summary**

Special Education & Related Services Inside the General Education Classroom Weekly Minutes	Special Education & Related Services Outside the General Education Classroom Weekly Minutes	Total Number of Bell-to-Bell School Minutes Per Week
1.67	1,281.67	2,050

## Educational Environment Student Examples- Separate School, Residential Facility, or Homebound/Hospital (Sub-Indicator 5C)

Students reported under Sub-Indicator 5C receive their educational program primarily in a setting other than a regular education school building. This Sub-Indicator includes three ADVISER special education setting codes: Code 05 (separate day school for students with disabilities for greater than 50% of the school day), Code 07 (residential facility for greater than 50% of the school day and student lives at the facility), and Code 13 (homebound or hospital).

### ADVISER Code 05 Example: Separate School



Marcus is a bright, athletic, and artistic sixth grade student who meets special education eligibility criteria for an emotional disturbance. He is gradually transitioning back to the public school in his district from his separate school placement. Currently, he spends just over half of his day at Davidson Day School, a separate school for students with disabilities, and is transported to his home building, Summer Park Middle School, for the remainder of each day to participate in homeroom, math, and exploratory classes. Marcus' IEP team, including his parents and professionals from both schools, have developed a timeline for his transition to promote his success, maintain communication, and ensure consistent implementation of behavioral expectations and strategies as described in his behavioral intervention plan (BIP). At Davidson Day School, where he begins his day, Marcus works with a resource teacher, school psychologist, speech-language pathologist, social worker, and a school counselor on social, emotional, and behavioral skills. His IEP team determined that Davidson Day School is his least restrictive environment, as a hallmark of this setting is the trained staff who

implement consistent behavioral approaches and instructional models. Additionally, their shorter class periods, smaller class sizes, and counseling and psychological services promote Marcus' access to, participation in, and success in learning the grade-level curriculum. Due to lunch being unstructured, Marcus eats lunch at Davidson Day School before being transported to Summer Park for the remainder of his school day. When he arrives at Summer Park, he participates in homeroom, which allows him to check in with his teacher. Marcus is also a member of the Summer Park track and field team and looks forward to high jumping and running the 200-meter dash at meets. To ensure his ability to participate in this extracurricular activity, Marcus' district has adjusted a paraprofessional's schedule to individually support him by reviewing and reinforcing expectations, maintaining structure in following his BIP, and facilitating independence in following social and behavioral norms at each practice and meet with the ultimate goal of his independent participation in track and field in high school. While Marcus qualifies for special education transportation, his parents pick him up after track practice and meets during track season.

## Special Education Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Special Instruction	Direct Instruction	January 21, 20XX	January 20, 20XX	Separate School	Resource Room	10 minutes/day	5 days/wk	50		50
Special Instruction	Flexible Grouping	January 21, 20XX	January 20, 20XX	Separate School	English Language Arts Class	40 minutes/day	5 days/wk	200		200'
Special Instruction (Coteaching with Social Worker)	Co-teaching	January 21, 20XX	January 20, 20XX	Separate School	Social Skills Classroom	20 minutes/day	5 days/wk	100		100
Special Instruction	Flexible Grouping	January 21, 20XX	January 20, 20XX	Separate School	Social Studies Class	40 minutes/day	5 days/wk	200		200
Special Instruction	Flexible Grouping	January 21, 20XX	January 20, 20XX	Separate School	PE Class	40 minutes/day	5 days/wk	200		200
Special Instruction	Co-teaching	January 21, 20XX	January 20, 20XX	General Education Setting- Public School	Pre-Algebra Class	50 minutes/day	5 days/wk	250	250	
Special Instruction	Consultative	January 21, 20XX	January 20, 20XX	General Education Setting- Public School	Exploratory Classes	15 minutes/day	2 days/wk	30	30	

## Related Services

Service	Service Delivery Model	Project ed Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Counseling	Direct Instruction	January 21, 20XX	January 20, 20XX	Separate School	Counselor's Office	20 minutes/day	18 days/quarter	40		40
Counseling	Small Group Instruction	January 21, 20XX	January 20, 20XX	Separate School	Counselor's Office	20 minutes/day	27 days/quarter	60		60
Speech-Language Therapy	Direct Instruction	January 21, 20XX	January 20, 20XX	Separate School	Speech-Language Pathologist's Room	20 minutes/day	8 days/mo	40		40
Psychological Services	Direct Instruction	January 21, 20XX	January 20, 20XX	Separate School	Psychologist's Room	20 minutes/day	27 days/quarter	60		60
Transportation	District provides transportation- Direct instruction in BIP implementation during transport	January 21, 20XX	January 20, 20XX	Special Education Setting	Separate School to Public School (Door-to-Door)	30 minutes/day	Daily each school day; 5 days/wk	150		150 <sup>2</sup>

<sup>1</sup>Even though Marcus is receiving inclusive services for ELA class, the location is at a separate school for students with disabilities; therefore, the minutes are outside the general education classroom.

<sup>2</sup>Since these special education transportation services for Marcus take place during the school day, these minutes are included in his educational environment calculation.

## Special Education and Related Services Summary

Special Education & Related Services Inside the General Education Classroom Weekly Minutes	Special Education & Related Services Outside the General Education Classroom Weekly Minutes	Total Number of Bell-to-Bell School Minutes Per Week
280	1,100	2,100

## Transportation as a Related Service

Service	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Specialized Supports
Transportation	January 21, 20XX	January 20, 20XX	Special Education Setting	Home to Separate School and Public School to Home (Curb-to- Curb)	45 minutes/ day (Round-Trip)	Daily each school day; 5 days/wk	District provides transportation except during the dates documented below during track season; however, if a track practice or meet is cancelled, the district will transport- BIP implementation during transport
Transportation	April 1, 20XX	May 15, 20XX	General Education Setting	Public School to Home or Track Meet Location to Home	30 minutes/ day	Daily each school day; 5 days/wk	Parent provides transportation with district reimbursement for mileage from track practice and meets to home.

Note- The frequency, location, duration, and start date for the paraprofessional support that Marcus receives after school at track practices and meets is documented in the Supplementary Aids and Services section of his IEP. The portion of his Supplementary Aids and Services grid shown below is specific to the paraprofessional support he receives at track practices and meets; it does not capture the entirety of his school day.

## Supplementary Aids and Services<sup>4</sup>

Aid or Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency
Paraprofessional Support	N/A	April 1, 20XX	April 14, 20XX	General Education Setting- Public School	Track or Gymnasium	45 minutes/ day	5 days/wk
Paraprofessional Support	N/A	April 15, 20XX	May 15, 20XX	General Education Setting- Public School	Track or Gymnasium	45 minutes/ day	3 days/wk
Paraprofessional Support	N/A	April 15, 20XX	May 15, 20XX	General Education Setting- Public School	Track (Home or Away School Building)	120 minutes/ day	2 days/wk
Paraprofessional Support	N/A	April 15, 20XX	May 15, 20XX	General Education Setting- District Vehicle	Public School to Track Meet and Track Meet to Public School	20 minutes/ day	1 day/wk

<sup>4</sup>The paraprofessional support Marcus receives after the bell-to-bell school day is *not* included in his educational environment calculation for Indicator 5.

For additional information about paraprofessional supports, see the [Paraeducator Guidance Document](#) and this [February 2026 SOS](#).

## ADVISER Code 07 Example: Residential Facility



Eighth grader, Lilly, has had cochlear implants since she was six months of age. She has attended the State School for the Deaf for the past three years as a residential student per her IEP team's decision. The State School for the Deaf collaborates with her resident school district when the district writes Lilly's IEP and reports her progress. At the State School for the Deaf, all of her core and elective classes are taught by a Teacher of the Deaf. With adult supervision, Lilly walks across the street to a public middle school to participate in a Spanish class and Health Sciences club during general education study hall time. Lilly has a goal of becoming a nurse practitioner; therefore, being trilingual will be beneficial in her career aspirations. A trilingual deaf educator from the State School for the Deaf accompanies her to the public school to provide specially designed instruction during daily Spanish class and three days a week during Health Sciences club. Additionally, Lilly receives interpretation services during the study hall period

twice a week, which are detailed in the Supplementary Aids and Services table of her IEP with specific location, setting, frequency, and duration documented.

### Special Education Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Deaf Education	Whole Class Instruction	September 27, 20XX	September 26, 20XX	Residential Facility	English Language Arts Class	50 minutes/day	5 days/wk	250		250 <sup>1</sup>
Deaf Education	Whole Class Instruction	September 27, 20XX	September 26, 20XX	Residential Facility	American History Class	50 minutes/day	5 days/wk	250		250
Deaf Education	Whole Class Instruction	September 27, 20XX	September 26, 20XX	Residential Facility	Physical Science Class	50 minutes/day	5 days/wk	250		250

Deaf Education	Whole Class Instruction	September 27, 20XX	September 26, 20XX	Residential Facility	Pre-Algebra Class	50 minutes/day	5 days/wk	250		250
Deaf Education	Whole Class Instruction	September 27, 20XX	September 26, 20XX	Residential Facility	PE Class	50 minutes/day	3 days/wk	150		150
Deaf Education	Flexible Grouping	September 27, 20XX	September 26, 20XX	Residential Facility	Art Class	50 minutes/day	2 days/wk	100		100
Deaf Education	Co-teaching	September 27, 20XX	September 26, 20XX	General Education Classroom	Spanish Class	50 minutes/day	5 days/wk	250	250	
Deaf Education	Direct Instruction	September 27, 20XX	September 26, 20XX	General Education Classroom	Health Sciences Club	50 minutes/day	3 days/wk	150	150	

### Related Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Speech-Language Therapy	Co-teaching	September 27, 20XX	September 26, 20XX	Residential Facility	English Language Arts Class	30 minutes/day	8 days/mo	60		(60 <sup>2</sup> )
Audiology	Consultation	September 27, 20XX	September 26, 20XX	Residential Facility	Audiologist's Office	30 minutes/day	1 day/mo	7.5		7.5

<sup>1</sup>Even though Lilly is receiving services within the classrooms at the State School for the Deaf, the location is at a residential facility for students with disabilities; therefore, the minutes are outside the general education classroom.

<sup>2</sup>Although speech therapy services are provided during ELA class, the location is at a residential facility for students with disabilities; therefore, the minutes are outside the general education classroom. This time was already accounted for in the first entry in Lilly's services grid (i.e., Special Instruction provided in ELA Class at her residential facility), so it is not factored into her educational environment calculation twice.

Note: As described in the ADVISER Data Elements, if Lilly received her educational program at the State School for the Deaf (or another residential facility) for >50% of the school day but did not live there, her correct special education setting code would be 5-Separate School instead of 7-Residential Facility.

### Special Education and Related Services Summary

Special Education & Related Services Inside the General Education Classroom Weekly Minutes	Special Education & Related Services Outside the General Education Classroom Weekly Minutes	Total Number of Bell-to-Bell School Minutes Per Week
400	1,257.5	2,250

### Transportation as a Related Service

Service	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Specialized Supports
Transportation	September 27, 20XX	September 26, 20XX	Special Education Setting	Home to Residential Facility and Residential Facility to Home (Curb-to- Curb)	60 minutes/ day (Round-Trip)	2 days/ wk	District provides transportation- Staff member fluent in ASL present during transportation

## ADVISER Code 13 Example: Homebound/Hospital



Liam is a ninth grader at Tulip Northeast High School. He has an affinity for robotics and computer science and looks forward to completing coursework in his high school's CTE program. Liam is identified with a speech-language impairment in the area of fluency and exhibits moderate-severe stuttering. He was admitted to Riverside Children's Hospital at the beginning of the school year due to persistent headaches and has remained in the hospital since receiving his diagnosis of meningitis. Within the month, the IEP team reconvened to determine the additional services that Liam needed and how to structure his classes to promote credit completion, including ESY options. They decided to leave SLI as his primary disability category for the immediate future, but noted in IEP paperwork and PWNs that ongoing discussions and continued meetings would be necessary to determine if a comprehensive reevaluation was warranted. The team will make a reevaluation decision by the time the first semester of the school year concludes. The IEP team will invite his medical team (e.g., neurologist, internalist, nurse, hospital

therapists) and will meet twice a month until Liam returns to school to update his services to meet his current needs and develop a return-to-school plan when appropriate. Since the district staff will not be providing the direct SLP, OT, and PT services while Liam is in the hospital, they describe the therapy services he will receive from Riverside Hospital Staff in the PLAAFP and document district-provided special education and related services in his IEP services grid. Given Liam's continued interest in working on his computer, the team will ensure his access and participation in the general education curriculum by having teachers record their classes, as appropriate. They will post the videos and coursework to their online classroom platform for him to access asynchronously. Due to the unknown extent that Liam could be impacted by his meningitis diagnosis, the district social worker will provide parent counseling and training outside of normal school hours to accommodate their work schedules. In addition, she will support Liam's family members in navigating his transition from the hospital to home, including but not limited to CPR training, medication scheduling, and appointment management.

### Special Education Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Speech-Language Therapy	Virtual Consultation (by district SLP)	October 13, 20XX	October 12, 20XX	Homebound/Hospital	Riverside Children's Hospital- Liam's Hospital Room	20 minutes/day	4 days/mo	20		20 <sup>1</sup>
Special Instruction	Virtual Direct Instruction	October 13, 20XX	October 12, 20XX	Homebound/Hospital	Riverside Children's Hospital- Liam's Hospital Room	30 minutes/day	4 days/mo	30		30
Special Instruction	Virtual Consultation (by district resource teacher)	October 13, 20XX	October 12, 20XX	Homebound/Hospital	Riverside Children's Hospital- Liam's Hospital Room	15 minutes/day	2 days/mo	7.5		7.5

### Related Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Physical Therapy	Virtual Consultation (by district PT)	October 13, 20XX	October 12, 20XX	Homebound/Hospital	Riverside Children's Hospital- Liam's Hospital Room	10 minutes/day	9 days/quarter	10		10
Occupational Therapy	Virtual Consultation (by district OT)	October 13, 20XX	October 12, 20XX	Homebound/Hospital	Riverside Children's Hospital- Liam's Hospital Room	10 minutes/day	9 days/quarter	10		10
Parent Counseling and Training	Virtual Direct Instruction- (by district social worker)	October 13, 20XX	October 12, 20XX	Homebound/Hospital		15 minutes/day	9 days/quarter	15		(15 <sup>2</sup> )

<sup>1</sup>While consultative services are typically an inclusive service delivery model, since Liam is in the hospital while this practice is occurring, these minutes reflect services outside the general education classroom.

<sup>2</sup>Since Liam's Parent Counseling and Training services occur after school hours, these minutes are not included in his educational environment calculation.

**Special Education and Related Services Summary**

Special Education & Related Services Inside the General Education Classroom Weekly Minutes	Special Education & Related Services Outside the General Education Classroom Weekly Minutes	Total Number of Bell-to-Bell School Minutes Per Week
0	77.5	Not Applicable- Since all of Liam's special education and related services are provided in the homebound/hospital setting, there is no mathematical calculation that needs to be completed to determine his special education environment code.

## Educational Environment Student Example- Correction/Detention Facility

Students with IEPs who receive their educational program in a correctional facility or short-term detention facility are reported under ADVISER Code 15.

### ADVISER Code 15 Example: Correction/Detention Facility



Jackson is a senior who is six credits shy (English 12 and American Government classes needed) of graduating from Sycamore High School. As a student with Autism, he excels in structured environments with consistent cues and support from all school staff. Jackson is highly intelligent but struggles with applying his social knowledge in real time interactions, leading him to seek attention from his peers in unexpected ways. In unstructured environments, he has difficulty interpreting positive versus negative attention. This resulted in his arrest and court-ordered placement in Oak Youth Correctional Facility. As the district knows, in accordance with Rule 51 regulations, they have the responsibility to ensure the availability of FAPE for Jackson and for all resident children in detention facilities, correctional facilities, jails, and prisons<sup>1</sup>. Therefore, as soon as the school staff was alerted of the circumstance with the records request from the correctional facility, Jackson's case-manager scheduled an IEP meeting with the rest of his educational team, which now includes the educational liaison who is a special education teacher at Oak Youth Correctional Facility, to discuss his IEP programming in his new least

restrictive environment. Since Jackson is strong academically, his IEP team wants to maintain his programming to the greatest extent possible with participation in his current coursework requirements through an online platform so that he can graduate with his same-aged peers. The team plans to perform a functional behavioral analysis and develop a behavioral intervention plan, as well as discuss ESY services and update his transition plan on his IEP. While the correctional facility does not have a speech-language pathologist on staff, the IEP team will determine how consultative speech therapy services will be provided. Jackson's IEP team, including his family, will meet monthly until he returns to school to update his services to meet his current needs and develop a return-to-school plan when appropriate.

For specific information about reporting Systems Involved Youth, refer to [this technical assistance](#).

<sup>1</sup>92 NAC 51-004.01

### Special Education Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Special Instruction	Direct Instruction (by the Oak Youth Center's special education teacher)	January 8, 20XX	January 7, 20XX	Correction/ Detention Facility	Classroom	15 min/ day	5 days/ wk	75		75 <sup>1</sup>
Special Instruction	Virtual Consultation (by district resource teacher)	January 8, 20XX	January 7, 20XX	Correction/ Detention Facility	Classroom	15 min/ day	4 days/ mo	15		15 <sup>2</sup>

### Related Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Speech-Language Therapy	Virtual Consultation (by district SLP)	January 8, 20XX	January 7, 20XX	Correction/ Detention Facility	Classroom	15 min/ day	9 days/ quarter	15		15

<sup>1</sup>Even though Jackson is receiving resource services inside the classroom, the location is at a correctional facility and therefore the minutes are outside the general education classroom.

<sup>2</sup>While consultative services are typically an inclusive service delivery model, since Jackson is in a correctional facility while this practice is occurring, these minutes reflect services outside the general education classroom.

### Special Education and Related Services Summary

Special Education & Related Services Inside the General Education Classroom Weekly Minutes	Special Education & Related Services Outside the General Education Classroom Weekly Minutes	Total Number of Bell-to-Bell School Minutes Per Week
0	105	Not Applicable- Since all of Jackson's special education and related services are provided in the correction/detention facility setting, there is no mathematical calculation that needs to be completed to determine his special education environment code.

## Educational Environment Student Example- Nonpublic School Student with an Equitable Services Plan (ESP)

Students enrolled in a nonpublic school who are served by a nonresident district through an ESP are reported under ADVISER Code 26.

### ADVISER Code 26 Example: Nonpublic School Student with an Equitable Services Plan



Jimin, a tenth-grade student with a speech language impairment in the area of language, attends Wheatfield Academy, a nonpublic high school outside the boundaries of his resident district. He thrives in Wheatfield Academy's accelerated math program, spends his after-school time as a member of the Mathletes, and participates in chess club. Jimin's parents have opted to receive equitable services to address Jimin's receptive and expressive language needs from the district within which Wheatfield Academy is located. Per the district's equitable services policies, Jimin is transported to the closest public high school to work with the speech pathologist once a week to provide specially designed instruction targeting abstract language and complex syntax in the curriculum.

#### Special Education Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Speech-Language Therapy	Direct Instruction	February 28, 20XX	February 27, 20XX	Public School	Speech-Language Pathologist's Room	30 min/day	9 days/quarter	30		30

#### Related Services

Service	Service Delivery Model	Projected Start Date	Projected End Date	Setting	Location	Duration	Frequency	Total Weekly Duration	SPED & Related Services Inside the Gen. Ed Classroom Weekly Minutes	SPED & Related Services Outside the Gen. Ed. Classroom Weekly Minutes
Transportation	District provides transportation- Jimin does not require any specialized	February 28, 20XX	February 27, 20XX	Special Education Setting	Nonpublic School to Public School and Public School to Nonpublic School	20 min/day	9 days/quarter	20		20

transportation supports; the public district must provide transportation per 92 NAC 51-014.01D1a-b.										
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**Special Education and Related Services Summary**

Special Education & Related Services Inside the General Education Classroom Weekly Minutes	Special Education & Related Services Outside the General Education Classroom Weekly Minutes	Total Number of Bell-to-Bell School Minutes Per Week
0	50	Not Applicable- Since Jimin is a nonpublic school student served by a nonresident district through an equitable services plan, there is no mathematical calculation that needs to be completed to determine his special education environment setting code.

# Appendix: Educational Environment Calculations and Setting Code Selections

## Educational Environment- Inside the Regular Classroom 80% or More of the Day (Sub-Indicator 5A)

### Ethan's Educational Environment Calculation

Note – While Ethan's preschool and kindergarten special education and related services minutes are organized in the same services grid in his IEP example, his kindergarten service minutes were extracted to complete his school age educational environment calculation in the table below.

Step	Value
<i>Step 1- Determine denominator</i> Total number of bell-to-bell school minutes per week <sup>1</sup> :	2,000
<i>Step 2- Identify number of service minutes outside the general education classroom</i> Student's number of minutes special education and related services are provided <i>outside</i> the general education classroom per week:	30
<i>Step 3- Subtract to reach numerator</i> 2,000 total bell-to-bell school minutes per week – Student's 30 minutes of SPED and related services provided outside the general education classroom per week =	1,970
<i>Step 4- Divide</i> $1,970 \div 2,000 =$	0.985
<i>Step 5- Multiply</i> $0.985 \times 100 =$	Student is inside the regular education classroom 98.50% of the day.
<i>Step 6- ADVISER Special Education Setting Code Selection</i> Student enrolled in a:	<b>Public School- Code 20</b> Nonpublic or Exempt Home School – Code 23

<sup>1</sup>The total number of bell-to-bell school minutes per week for a public school student with an IEP is the total amount of time *all* students in the public school building are scheduled to be in school each week- starting with the first instructional bell and ending with the final dismissal bell.

### Kya's Educational Environment Calculation

Step	Value
<i>Step 1- Determine denominator</i> Total number of bell-to-bell school minutes per week:	2,100
<i>Step 2- Identify number of service minutes outside the general education classroom</i> Student's number of minutes special education and related services are provided <i>outside</i> the general education classroom per week:	380

<p><i>Step 3- Subtract to reach numerator</i>  2,100 total bell-to-bell school minutes per week – Student's 380 minutes of SPED and related services provided outside the general education classroom per week =</p>	1,720
<p><i>Step 4- Divide</i>  1,720 ÷ 2,100 =</p>	0.8190
<p><i>Step 5- Multiply</i>  0.8190 x 100 =</p>	Student is inside the regular education classroom 81.90% of the day.
<p><i>Step 6- ADVISER Special Education Setting Code Selection</i>  Student enrolled in a:</p>	<b>Public School- Code 20</b> Nonpublic or Exempt Home School – Code 23

### Maleek's Educational Environment Calculation

Step	Value
<p><i>Step 1- Determine denominator</i>  Total number of bell-to-bell school minutes per week:</p>	1,950 <sup>1</sup>
<p><i>Step 2- Identify number of service minutes outside the general education classroom</i>  Student's number of minutes special education and related services are provided outside the general education classroom per week:</p>	100
<p><i>Step 3- Subtract to reach numerator</i>  1,950 total bell-to-bell school minutes per week – Student's 100 minutes of SPED and related services provided outside the general education classroom per week =</p>	1,850
<p><i>Step 4- Divide</i>  1,850 ÷ 1,950 =</p>	0.9487
<p><i>Step 5- Multiply</i>  0.9487 x 100 =</p>	Student is inside the regular education classroom 94.87% of the day.
<p><i>Step 6- ADVISER Special Education Setting Code Selection</i>  Student enrolled in a:</p>	Public School – Code 20 <b>Nonpublic or Exempt Home School- Code 23</b>

<sup>1</sup>The total number of bell-to-bell school minutes per week for a nonpublic school student with an IEP is the total amount of time all students in the nonpublic school building are scheduled to be in school each week- starting with the first instructional bell and ending with the final dismissal bell.

## Educational Environment- Inside the Regular Classroom 40% to 79% of the Day

### Oliver's Educational Environment Calculation

Step	Value
<p><i>Step 1- Determine denominator</i></p> <p>Total number of bell-to-bell school minutes per week:</p>	2,000
<p><i>Step 2- Identify number of service minutes outside the general education classroom</i></p> <p>Student's number of minutes special education and related services are provided <i>outside</i> the general education classroom per week:</p>	435
<p><i>Step 3- Subtract to reach numerator</i></p> <p>2,000 total bell-to-bell school minutes per week – Student's 435 minutes of SPED and related services provided outside the general education classroom per week =</p>	1,565
<p><i>Step 4- Divide</i></p> <p><math>1,565 \div 2,000 =</math></p>	0.7825
<p><i>Step 5- Multiply</i></p> <p><math>0.7825 \times 100 =</math></p>	Student is inside the regular education classroom 78.25% of the day.
<p><i>Step 6- ADVISER Special Education Setting Code Selection</i></p> <p>Student is enrolled in a:</p>	<p><b>Public School- Code 21</b></p> <p>Nonpublic or Exempt Home School- Code 24</p>

### Xzaria's Educational Environment Calculation

Step	Value
<p><i>Step 1- Determine denominator</i></p> <p>Total number of bell-to-bell school minutes per week:</p>	2,100
<p><i>Step 2- Identify number of service minutes outside the general education classroom</i></p>	

Student's number of minutes special education and related services are provided <i>outside</i> the general education classroom per week:	570
<i>Step 3- Subtract to reach numerator</i> 2,100 total bell-to-bell school minutes per week – Student's 570 minutes of SPED and related services provided outside the general education classroom per week =	1,530
<i>Step 4- Divide</i> $1,530 \div 2,100 =$	0.7286
<i>Step 5- Multiply</i> $0.7286 \times 100 =$	Student is inside the regular education classroom 72.86% of the day.
<i>Step 6- ADVISER Special Education Setting Code Selection</i> Student is enrolled in a:	<b>Public School- Code 21</b> Nonpublic or Exempt Home School- Code 24

#### Colette's Educational Environment Calculation

Step	Value
<i>Step 1- Determine denominator</i> Total number of bell-to-bell school minutes per week <sup>1</sup> :	1,800 <sup>2</sup>
<i>Step 2- Identify number of service minutes outside the general education classroom</i> Student's number of minutes special education and related services are provided <i>outside</i> the general education classroom per week:	390
<i>Step 3- Subtract to reach numerator</i> 1,800 total bell-to-bell school minutes per week – Student's 390 minutes of SPED and related services provided outside the general education classroom per week =	1,410
<i>Step 4- Divide</i> $1,410 \div 1,800 =$	0.7833
<i>Step 5- Multiply</i> $0.7833 \times 100 =$	Student is inside the regular education classroom 78.33% of the day.
<i>Step 6- ADVISER Special Education Setting Code Selection</i>	Public School- Code 21

Student is enrolled in a:

**Nonpublic or Exempt Home School- Code 24**

**<sup>1</sup>For homeschooled students the district provides special education services for, it is the district's responsibility to take due diligence in gathering relevant information, which will include the student's homeschool calendar, to determine his or her total number of bell-to-bell school minutes per week.**

<sup>2</sup>At the district's request, Colette's homeschool co-op has provided a calendar depicting their school year and daily instructional time. Her IEP team utilized this calendar to calculate the bell-to-bell minutes for the denominator in her educational environment calculation.

Note- Per NDE Rule 13, "homeschooling parents must provide a minimum number of instructional hours per school year (defined as July 1–June 30) to meet the "school term" requirements in R.R.S. § 79-211, as implemented by Rule 13 Section 004.01. These hours must be scheduled to allow sufficient time for instruction, and they can be prorated if starting mid-year.

- Elementary Grades (typically K–8): 1,032 hours per year.
- Secondary/High School Grades (typically 9–12): 1,080 hours per year."

92 NAC 13-004.01: "The period of operation for the school year will allow sufficient time for the provisions of a minimum instruction of 1,080 hours in secondary schools and 1,032 hours in elementary schools. There is no daily or weekly minimum, so parents can customize the schedule (e.g., year-round or intensive blocks), as long as the total is met and documented via a calendar in the affidavit."

## Educational Environment- Inside the Regular Classroom Less Than 40% of the Day (Sub-Indicator 5B)

### Asha's Educational Environment Calculation

Step	Value
<p><i>Step 1- Determine denominator</i></p> <p>Total number of bell-to-bell school minutes per week:</p>	2,100
<p><i>Step 2- Identify number of service minutes outside the general education classroom</i></p> <p>Student's number of minutes special education and related services are provided <i>outside</i> the general education classroom per week:</p>	1,325
<p><i>Step 3- Subtract to reach numerator</i></p> <p>2,100 total bell-to-bell school minutes per week – Student's 1,325 minutes of SPED and related services provided outside the general education classroom per week =</p>	775
<p><i>Step 4- Divide</i></p> <p><math>775 \div 2,100 =</math></p>	0.3690
<p><i>Step 5- Multiply</i></p> <p><math>0.3690 \times 100 =</math></p>	Student is inside the regular education classroom 36.90% of the day.
<p><i>Step 6- ADVISER Special Education Setting Code Selection</i></p> <p>Student is enrolled in a:</p>	<p><b>Public School- Code 22</b></p> <p>Nonpublic or Exempt Home School- Code 25</p>

### Anders' Educational Environment Calculation Determining Student's Percent of Day at a Separate School (Part 1)

Step	Value
<p><i>Step 1- Determine denominator</i></p> <p>Total number of bell-to-bell school minutes per week<sup>1</sup>:</p>	2,000

<p><i>Step 2- Identify number of minutes Student receives their education program at a separate school for students with disabilities per week</i></p> <p>Number of minutes Student receives their education program at a separate school for students with disabilities each week:</p>	635
<p><i>Step 3- Divide</i></p> <p><math>635 \div 2,000 =</math></p>	0.3175
<p><i>Step 4- Multiply</i></p> <p><math>0.3175 \times 100 =</math></p>	Student is at a separate school for 31.75% of the day.
<p><i>Step 5- Separate school setting code criteria &amp; Selection:</i></p> <p>Does the student spend greater than 50% of their school day at the separate school?</p>	Yes- Choose ADVISER Special Education Setting Code 05 <b>No- Complete educational environment calculation as usual</b>

#### **Educational Environment Calculation Steps & Aligned Special Education Setting Code (Part 2)**

Step	Value
<p><i>Step 1- Determine denominator</i></p> <p>Total number of bell-to-bell school minutes per week:</p>	2,000
<p><i>Step 2- Identify number of service minutes outside the general education classroom</i></p> <p>Student's number of minutes special education and related services are provided <i>outside</i> the general education classroom per week (combination of public school and separate school minutes):</p>	1,235
<p><i>Step 3- Subtract to reach numerator</i></p> <p>2,000 total bell-to-bell school minutes per week – Student's 1,235 minutes of SPED and related services provided outside the general education classroom per week =</p>	765
<p><i>Step 4- Divide</i></p> <p><math>765 \div 2,000 =</math></p>	0.3825
<p><i>Step 5- Multiply</i></p> <p><math>0.3825 \times 100 =</math></p>	Student is inside the regular education classroom 38.25% of the day.

Step 6- ADVISER Special Education Setting Code Selection Student is enrolled in a:	<b>Public School- Code 22</b> (Nonpublic or Exempt Home School- Not an option)
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<sup>1</sup>The total number of bell-to-bell school minutes per week used in the calculation for Anders is the total amount of time *all* students in his public school building are scheduled to be in school each week- starting with the first instructional bell and ending with the final dismissal bell.

**Avangeline's Educational Environment Calculation**  
**Student on a Shortened Day**

Step	Value
<i>Step 1- Determine denominator</i> Total number of bell-to-bell school minutes per week:	2,000
<i>Step 2- Identify the <b>Student's</b> bell-to-bell school minutes per week<sup>1</sup>:</i> 180 minutes per day x 5 days per week =	900
<i>Step 3- Subtract to identify the number of school minutes the student misses per week due to his/her shortened day:</i> 2,000- 900 =	1,100
<i>Step 4- Identify number of service minutes outside the general education classroom</i> Student's number of minutes special education and related services are provided <i>outside</i> the general education classroom per week:	175
<i>Step 5- Add minutes from Steps 3 and 4:</i> 1,100 + 175 =	1,275
<i>Step 6- Subtract to reach numerator</i> 2,000 total bell-to-bell school minutes per week – Student's missed minutes <b>and</b> SPED and related services provided outside the general education classroom per week 2,000 – 1,275 =	725
<i>Step 7- Divide</i>	

$725 \div 2,000 =$	0.3625
<i>Step 8- Multiply</i> $0.3625 \times 100 =$	Student is inside the regular education classroom 36.25% of the day.
<i>Step 9- ADVISER Special Education Setting Code Selection</i> Student is enrolled in a:	<b>Public School- Code 22</b> Nonpublic or Exempt Home School- Code 25

<sup>1</sup>For students on shortened days, like Avangelina, the “Student’s bell-to-bell school minutes per week” refers to the weekly number of school minutes the Student participates in, which include special education transportation time (if applicable) provided during normal school day hours.

### Luna’s Educational Environment Calculation

Step	Value
<i>Step 1- Determine denominator</i> Total number of bell-to-bell school minutes per week <sup>1</sup> :	2,050
<i>Step 2- Identify number of service minutes outside the general education classroom</i> Student’s number of minutes special education and related services are provided <i>outside</i> the general education classroom per week:	1,281.67
<i>Step 3- Subtract to reach numerator</i> 2,050 total bell-to-bell school minutes per week – Student’s 1,281.67 minutes of SPED and related services provided outside the general education classroom per week =	768.33
<i>Step 4- Divide</i> $768.33 \div 2,050 =$	0.3748
<i>Step 5- Multiply</i> $0.3748 \times 100 =$	Student is inside the regular education classroom 37.48% of the day.
<i>Step 6- ADVISER Special Education Setting Code Selection</i> Student is enrolled in a:	Public School- Code 22 <b>Nonpublic or Exempt Home School- Code 25</b>

<sup>1</sup>The total number of bell-to-bell school minutes per week for a nonpublic school student with an IEP is the total amount of time *all* students in the nonpublic school building are scheduled to be in school each week- starting with the first instructional bell and ending with the final dismissal bell.

## Educational Environment- Separate School, Residential Facility, or Homebound/Hospital (Sub-Indicator 5C)

### Marcus' Educational Environment Calculation Determining Student's Percent of Day at a Separate School (Part 1)

Step	Value
<p><i>Step 1- Determine denominator</i> Total number of bell-to-bell school minutes per week<sup>1</sup>:</p>	2,100
<p><i>Step 2- Identify number of minutes Student receives their education program at a separate school for students with disabilities per week</i> Number of minutes Student receives their education program at a separate school for students with disabilities each week:</p>	1,100
<p><i>Step 3- Divide</i> <math>1,100 \div 2,100 =</math></p>	0.5238
<p><i>Step 4- Multiply</i> <math>0.5238 \times 100 =</math></p>	Student is at a separate school for 52.38% of the day.
<p><i>Step 5- Separate school setting code criteria &amp; Selection:</i> Does the student spend greater than 50% of their school day at the separate school?</p>	<p><b>Yes- Choose ADVISER Special Education Setting Code 05</b> No- Complete educational environment calculation as usual</p>

### Lilly's Educational Environment Calculation Determining Student's Percent of Day at a Residential Facility (Part 1)

Step	Value
<p><i>Step 1- Determine denominator</i> Total number of bell-to-bell school minutes per week<sup>1</sup>:</p>	2,250

<p>Step 2- Identify number of minutes Student receives their education program at a residential facility for students with disabilities per week</p> <p>Number of minutes Student receives their education program at residential facility for students with disabilities each week:</p>	1,750
<p>Step 3- Divide</p> <p><math>1,750 \div 2,250 =</math></p>	0.7778
<p>Step 4- Multiply</p> <p><math>0.7778 \times 100 =</math></p>	Student is at a residential facility for 77.78% of the day.
<p>Step 5- Residential facility code criteria &amp; Selection</p> <p>1) Does the student spend greater than 50% of their school day at the residential facility?</p> <p>2) Does the student live at the residential facility?</p>	<ul style="list-style-type: none"> <li>❖ <b>Yes to both criteria questions- Choose ADVISER Special Education Setting Code 07</b></li> <li>❖ Yes to criteria question 1 but not question 2- Choose ADVISER Special Education Setting Code 05 (i.e., Separate School)</li> <li>❖ No to both criteria questions- Complete educational environment calculation as usual</li> </ul>

<sup>1</sup>The total number of bell-to-bell school minutes per week for Lilly is the total amount of time all students in her residential facility are scheduled to be in school each week- starting with the first instructional bell and ending with the final dismissal bell.

### Liam's Educational Environment Calculation

Step	Value
<p>Step 1- ADVISER Special Education Setting Code Selection</p> <p>Since all of Liam's special education and related services are provided in the homebound/hospital setting, there is no mathematical calculation that needs to be completed to determine his special education environment code.</p>	<p><b>Code 13</b></p> <p>(Nonpublic or Exempt Home School- Not an Option)</p>

## Educational Environment- Correction or Detention Facility

### Jackson's Educational Environment Calculation

Step	Value
<p><i>Step 1- ADVISER Special Education Setting Code Selection</i> Since all of Jackson's special education and related services are provided in the correction/detention facility setting, there is no mathematical calculation that needs to be completed to determine his special education environment code.</p>	<p><b>Code 15</b> (Nonpublic or Exempt Home School – Not an Option)</p>

## Educational Environment- Nonpublic School Student with an Equitable Services Plan (ESP)

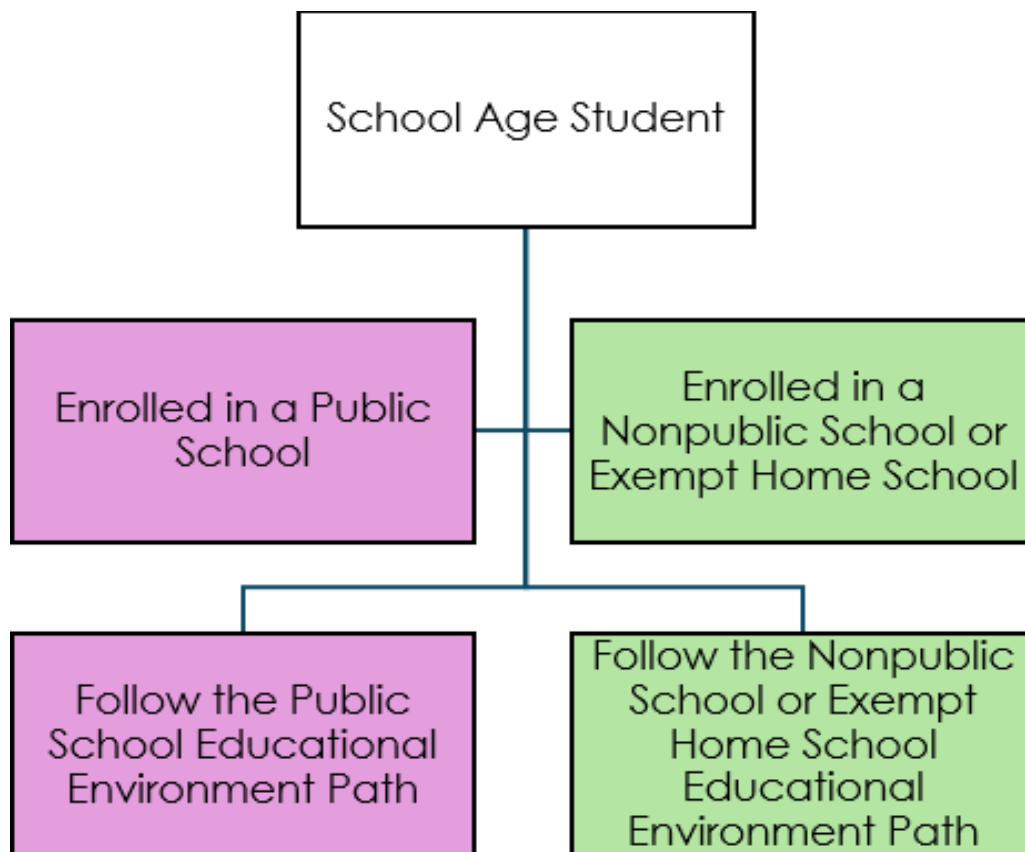
### Jimin's Educational Environment Calculation

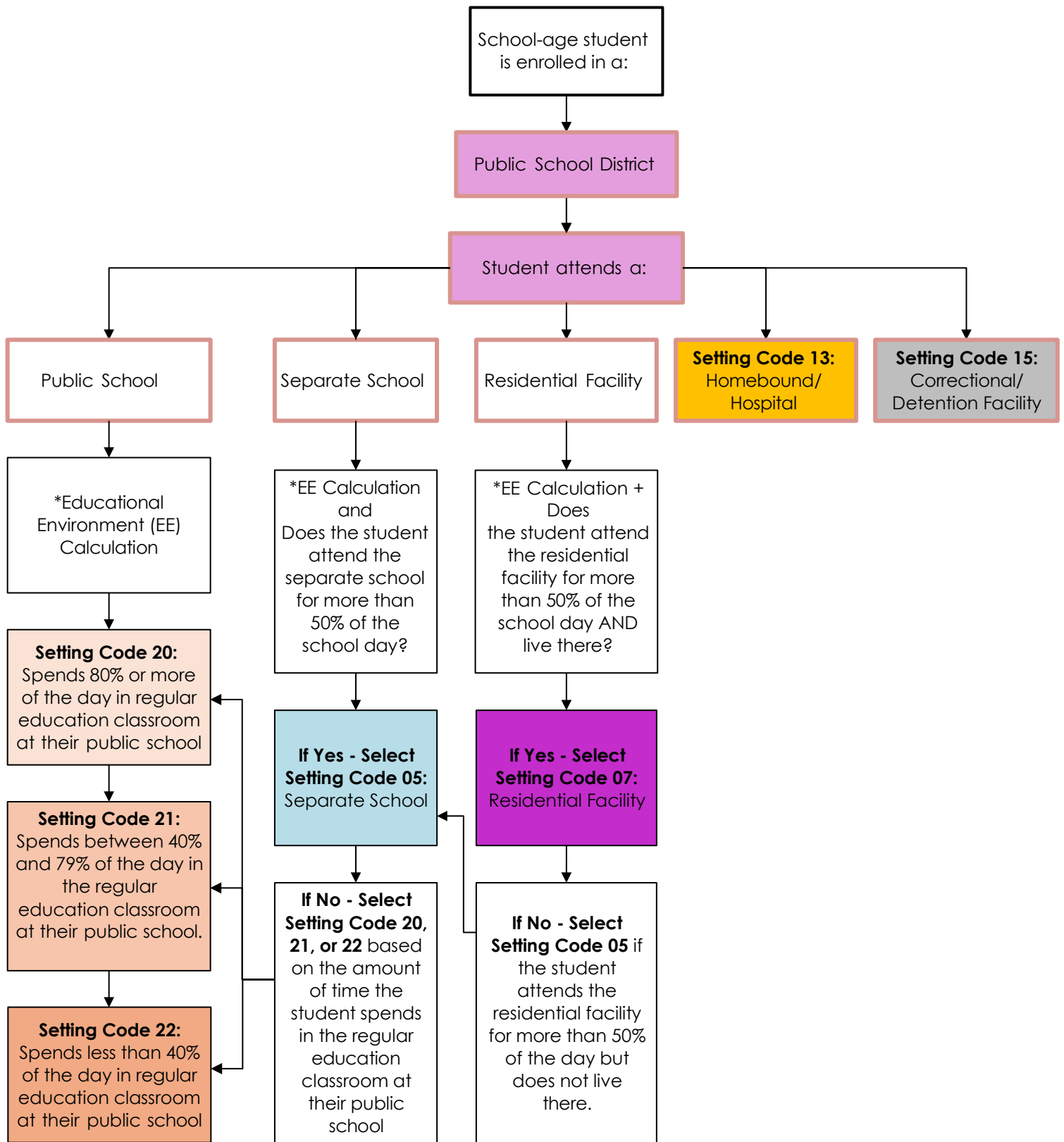
Step	Value
<p><i>Step 1- ADVISER Special Education Setting Code Selection</i> Since Jimin is a nonpublic school student served by a nonresident district through an equitable services plan, there is no mathematical calculation that needs to be completed to determine his special education environment setting code.</p>	<p><b>Nonpublic School- Code 26</b></p>

# Nebraska Indicator 5 Setting Codes Decision Tree: Educational Environments (EE) for School-Age Students with Disabilities

(Ages 5 and in Kindergarten – Age 21)

Under Part B of the Individuals with Disabilities Education Act (IDEA), Indicator 5 measures the extent to which students with disabilities, ages 5 and in Kindergarten through age 21, are educated in regular classrooms alongside their non-disabled peers. In Nebraska, accurate classification of a student's educational environment is essential for federal reporting and promoting inclusive practices. This decision tree helps school teams determine the correct **setting code** for each student based on their educational placement and how much time they spend in general education.

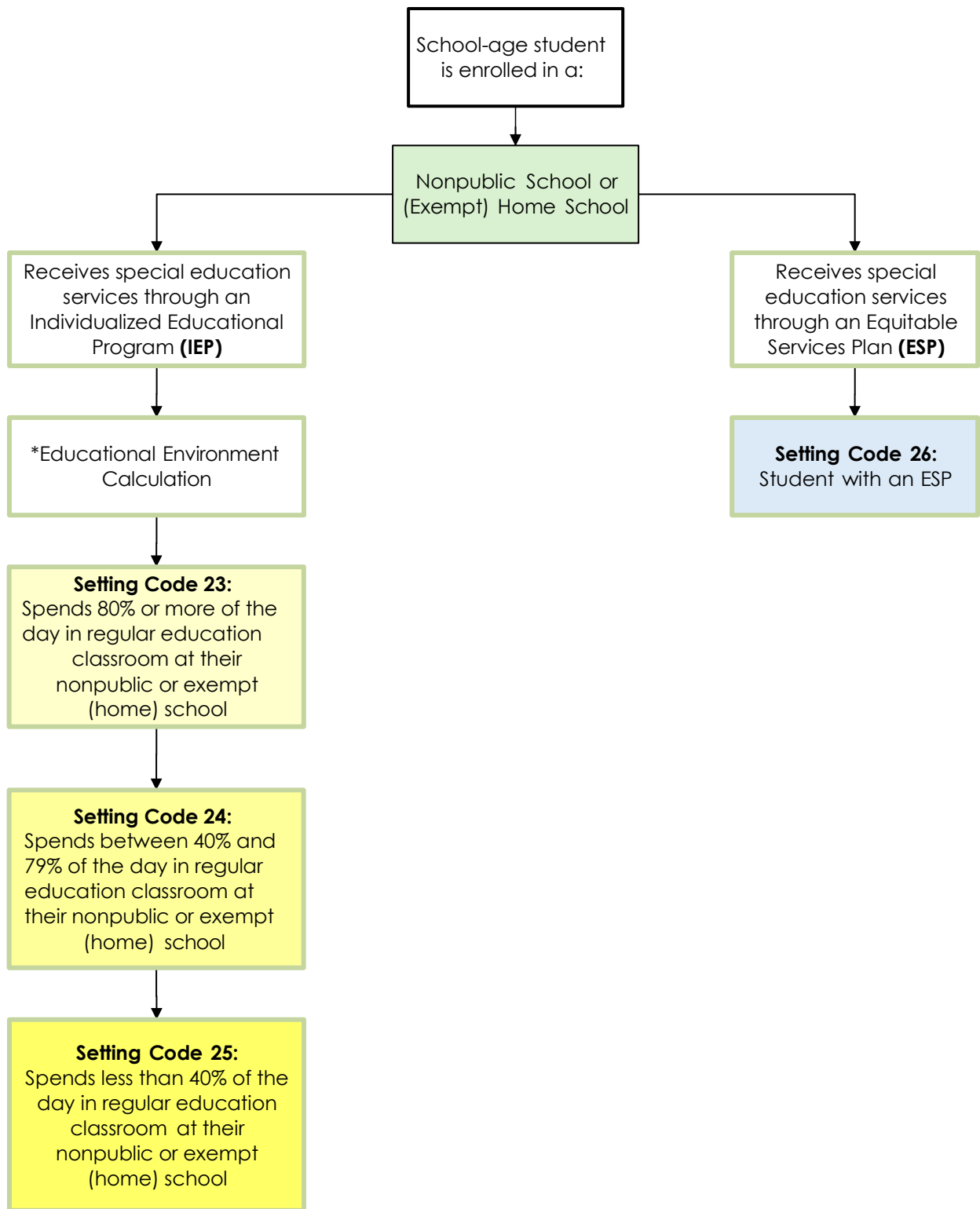




**\* Educational Environment Calculation**

$$\left( \frac{\text{(Total number of bell-to-bell school minutes per week}^1 - \text{Student's special education \& related service minutes provided outside the regular education classroom)}}{\text{Total number of bell-to-bell school minutes per week}} \right) \times 100 = \text{_____ percentage of time the Student is inside the regular education classroom}$$

**See decision tree on reverse side for Nonpublic School details**



**\* Educational Environment Calculation**

$$\left( \frac{\text{(Total number of bell-to-bell school minutes per week}^1 \text{ - Student's special education \& related service minutes provided outside the regular education classroom)}}{\text{Total number of bell-to-bell school minutes per week}} \right) \times 100 = \text{_____ percentage of time the Student is inside the regular education classroom}$$

**See decision tree on reverse side for Public School details**