

## Class Size Standards for Self Contained Classrooms, Grades Kindergarten – Twelve (12)

The standards listed below reflect the maximum and desirable class size at any given time during the school year for Special Education Self-Contained Classrooms. When assigning students to a self-contained classroom, consideration should be given to the following:

- A. severity of the disability of the students assigned to the classroom;
- B. ages of students assigned to the classroom;
- C. range of needs of the students as specified in their IEPs;
- D. unique needs of the students as specified in their IEPs;
- E. other duties assigned to the classroom teacher (IEP case management, recess, lunch, etc.); and,
- F. level of paraprofessional support provided

The number of students assigned to self-contained classrooms should not exceed the maximum standard. However, depending on the factors listed above for the types of students served in a classroom, it may be necessary to limit the number of students in a classroom to below the maximum or even the desirable number or to assign a paraprofessional to the classroom. For classrooms with numbers between the desirable and maximum number, consideration should be given to assigning a paraprofessional to the class.

Grades	Maximum	Desirable
K-2	8	5
3-4	9	5
5-6	9	6
7-12	10	6

## Caseload Calculation Options for Special Education Teachers and Related Service Providers Providing Services in Resource and General Education Classrooms

There are two methods available for calculating caseloads for special education teachers and related service providers working with special education students in other than self-contained classrooms. Which method is used should take into consideration the following:

- A. The ages and grade levels of the students served
- B. The severity of the disabilities of the students served
- C. The unique needs of the students as identified in their IEPs
- D. The number of IEPs managed by the teacher
- E. Any assessment/evaluation responsibilities of the teacher
- F. Other duties assigned to the teacher

### **CALCULATION OPTION 1—HEAD COUNT OF STUDENTS SERVED**

This method simply calculates the number of students served by the teacher or related service provider. This method is generally most appropriate for use with teachers/related service providers that do not case manage IEPs, but have other responsibilities, such as screening, evaluations, eligibility determination, IEP Team meetings, and travel between assignments. Often, these teachers serve both ECSE and school-age children with disabilities.

The following guidelines should be used in this method for the maximum and desirable number of students to be served by a teacher:

Grades	Maximum	Desirable
K-2	50	40
3-4	55	45
5-6	60	50
7-12	60	50

The following caseload calculation worksheet may be used to ensure that all relative factors have been considered when determining the number of students assigned to a teacher/related service provider.

Caseload Calculation Worksheet

1. Total of instructional minutes available per week:	
2. Minutes per week spend in the following activities:	
a. Instructional planning time (250 minutes required)	
b. Screening time	
c. Evaluation time	
d. Staffing time	
e. Meeting/consultation time	
f. Travel time	
g. Other duties	
h. ECSE related activities (therapy, testing, travel consultation, meetings)	
TOTAL:	
3. Subtract total of line 2 from line 1	
4. To determine number of hours available per week for therapy, divide the number on line 3 by 60	
5. To determine the number of hours available per day, divide the number on line 4 by 5	
6. Multiply the number on line 5 by a factor of 10	
7. Round the number on line 6 up to the nearest whole number	
The number on line 7 is the maximum number of students who should be served by this staff person	

**Directions:**

1. Find this number in your district's core data. Lunchtime is already backed out of minutes of instructional time in core data.
2. The minutes that are added together in this section will be an average of a typical week. The Missouri School Improvement Program (MSIP) resource standards require 250 minutes per week of instructional planning time for all certificated staff.
3. The number obtained on step 7 represents an estimate of the maximum number of students the special education teacher/related service provider should be able to serve. Teachers/related service providers whose caseloads contain several students with significant disabilities that may require more services or other unique circumstances should have these things taken into consideration when their caseload is determined.

This calculation considers the required activities of teachers/related service providers involved in providing services for students with disabilities. The formula is designed to be flexible and will provide an accurate reflection of the responsibilities for one full-time special education teacher/related service provider.

**CALCULATION OPTION 2--ALTERNATE CALCULATION FORMULA FOR CASELOADS (ALTCASE)**

In this method, the number of students to be assigned to a special education teacher/related service provider is determined by a formula which combines the number of IEPs that the teacher/related service provider is responsible for case managing with the total number of minutes that the teacher/related service provider is engaged in direct instructional activities with students each day. The sum equals a Caseload Number.

This method is generally most appropriate for use with teachers/related service providers that spend most of their time in direct instructional activities and who case manage IEPs, but do not have other responsibilities, such as screening, evaluations, or travel between assignments. These teachers will generally only serve either ECSE or school-age children with disabilities.

The following guidelines should be used in this method for the maximum and desirable Alternate Caseload number to be assigned to a special education teacher/related service provider:

Grades	Maximum	Desirable
K-2	50	40
3-4	55	45
5-6	60	50
7-12	60	50

The formula for calculating an alternate caseload number is as follows:

$$\#IEPs \text{ case managed} + CONTACT\# \leq CASELOAD\#$$

CONTACT# is the total number of student contact hours which accrue to the teacher during a normal school day. It includes all students served by the teacher. The CONTACT# is a computed value, determined by dividing the total student minutes per week (symbolized as STU.MINWK) by the number of minutes per day the teacher has available for direct contact instruction, (symbolized as TEA.MINDAY).

$$CONTACT\# = STU.MINWK / TEA.MINDAY$$

STU.MINWK is determined by aggregating the number of minutes per week the students are assigned to the special education teacher, as stated on the student's IEP.

TEA.MINDAY is determined by subtracting the total number of minutes for planning time, supplemental duties and assignments, and non special education teaching assignments from the total number of minutes in the district's normal instructional day.

#IEPs is the number of IEPs the teacher is responsible for, on a case manager basis.

The following caseload calculation worksheet may be used to ensure that all relative factors have been considered when determining the Alternate Caseload Number for a teacher/related service provider.

