

REGULATION IX: CASELOADS

A. CLASS SIZE AND CASELOADS

Caseloads and Class Size Requirements differ between Early Childhood Special Education (ECSE) and grades K-12. Caseloads for ECSE are mandatory and tied to funding requirements. The standards for grades K-12 are desirable and should not exceed the maximum case load outlined in the Caseload guidance on the Office of Special Education website. Factors to consider when determining caseload for grades K-12 are listed below.

CLASS SIZE/CASELOAD STANDARDS FOR GRADES K-TWELVE (12)

It is the responsibility of the public agency to assign students to classes and monitor student/teacher ratios for class size and caseload to ensure that there are adequate staff and that staff have adequate time to provide for the implementation of the IEP of each identified student with a disability.

Paraprofessionals/aides may be assigned to specific students and/or may be assigned to classrooms based upon the number and unique needs of students with disabilities being served in the class. While qualified teachers and licensed therapists must design and provide initial or original instruction, support personnel may provide reinforcement and practice of previously taught skills or content. Additionally, appropriately trained support personnel may provide assistance to students in response to specific needs related to:

- (1) Significant cognitive and/or sensory impairments;
- (2) Safety;
- (3) Mobility;
- (4) Personal care;
- (5) Behavior;
- (6) Medical/health; or,
- (7) Other unique circumstances.

Considerations when making staffing determinations include:

- (1) Instructional planning time (minimum of 250 minutes per week of instructional planning during the school day is required);
- (2) Data collection, observation, assessment, and report preparation;

- (3) Consultation and IEP planning with general educators;
- (4) IEP case management;
- (5) IEP Team meetings and meetings with parents;
- (6) Age of the students (younger students generally require more assistance with personal tasks such as toileting, dressing, and feeding); and,
- (7) Travel time between assignments.

When assigning students to a self-contained classroom, consideration should be given to the following:

- (1) Severity of the disability of the students assigned to the classroom;
- (2) Ages of students assigned to the classroom;
- (3) Range of needs of the students as specified in their IEPs;
- (4) Unique needs of the students as specified in their IEPs;
- (5) Other duties assigned to the classroom teacher (IEP case management, recess, lunch, etc.); and,
- (6) Level of paraprofessional support provided

When assigning students to a resource or general education classroom, consideration should be given to the following:

- (1) The ages and grade levels of the students served
- (2) The severity of the disabilities of the students served
- (3) The unique needs of the students as identified in their IEPs
- (4) The number of IEPs managed by the teacher
- (5) Any assessment/evaluation responsibilities of the teacher
- (6) Other duties assigned to the teacher

CASELOADS AND CLASS SIZE REQUIREMENTS FOR EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)

Caseload Requirements

Caseloads for ECSE are mandatory and tied to funding requirements. The number of personnel approved for each public agency will be based upon a review of the public agency’s data for early childhood special education. ECSE funding will not be provided for staff serving children who are age five (5) and kindergarten age eligible.

Position/Full Time Equivalent	Caseload/ Class Size
Teacher of Early Childhood Special Education Classroom	10-20
Teacher of Integrated Classroom	10-20
Itinerant Teacher (teachers who move from class to class within a facility or travel to other facilities)	12-22
Teacher of Severe/Low Incidence Classrooms	4-10
Paraprofessional in ECSE Centerbased Self Contained Classroom or Integrated Classroom	10-20
Paraprofessional in ECSE Severe/Low Incidence Classrooms	4-10
Diagnostic Staff – for each position	160
Related Services Staff Employed by District (Occupational Therapist, Physical Therapist, Speech Therapist)	35-50
ECSE Dedicated Program or Process Coordinator (Administrator)	180
ECSE Secretary	180
Nurse (FTE can be increased if additional nursing needs are specifically addressed in IEPs)	175
Social Worker	
General	175
Diagnostic	160
Related Services	35-50