



Ohio Board of Speech-Language Pathology and Audiology

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Licensure Board Issues Guidance on Workload Determination Process

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The Ohio Board of Speech-Language Pathology and Audiology (Board) has previously reported in our eNewsletters that the Ohio Department of Education's (ODE) Special Education Operating Standards were amended on July 1, 2014. One of the new changes addressed is the process for determining the appropriate caseload for all school-based speech-language pathologists (SLPs) and audiologists (AUDs). School districts must utilize a workload determination process in order to calculate the practitioner's caseload.

As the new school year begins, we would like to provide resources and tools to assist school-based licensees with implementing their workload determination process.

The first resource we would like to provide is the actual ODE rule. While the previous newsletters included a link to ODE's website to view the rule, we are referencing the relevant section below. Ohio Administrative Code section 3301-51-09(I)(1) spells out the components that are to be factored into determining your caseload.

3301-51-09(I)(1)

(I) Service provider workload determination for delivery of services

School districts, county boards of developmental disabilities and other educational agencies shall determine workload for an individual service provider based upon all of the factors set forth in paragraphs (I)(1) to (I)(3) of this rule.

(1) Workload for an individual service provider shall be determined by the following process, which incorporates the following components:

- (a) All areas of service provided to children with and without disabilities, including, but not limited to school duties, staff meetings, professional development, supervisions, travel/transitions, screening, assessment, evaluation, progress documentation and reporting, secondary transition service planning, conference/consultation pertaining to individual students, documentation for individual students, and third party billing requirements.
- (b) The severity of each eligible child's need, and the level and frequency of services necessary to provide a free and appropriate public education.
- (c) Time needed for planning in accordance with paragraph (A)(9) of rule 3301-35-05 of the Administrative Code including statutory and/or contractual agreements applicable to the educational agency.

In summary, the rule for the workload determination process is not optional and must be applied for all students who have been qualified to receive special education services. School districts must implement the workload determination process to setting caseload standards that allow SLPs to complete the wide range of their professional responsibilities necessary to meet individual student's needs. This process is considered best practice for school speech-language services, and ensures compliance with the Individuals with Disabilities Education Improvement Act (IDEIA) and other mandates. The maximum caseload numbers under the rules remain unchanged, e.g., 80 for SLPs, 100 for AUDs, and 50 for preschool or students being served with multiple disabilities. It is important to recognize that if your school district is following the workload determination process, you should arrive at an appropriate caseload number for your workload. If you have been assigned a caseload without implementing the workload determination process, you could be practicing in violation of Chapter 4753.

One question we often receive is how do I implement the workload determination process? ODE is in the process of developing workload implementation tools that will be part of their guidance to school districts. As soon as we receive information that the FAQs are released, we will post the announcement to our website and Facebook page. For current information and updates, please visit and “like” our Facebook page at:

- <https://www.facebook.com/OhioBoardOfSpeechLanguagePathologyAndAudiology>

We would like to provide our licensees with the following guidance regarding the implementation of the workload determination process. The following guidance will help you practice within the Board’s Code of Ethics under Chapter 4753:

1. If your school district is not following the workload determination process, we urge you to contact your immediate supervisor, special education coordinator, or other appropriate administrator and inform them about ODE’s rule, i.e., 3301-51-09(I)(1), which went into effect on July 1, 2014. Your contact should be documented in writing and verified by the supervisor or special education coordinator by e-mailing and summarizing the conversation and requesting confirmation;
2. Collect and organize your data to support your workload before meeting with your supervisor. Remember, the workload determination process should be based upon appropriate services that each student has been qualified to receive;
3. Be sure to calculate the time it takes to perform assigned school duties, staff meetings, professional development, supervision, travel/transitions, screening, assessment, evaluation, progress documentation and reporting, secondary transition service planning, conference/ consultation pertaining to individual students, documentation for individual students, third party billing requirements, the severity of each eligible student’s needs, the level and frequency of necessary services, time needed for planning, any mandatory lunch period, any applicable statutory or contractual agreements, etc. The components are not limited to those listed above so include all components that impact your workload, and be prepared to support it with data and documentation;
4. Use of a workload calculator is recommended in order to factor in your components, minutes, and any types of cases that should be weighted more heavily. It is our understanding that ODE is reviewing a workload calculator template. As soon as we receive notification that the workload calculator is available, we will inform our licensees. In the interim, we recommend that you keep track of your time spent on various activities. When the workload calculator is available, it will be much easier to input your minutes based on the time you noted for each component, instead of using estimates;
5. Visit the American-Speech-Language Hearing Association’s website for tools and resources about caseload and workload characteristics, how to conduct a workload analysis, factors impacting workload, approaches to managing an existing workload, and examples of workload approaches: http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589934681§ion=Key_Issues#Caseload/Workload_Models_in_Practice;
6. If your school district is not implementing the workload determination process after you have contacted and documented communication with your immediate supervisor or the special education coordinator, you should report issues or concerns directly to the Ohio Department of Education – Office For Exceptional Children at: OEC-Procedural-Safeguard@education.ohio.gov or contact them at: 877-644-6338. The Office for Exceptional Children is the appropriate entity that has jurisdiction to investigate allegations that school districts are not following the workload determination process, as required by ODE’s rule;
7. Bookmark and regularly visit the following links to ODE’s website for information, resources, and guidance regarding the operating standards: [ODE’s Operating Standards and Guidance For the Education of Children with Disabilities](http://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Operational-Standards-and-Guidance); (<http://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Operational-Standards-and-Guidance>); and
8. Contact the licensure board’s Executive Director, Gregg Thornton, Esq., at (614) 644-9046 or via e-mail at Gregg.thornton@slpaud.ohio.gov if you need guidance or assistance in resolving any ethical dilemmas resulting from the workload determination process.

Finally, the Board acknowledges that school-based practitioners are dedicated to providing the highest level of quality services to all eligible students, despite the challenges and lack of support and resources many face in their workplace. Licensees have an ethical obligation to ensure that their services are meeting the needs of all students on their caseload. We will continue to provide licensees with guidance, resources, and tools regarding the workload determination process to enable you to serve the needs of students and avoid ethical issues.