

OFFICE FOR EXCEPTIONAL CHILDREN

Caseload Ratio Project

Request for Proposals

Deadline to Apply: October 15, 2010

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Project Title		Date
Amount of Grant \$		Type of Application <input checked="" type="checkbox"/> New or <input type="checkbox"/> Amendment #
Application Agency Information		
Name of District/Agency		
County		IRN
Contact Person		Job Title
Address		
Telephone Number	Fax Number	E-mail Address
Fiscal Agent Information		
Name of Fiscal Agent		
County		IRN
Address		
Telephone Number		E-mail Address
<i>The undersigned certify that the information in this application is correct and complete, that the assurances to the Ohio Department of Education will be executed and the operation will comply with current federal and state law and regulations and the provisions of this application, as approved.</i>		
Treasurer		Treasurer's Signature
Superintendent		Superintendent's Signature
Approval For Ohio Department of Education Use Only		
Project Number	Amount Approved \$	Effective Dates of Project
Approving Authority	Signature	Date Approved

Please submit the original and three (3) complete copies of the application, plus an additional copy of the cover page and project budget page.

Applicant Demographics

Name of District/Agency: <hr/>	IRN (Internal Revenue Number): <hr/>
<p>Region served: (Check the one that applies)</p> <p>Rural _____ Urban _____ Suburban _____</p> <p>Total ADM: _____ Total Number of Students with Disabilities: _____</p>	
<p>Project addresses: (Check all that apply)</p> <p>Intervention Specialists: Please indicate the level that will be the focus of your project.</p> <p>Elementary _____ Middle School _____ High School _____ District-wide _____</p> <p>Related Services</p> <p>SLP: Preschool: _____ School age: _____ both: _____ OT: Preschool: _____ School age: _____ both: _____ PT: Preschool: _____ School age: _____ both: _____ Other (Name) _____</p>	

Introduction

Ohio's caseload ratios for students with disabilities have remained unchanged since 1982. Currently, caseloads for intervention specialists are based on the student's disability category, school level, maximum age range per instruction period and the maximum number to be served during an instructional period. In addition, related services personnel (e.g., speech-language pathologists and occupational/physical therapists) have a maximum caseload requirement for the K-12 school-age population and preschool population.

In early 2008 as changes were being made to the *Operating Standards for Ohio Educational Agencies Serving Children with Disabilities*, agreement could not be reached among stakeholders on how to improve section (I) of Ohio Administrative Code (OAC) 3301-51-09 on caseload ratios for the delivery of services. This impasse resulted in the formation of a Steering Committee whose stakeholder members were given the charge by the Ohio Department of Education (ODE) to:

- Gather information about service provider ratios from research, stakeholders and organizations;
- Analyze data; and
- Recommend rule changes to ODE.

After a year of work, the caseload steering committee recommended to ODE that local educational agencies (LEAs) be allowed the opportunity to change the way special education and related services personnel caseloads were constructed. The steering committee believed that it is appropriate that districts have the opportunity to experiment with different methods of calculating FTEs and service provider ratios.

In response to the committee's recommendations, the Office for Exceptional Children (OEC) and the State Board of Education broadened the scope of determining caseloads through an amendment to rule 3301-51-09. This rule change enables school districts or other LEAs to apply for the opportunity to develop and implement a plan for the calculation of service provider ratios, so long as the districts or LEAs continue to comply with the caseload ratios encompassed within the current rule, the parameters set forth in the new rule 3301-51-09 (I)(6) (Appendix A) and address the components of the framework provided in this application.

The purpose of the Caseload Ratio Project is to generate a variety of methods for the calculation of appropriate ratios in a manner that will allow for study and consideration of these different approaches. Successful applicants who complete year one activities will be awarded a second year of funding, contingent upon successful completion and review of the second year application and available/continued IDEA Part-B funds. All awardees will participate in a formal study of best approaches for determining service provider ratios conducted on behalf of OEC.

Eligible Applicants

City, Local and Exempted Village School Districts, as well as Community Schools, Educational Service Centers and County Boards of Developmental Disabilities are encouraged to submit an application. Only one application per district or agency will be considered. Applications for related services personnel (e.g., occupations therapist (OT), physical therapist (PT) and speech and language pathologist (SLP)) may include preschool through grade 12. Applications for intervention specialists may only include grades kindergarten through 12 because preschools are based on unit funding.

Components of Project

The following components are to be addressed as part of the project application.

Narrative Description

- A. Description of a plan to configure caseload ratios and the need(s) to be addressed through the plan. (50 Points)

Applicants must identify how the following will be addressed:

1. A description of service providers (e.g., intervention specialists and allotted services) and the levels (e.g., high school, middle school, elementary, etc.) that will be targeted in the project;
2. Description of the need for the project and specific caseload/workload issues to be addressed;
3. Goals for the project planning process;
4. The components of the proposed project and the planning process to be used;
5. An explanation of how this process will benefit students and improve student achievement for students with disabilities;
6. A description of the process to be used to monitor and report progress of the planning process;
7. Data and information to be utilized in the planning process;
8. Identification of those involved in the project planning process, their positions/roles and who the project is intended for (e.g., intervention specialist, speech language pathologists, occupational and/or physical therapists, administrators, etc.);
9. A detailed narrative of how funds will be used throughout the planning process;
10. The procedure for determining effectiveness of the planning process; and
11. Description on how parents will be informed and involved in the planning process.

- B. Inclusion of scheduling and time demands of individual service providers. (30 Points)

Applicants must describe how the following will be addressed in their plan:

1. Screening, assessment, consultation, counseling, training and related duties;
2. Severity of each eligible child's need and the level and frequency of services necessary;

3. Time needed for planning in accordance with (A)(9) of rule 3301-35-05 of the OAC; and
4. Additional time for:
 - Diagnostic testing and classroom observation;
 - Coordination of the project;
 - Parent, staff and agency conferences concerning individual children;
 - Staff development activities;
 - Follow-up;
 - Number of buildings; and
 - Travel time.

C. Timeline for the planning process. (20 Points)

LEAs must include the following information:

1. The anticipated date for beginning the planning process;
2. Number of meetings and their approximate dates and persons involved; and
3. Approximate date for completion of the planning process.

Note: The end result should be a proposal for a plan to implement an alternative method for determining caseloads that can be implemented during the 2011-2012 school year.

Deliverables

A final report will be required. The final report should propose a plan for the implementation of the project during the 2011-2012 school year. An outline of requirements is included in Appendix B of this document. Those requirements may change based upon the information needed for the research study that will be conducted on caseload ratios on behalf of OEC. Two caseload determination models are provided in Appendices C and D which could be modified and proposed as a plan for implementation in year two. One uses a formula for determining caseloads and the other uses a weighted system. Changes or adaptations made to the chosen model should be noted with an explanation as to why those changes were necessary. Applicants also may propose their own separate model design that meets the district's and students' needs related to caseload/workload.

OEC will be supporting a formal study of caseload ratios through a contracted researcher. The plans developed by awardees will be reviewed as part of the formal study. Awardees are expected to collaborate with the entity contracted to conduct the study, as necessary.

Project Budget

Applicants **may** apply for up to **\$35,000** for year one activities. The project budget must be weighted heavily on direct expenses that support program planning, data, data collection and review and development of an implementation plan. The budget should include funds for project planning time, supplies and resources (e.g., stipends and personnel) to complete the planning process. Funds may not be appropriated for food, drinks, snacks or equipment. Ten percent of the requested amount may be used for software and personnel. The grant period for funded projects is October 2010 to June 30, 2011.

Awards

Awards will be made to ensure that funded projects represent both intervention specialists and related services personnel by region of the state, type of district, age range, and type of activity proposed. Points will be awarded as follows:

- Clarity, completeness and thoroughness of Section A – 50 Points;
- Inclusion of considerations in Section B – 30 Points; and
- Detailed description of Section C – 20 Points

Estimated Number of Awards: 30-45 applicants

PLEASE NOTE: Applications will be reviewed by an independent review panel

Submission Deadline

Proposals must be submitted electronically to exceptionalchildren@ode.state.oh.us no later than 5:00 p.m. on October 15th, 2010. Title the subject line: “Caseload Ratio Project Application.” *Any late or incomplete applications will be rejected.*

Assurances

The applicant hereby assures the State Superintendent of Public Instruction that:

1. The control of funds provided under this Title, and Title to property derived there from, shall be in a public agency for the uses and purposes provided in this Title, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.
2. The applicant will submit the Final Expenditure Report within 60 days after termination of the funded activities and such other reports to the State Educational Agency as may be necessary to enable the agency to perform its duties. The applicant will keep such records and afford such access thereto as the State Educational Agency may find necessary to assure the correctness and verification of such reports.
3. All activities funded with Special Education – Part B Funds will be implemented in accordance with the Ohio Revised Code and the Ohio Administrative Code.
4. All policies, procedures and programs established and administered for students with disabilities are consistent with the State Plan and are being implemented in accordance with federal regulations.
5. The activities funded under Special Education – Part B will be operated in compliance with Title 45 of the Code of Federal Regulations, Part 84 (Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance). The applicant shall make positive efforts to employ and advance in employment qualified individuals with disabilities in programs assisted under Part B.
6. The applicant assures that Special Education – Part B funds provided will be expended to carry out the activities approved in this application.
7. Special Education – Part B funds will not be used to lobby Congress or any other federal agency.
8. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any Federal department or agency.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

I CERTIFY that, to the best of my knowledge, the information contained in this application is correct and complete.

Typed Name of Superintendent	Title
Signature	Date

Budget Worksheet

Local Education Agency			County		District IRN
Function Code					
<input type="checkbox"/> 1220 <input type="checkbox"/> 2100 <input type="checkbox"/> 2200 <input type="checkbox"/> 2400 <input type="checkbox"/> 2500 <input type="checkbox"/> 2600 <input type="checkbox"/> 2700 <input type="checkbox"/> 2800 <input type="checkbox"/> 3200					
A. Line #	B. Staff #	C. Staff FTE	D. Description	E. Amount	F. Subtotal
Object Code 100					
1					
2					
3					
4					
5					
6			Object Code 100 Subtotal		
Object Code 200					
7					
8					
9					
10					
11					
12					
13			Object Code 200 Subtotal		
Object Code 400					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23			Object Code 400 Subtotal		
Object Code 500					
24					
25					
26					
27					
28					
29					
30			Object Code 500 Subtotal		
Object Code 600					
31					
32					
33					
34			Object Code 600 Subtotal		
Object Code 700					
35					
36					
37			Object Code 700 Subtotal		
Object Code 800					
38					
39					
40					
41					
42			Object Code 800 Subtotal		
			Function Total		

Duplicate as Necessary

Budget Narrative

Project Budget

District/Agency		County			Project Number	CFDA Number	Fund Number	Type of Budget	
						84.027	516	<input type="checkbox"/> Initial	<input type="checkbox"/> Revised
Function Object	A	B	C	D	E	F	G	H	I
	1220 Instruction	2100-2200 Support Services	2400 Administrative Services	2500-2600 Fiscal- Business Services	2700 Operations & Maintenance	2800 Pupil Transportation	2900-3100-3200 Support-Food Services- Nonpublic Instruction	5000 Facilities- Construction Services	Object Code Totals
100 Salaries									
200 Retirement, Fringe Benefits									
400 Purchased Services									
500 Supplies									
600 Capital Outlay									
700 Capital Outlay (Replacement)									
800 Other									
Function Totals									Grand Total
Typed Name and Title of Superintendent			Typed Name and Title of Treasurer			For Ohio Department of Education Use Only			
Signature	Date	Signature	Date	Approved By	Date				

Completing the Budget Worksheet

The revised Uniform School Accounting System (USAS) is used in Ohio school districts. For a full explanation of the uniform school accounting and codes system, refer to the *Uniform School Accounting System User Manual*.

1. Complete a budget worksheet for each function code included in the project. On each worksheet, provide a proposed breakdown of the project budget into specific expenditure items according to the object code designations provided in the USAS User Manual. Applicants should make additional copies of the budget worksheet as needed.

Note: The proposed budget must account for all Special Education – Part B funds allocated for the fiscal year.

2. Check the box beside the number that indicates the function code to be reported on that worksheet. Complete a budget worksheet for each function code included in the project.
3. Enter the school district name, county and district IRN in the space provided. Enter on the numbered spaces of the budget worksheet (Column D) descriptions of items for which proposed expenditures can be made, along with the amount to be expended on the items (Column E). Item descriptions should be provided that conform to those outlined in the USAS User Manual.

Column A:	Line numbers are provided for ease of reference to items on the budget worksheet within the object codes.
Column B:	Enter the number of personnel fully or partially funded.
Column C:	Enter the full-time equivalency (FTE) of personnel.
Column D:	Enter a description of the item for which an expenditure is proposed.
Column E:	Enter the expenditure amount for the item proposed.
Column F:	Add all the proposed expenditure amounts in Column E for each object code. Enter the subtotals in the spaces provided. Add all of the object code subtotals (Line 6 + 13 + 23 + 30 + 34 + 37 + 42), and enter that sum in the Function Total cell at the bottom of Column F.

Descriptions and Examples of Function/Object Codes

Function 1220: Handicapped Instruction (Budgeted items that are directly related to instruction by certified staff only)

- Object Code 100: Certificated and/or licensed employees, such as teachers and tutors, substitute teachers and unit supplement salary
- Object Code 200: STRS, insurance benefits (certificated) and Workers' Compensation
- Object Code 400: Equipment rental and repair, employee mileage, pupil tuition and excess cost
- Object Code 500: Instructional supplies, teaching aids, software, tests and text books
- Object Code 600: Capital outlay (remodeling) and equipment (new)
- Object Code 700: Equipment (replacement)

Function 2100: Support Services – Pupils (Activities designed to assess and improve pupils' wellbeing and supplement the teaching process)

- Object Code 100: Related services (e.g., psychological, speech, OT services and PT services)
- Object Code 200: STRS, SERS (including surcharge) and insurance benefits and Workers' Compensation (certificated and non-certificated)
- Object Code 400: Contracted professional/technical services, employee mileage and meeting expenses, excess cost and equipment lease, rental and repair
- Object Code 500: Instructional supplies, office supplies and periodicals/films
- Object Code 600: Capital outlay (remodeling) and equipment (new)
- Object Code 700: Equipment (replacement)

Function 2200: Support Services – Staff (Activities associated with assisting certified instructional staff)

- Object Code 100: Supervisors, teacher aides and substitute teacher aides
- Object Code 200: STRS, SERS (including surcharge) and insurance benefits and Workers' Compensation (certificated and non-certificated)
- Object Code 400: Instructional improvement (consultants), employee mileage and meeting expenses, postage, telephone costs, excess cost and purchase, lease, rental and repair of equipment
- Object Code 500: Instructional supplies, office supplies and periodicals
- Object Code 600: Capital outlay (remodeling) and equipment (new)
- Object Code 700: Equipment (replacement)

Function 2400: Support Services – Administration (Administrative staff and related costs of the administration of special education)

- Object Code 100: Directors, coordinators and secretaries
- Object Code 200: STRS, SERS (including surcharge) and insurance benefits and Workers' Compensation (certificated and non-certificated)
- Object Code 400: Instructional improvement (consultants), employee mileage and meeting expenses, postage, telephone costs, excess cost and purchase, lease, rental and repair of equipment
- Object Code 500: Instructional supplies, office supplies and periodicals
- Object Code 600: Capital outlay (remodeling) and equipment (new)
- Object Code 700: Equipment (replacement)

Function 2500: Fiscal Services

Function 2600: Support Services – Business (Personnel in the office of the treasurer and related duties and expenditures)

- Object Code 100: Treasurers
- Object Code 200: SERS, insurance benefits and Workers' Compensation

Object Code 500: Office supplies
Object Code 800: Auditing services and indirect costs

Function 2700: Operation and Maintenance of Plant Service (Activities concerned with keeping the physical plant open and safe for use, cleaning, maintenance and keeping the grounds, building and equipment in effective working condition)

Object Code 100: Custodian
Object Code 200: SERS, insurance benefits and Workers' Compensation (non-certificated)
Object Code 400: Facility rental and utilities
Object Code 500: Custodial supplies

Function 2800: Pupil Transportation

Object Code 100: Bus drivers and bus aides/assistants
Object Code 200: SERS, insurance benefits and Workers' Compensation (non-certificated)
Object Code 400: Pupil transportation

Function 3200: Non-public School Services (Activities involved in providing instructional services for the non-public school pupils)

Object Code 100: Certificated and/or licensed employees
Object Code 200: STRS, SERS and fringe benefits
Object Code 400: Contracted professional/technical services
Object Code 500: Instructional supplies
Object Code 600: Equipment

All part-time and prorated salary expenditures must be documented in the application (e.g., Treasurer – 40 hours at \$10.00 an hour = \$400).

Completing the Project Budget

Enter the project name, county and project number on the lines provided. Indicate whether this is an initial or revised budget. The totals of proposed expenditures to be made under the function codes and within chosen object codes are to be entered into the cells of the project budget. Column cells in the project budget are keyed to the lines (subtotals and totals on the budget worksheets).

Columns A - G: Columns A through G may include more than one function code. Subtotaled figures from lines on the budget worksheets are entered in the budget cells that have the same object code and function code designated as the line on the budget worksheets (e.g., the figures recorded in Column A would be the same as those entered on Line 6 of the budget worksheets for Function Code 1220).

After recording all subtotals from the budget worksheets onto the budget:

1. Compute each object code line total (add all lines across the budget and enter the totals in Column I: Object Code Totals).
2. Compute each function column total (add all columns down the budget and enter the totals in the Function Totals).

3. Total Column I.
4. Add the Function Totals.
5. The Object Code Totals (Step 3) must equal the Function Totals and each must equal the project allocation figure. If either of these conditions is not met, a computation error has been made or all allocated funds are not included in the project budget. When these two conditions are met, proceed to Step 6.
6. Enter the project budget total in the Grand Total Cell.
7. **New Requirement:** The superintendent or chief executive officer and treasurer or chief financial officer must sign the project budget signifying their approval.

Preparing the Budget Narrative

Provide a detailed explanation of all costs identified in the budget worksheets by function code and line number. Please provide a list of staff by title (i.e., coordinator, director, etc.) and corresponding salary.

Appendix A

Rule 3301-51-09

- (I)(6) Alternative plans
- a) The Ohio department of education, office for exceptional children, is authorized to select a number of school districts, Educational Service Centers, County Boards of Developmental Disabilities, or community schools to implement alternative plans for the calculation of the service provider ratios set forth in paragraph (I)(2) and/or (I)(3) of this rule, for the purpose of participating in an evaluation of the ratios. The purpose for selecting districts to participate in an evaluation is to allow for the development and study of methods of calculating service provider ratios for intervention specialists and related services providers that reflect the fact that children with disabilities may be served in a manner other than through placement in a separate classroom. Accordingly, there is a need to develop fair and appropriate methods of calculating service provider ratios that recognize that students with disabilities may be served in many different ways.
 - b) The office for exceptional children shall select districts, boards, or schools from those who complete an application within timelines set by the office for exceptional children. The application must contain the following:
 - (i) Description of current service provider ratio problems, if any, and how the alternative plan will address those problems;
 - (ii) Detailed description of the proposed alternative approach to calculating ratios and how it will be implemented, including the formula, if any, that the district, board, or school intends to use, and the identification of the staff to be involved in the alternative plan;
 - (iii) Statement regarding how the alternative plan integrates the factors set forth in paragraph (I)(1) of this rule;
 - (iv) Assurances that the service provider ratios set forth in paragraphs (I)(2) and (I)(3) of this rule will not be exceeded;
 - (v) Assurances that the alternative plan will be implemented in such a manner that it does not interfere with the right of all students with disabilities to receive a free and appropriate public education in the least restrictive environment and that every child will receive the services set forth in the child's IEP;
 - (vi) Proposal regarding a system for monitoring and evaluating the alternative plan;
 - (vii) Statement regarding the method that will be used to inform all parents of students with disabilities who receive services from a provider who will be participating in an alternative plan and a plan for addressing the concerns, if any, of those parents; and;
 - (viii) Proposed timeline to be covered by the alternative plan, which shall be at least one academic year and no more than three academic years.
 - c) Districts selected to participate in the evaluation of alternative plans will be required to submit periodic reports to the office for exceptional children in a format to be determined by the office for exceptional children. The office for exceptional children may require any district, board, or school to cease implementation of its alternative plan.

Appendix B

Final Report Content

Below is the criteria that must be included in the final report following completion of Year 1 funding. Additional criteria may be added after the data and information needed for the research has been determined.

Alternative Plan Requirements:

- Create an alternative approach to determining caseloads or use one of the models provided (Appendix C and D) that does not jeopardize the well-being and/or safety of students and doesn't violate provisions of a free appropriate public education (FAPE);
- Develop a system to monitor and complete periodic reports regarding the progress of the alternative approach;
- Establish a procedure(s) for collection and use of constituent feedback;
- Identify the type of data needed to be collected, analyzed and interpreted to inform program management and education policy, including EMIS, personnel, and cost analysis;
- In conjunction with the Caseload Ratio research study ,design a clear and comprehensive plan for evaluating the alternative process that includes analysis of data, parent and other stakeholder input, efficiency and student achievement;
- Recommend solutions to issues related to effectiveness, staffing, ease of use and the affect on other programs related to students with disabilities;
- If using one of the models provided (Appendices C and D), detail any changes or adaptations made to the model and indicate why those changes were necessary;
- Identify changes and modifications intended for the next school year based on evaluations;
- Document best practices for further development and replication; and
- Describe collaborative activities with the OEC, ODE and the entity contracted to conduct a study of service provider ratios.

Narrative Description of Proposal

The following components must be addressed in detail as part of Year 2 funding for implementation of the project:

- A. Description of an alternative plan to configure caseloads and the need(s) to be addressed through the plan. Include:
 - A description of the current caseload problem and the effect it has had on students;

- A detailed description of the proposed alternative approach to calculating ratios and how it will be implemented (if a formula is to be used, please provide the formula and an example);
- An explanation of how the alternative plan will address the current workload issue;
- A summary of how the alternative plan will benefit students and improve student achievement for students with disabilities;
- A description of the process to be used to monitor and report progress of the plan;
- An identification of which constituents will provide feedback, the type of feedback and how it will be collected, including parent notification;
- Identification of staff involved in the alternative plan and who the pilot is intended for (ex. intervention specialist, Speech Language Therapists, Occupational and/or Physical Therapists, etc.); and
- An explanation of how the plan will integrate the factors identified in 3301-51-09 (I)(1) of the *Operating Standards for Ohio Educational Agencies Serving Children with Disabilities*.

B. Detailed description of the data collection process to include:

- A description of the data that will be collected, including how often, how it will be analyzed and how it will be interpreted;
- Identification of how the data will be used to inform the program management and district policies; and
- How the data will inform the program evaluation.

C. Comprehensive description of the evaluation of the effectiveness of the alternate plan to include:

- Who will be involved with the evaluation;
- What data elements will be collected, when, and who will be responsible;
- How will parents, students and staff input be involved in the evaluation process; and
- How the effectiveness of the program will be determined.

D. A detailed timeline for the implementation of the alternative plan, including dates, times, those involved.

Appendix C

Model A.* Caseload/Workload Model

The following words and terms, when used in this subsection, have the following meanings, unless the context clearly indicates otherwise:

Full-time – Special education supports and services provided by special education personnel for 80% or more of the school day

Itinerant – Special education supports and services provided by special education personnel for 20% or less of the school day

Supplemental – Special education supports and services provided by special education personnel for more than 20% but less than 80% of the school day

The following chart represents the maximum number of students allowed on a teacher’s caseload/workload:

Disability	Itinerant (20% or less/day sped support/services)	Supplemental (Less than 80% more than 20%/day sped support/services)	Full-Time (80% or more/day sped support/services)
Learning Support	50	20	12
Emotional Support	50	20	12
Deaf & Hearing Impaired Support	50	15	8
Blind & Visually Impaired Support	50	15	12
Speech & Language Support	65		8
Autistic Support	12	8	8
Multiple Disabilities Support	12	8	8
Occupational Therapy Support	No Requirement		
Physical Therapy Support	No Requirement		

* Model Developed by Pennsylvania

Appendix D

Model B.*

Formula for OTs and PTs/Related Services

The FTE needed and the relative productivity of existing staff (OT and PT) may be determined using the following method:

1. Weekly IEP contact hours for site totaled
2. Total IEP contact hours multiplied by a factor of 1.7 to determine service hours need to effectively serve site
3. Service hours divided by 37.5 (1 FTE) and resulting number is number of FTE needed for site.
4. Based upon this, one FTE can deliver about 20-22 IEP contact hours per week depending on severity of students, evaluation load and travel

Further staff time may be allocated for tasks not related to service delivery. They could include (but not be limited to): Screening, assessment, consultation, counseling, training, diagnostic testing, classroom observation, parent, staff and agency conferences, staff development activities, follow-ups and travel.

The North Carolina formula:

Based upon a full time FTE = 37.5 hours/week w/o travel

72% - intervention, documentation, and planning (allowing 1 hour of documentation for every 4 hours spent intervening)

- For 37.5 hours/week, this means 27 hours for intervention, documentation and planning
- Of those 27 hours, 20% or 5.4 hours will be spent documenting
- This leaves 21.6 hours available for student contact(e.g., 21.6 IEP hours can be assigned per FTE)

13.3% - assessment (5 hours /week)

8% - IEP meetings and staffing (3 hours/week)

6.7% - lunch (2.5 hours/week)

The formula suggests that 21.6 contact hours (58% of a therapist's time) are spent on intervention and an additional 15.9 hours (42% of their time) are spent for everything (listed above) that is not intervention (but required for the job). The ratio of 21.6 : 15.9 is 1:.74. This means for each 1 hour of OT/PT indicated on an IEP(s) you need an additional .74 hours, or 1.74 hours total (about 1 hour, 45 minutes) to do the job. Looking at it another way, 21.6 (max contact hours) x 1.74 (contact hours + the rest) = 37.5 (1 FTE). In practice, (e.g. in determining caseload distribution and school assignment) by summing the OT IEP hours at a given school and multiplying by 1.74, the FTE needed to serve that site would be determined.

*Model Developed by North Carolina

Model B.*

Special Education Class Size Requirement Per Teacher

*COS=Course of Study

Special Education Service Delivery	Elementary		Middle School		High School		
	Standard *COS	Standard COS Extended content standards	Standard COS	Standard COS Extended Content Standards	Standard COS	Standard COS Occupational	COS Extended Content Standards
Special Education General Skills (Support outside general classroom 20% or less of the day)	12 Students	10 Students	14 Students	12 Students	14 Students	14 Students 1 Teacher Assistant (Job Coach)	12 Students
Special Education Targeted Skills (Support outside general classroom from 21% - 60% of the day)	10 Students or 12 Students 1 Teacher Assistant	8 Students or 10 Students 1 Teacher Assistant	12 Students or 14 Students 1 Teacher Assistant	8 Students or 10 Students 1 Teacher Assistant	12 Students or 14 Students 1 Teacher Assistant	14 Students 1 Teacher Assistant (Job Coach)	10 Students
Special Education Sustained Support (Support outside the general classroom for more than 60% of the day)	12 Students 1 Teacher Assistant	10 Students 1 Teacher Assistant	12 Students 1 Teacher Assistant	10 Students 1 Teacher Assistant	14 Students 1 Teacher Assistant	14 Students 1 Teacher Assistant (Job Coach)	12 Students 1 Teacher Assistant
Special Education Intensive Needs (Support outside the general classroom for more than 60% of the day and require constant, immediate supervision)	8 Students 1 Teacher Assistant	6 Students 1 Teacher Assistant or 8 Students 2 Teacher Assistants	8 Students 1 Teacher Assistant	6 Students 1 Teacher Assistant or 8 Students 2 Teacher Assistants	8 Students 1 Teacher Assistant	8 Students 1 Teacher Assistant or 10 Students 2 Teacher Assistants (Job Coaches)	6 Students 1 Teacher Assistant or 8 Students 2 Teacher Assistants

*Model Developed by North Carolina

Model B.*

Level of Service/Supports

Level of Service/Supports

¹ **Special Education General Skills-** Services/supports provided to individuals who require specially designed academic, communications, and/or behavior support outside the general classroom for 20% or less of the day. The services could include, but are not limited to learning strategies instruction, organizational skills training, and curriculum assistance.

² **Special Education Targeted Skills-** Services/supports provided to individuals who require specific instruction in targeted skills areas (to include but not limited to: reading, math, written expression, social skills) outside the general education classroom from 21%-60% of the day. Special targeted skills groups can range from 1-14 students with consideration given to any specific guidelines governing group size composition for any methodologies adopted by the LEA.

³ **Special Education Sustained Support-**Services/supports outside the general education classroom for greater than 60% of the day, to students who require extensive and explicit instruction to acquire maintain and generalize multiple skills. Students may have documented health, communication, sensory, and/or behavior problems. Periodic immediate support and supervision are required throughout the day.

⁴ **Special Education Intensive Needs-** Services/supports outside the general education classroom to students who require extensive and explicit instruction to acquire, maintain, and generalize multiple skills. Students receive extensive, direct special education services for greater than 60% of the school day and require constant immediate supervision. The students may have persistent documented health, communication, and/or behavioral problems. The students require an instructional pave requiring individual and small group instruction and have substantial behavioral or physical needs.

⁵ **Future-Ready Core Course of Study-** The Standard Course of Study (College/University, College Tech Prep, Career Prep) will become the Future-Ready Core Course of Study, effective with the 9th grade class of 2009-2010.

⁶ **Occupational Course of Study-** Number of assistance (job coaches) will vary depending on the actual work-based requirements of the Occupational Course of Study.

Total Caseload

Total Caseload

Elementary Special Education General/Targeted Skills- Not to Exceed 35 Students

Middle and High School General/Targeted Skills- Not to Exceed 50 Students

Related Service Providers- Not to Exceed 50 Students

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