

## STATEWIDE CASELOAD NUMBER CHART

	<i>Elementary (Pullout)</i>	<i>Middle school (Pullout)</i>	<i>High school (Pullout)</i>
Level 1			
LD*	15 ♦	18 ♦	20 ♦
CD*	13 ♦	14 ♦	15 ♦
ED*	13 ♦	15 ♦	16 ♦
VI	12	12	12
HI	9	10	10
CC (3 or more disabilities)	12 ♦	15 ♦	15 ♦
CC (2 disabilities)	Compute by averaging caseload maximums for the primary disabilities served.		
Level 2			
LD*	12 ♦	14 ♦	15 ♦
CD*	9 ♦	10 ♦	10 ♦
ED*	11 ♦	13 ♦	14 ♦
VI	10	12	12
HI	8	9	9
CC (3 or more disabilities)	9 ♦	11 ♦	11 ♦
CC (2 disabilities)	Compute by averaging caseload maximums for the primary disabilities served.		
Level 3			
LD*	10	11	12
CD*	7	8	8
ED*	8	9	10
VI	7	9	9
HI	7	7	7
CC (3 or more disabilities)	7	8	8
CC (2 disabilities)	Compute by averaging caseload maximums for the primary disabilities served.		

\*Maximum numbers for all categories marked with an asterisk have been derived directly from research.

### ♦ Subtract 10% from caseload maximum if inclusion is the dominant setting

**Note 1:** Students with disabilities where there is generally not a matching categorical program, such as TBI, Autism, OI, or OHI, may be tallied according to the type of services required. For instance, a child with autism requiring substantial curricular modifications and life skills could be tallied as Level 3 CD, while a student with OHI requiring only academic modifications and quiet work space may be tallied as Level 1 LD.

**Note 2:** When using this chart, it is important to consider extenuating circumstances, as this chart is not meant to imply absolute limits. Table 2 may be helpful in determining variables which may be significant to particular

situations. The availability of paraprofessional staff does not increase the maximum caseload limit. However, access to paraprofessional staff time may assist in ameliorating an enrollment situation.

**EARLY CHILDHOOD: SPECIAL EDUCATION CASELOAD NUMBER CHART**

<i>Level of Service</i>	<i>One session model</i>	<i>Two session model</i>
Moderate	12	16
Comprehensive	10	14
Itinerant or Homebased/Community Outreach Services (including services in Head Start and nonsectarian daycare centers licensed by DHFS): Maximum = 12		

**SPEECH/LANGUAGE CASELOAD NUMBER CHART**

<i>Level of service</i>	Early Ed. - 1 session	Early Ed. - 2 sessions	Elementary	Middle School	High School
Minimal	26	26	35	40	40
Moderate	15	20	15	--	--
Comprehensive	12	18	12	--	--

**OCCUPATIONAL THERAPY (OT)**

PI 11.24 (9)(b)a: "...the caseload for a full-time school occupational therapist employed for a full day, 5 days a week, shall be as follows:

- a. A minimum of 15 children.
- b. A maximum of 30 children.
- c. A maximum of 45 children with one or more occupational therapy assistants."

**PHYSICAL THERAPY (PT)**

PI 11.24 (7)(b)a: "...the caseload for a full-time school physical therapist employed for a full day, 5 days a week, shall be as follows:

- a. A minimum of 15 children.
- b. A maximum of 30 children.
- c. A maximum of 45 children with one or more occupational therapy assistants."

**Table 1**  
**SERVICE LEVEL MATRIX**

Instructions for use: Students at each level should meet some or all of the following criteria. Other criteria may be added as deemed appropriate by individual districts.

	Criteria
Level 1	<ul style="list-style-type: none"> <li>• No persistent, documented health, sensory, or behavior problems concurrent with primary disability</li> <li>• Primarily general education curriculum with support and modifications within group/whole class setting; with modifications and accommodations, meets at least minimal behavioral expectations of general education</li> <li>• Students with LD must have an ability/achievement discrepancy of 1.75 SEe or above*</li> <li>• Student receives direct services from special educator for &lt;50% of school day</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>• Persistent documented health, communication, sensory, or behavior problems concurrent with primary disability</li> <li>• Primarily separately designed and paced curriculum requiring small group/individual instruction; significant behavioral needs<sup>1</sup></li> <li>• Students with LD must have an ability/achievement discrepancy of 1.96 SEe or above*</li> <li>• Student receives direct services from special educator for &lt; 75% of school day</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>• Persistent documented health, communication, or behavior problems concurrent with primary disability</li> <li>• Entirely separate curriculum and pace requiring individual or small group instruction; substantial behavioral needs<sup>2</sup></li> <li>• Students with LD must have an ability/achievement discrepancy of 2.33 SEe or above*</li> <li>• Student receives direct and/or extensive indirect services from special educator for <math>\geq</math> 75% of school day</li> </ul>

\* SEe – standard errors of the estimate below expected achievement using a standard regression procedure (see PI 11.36(6) for further information on the eligibility criteria for LD)

<sup>1</sup> Examples: intermittent proximal supervision, support, consultation regarding behavior, etc.

<sup>2</sup> Examples: constant proximal supervision; crisis management, etc.