Minnesota Special Education Case Load Task Force

September 24, 2013

Minnesota Department of Education

Overview

1. Current MN Case Load Rule (Minn. R. 3525.2340)
2. Other States' Statutes, Policies, and Definitions
3. Earlier MN Workload Task Force
4. Local Policies and Personnel Trends

Minnesota Rule 3525.2340

3525.2340 CASE LOADS.

Subp. 4.

Case loads for school-age educational service alternatives.

A. The maximum number of school-age pupils that may be assigned to a teacher:

(1) for pupils who receive direct special instruction from a teacher 50 percent or more of the instructional day, but less than a full school day:

(a) deaf-blind, autism spectrum disorders, developmental cognitive disability: severe-profound range, or severely multiply impaired, three pupils;

(b) deaf-blind, autism spectrum disorders, developmental cognitive disability: severe-profound range, or severely multiply impaired with one program support assistant, six pupils;

(c) developmental cognitive disability: mild-moderate range or specific learning disabled, 12 pupils;

(d) developmental cognitive disability: mild-moderate range or specific learning disabled with one program support assistant, 15 pupils;

(e) all other disabilities with one program support assistant, ten pupils; and

(f) all other disabilities with two program support assistants, 12 pupils; and

(2) for pupils who receive direct special education for a full day:

(a) deaf-blind, autism spectrum disorders, developmental cognitive disability: severe-profound range, or severely multiply impaired with one program support assistant, four pupils;

(b) deaf-blind, autism spectrum disorders, developmental cognitive disability: severe profound range, or severely multiply impaired with two program support assistants, six pupils; and

(c) all other disabilities with one program support assistant, eight pupils.

Minnesota Rule 3525.2340 (continued)

3525.2340 CASE LOADS Subp. 4.

Case loads for school-age educational service alternatives.

B. For pupils who receive direct special education less than 50 percent of the instructional day, case loads are to be determined by the local district's policy based on the amount of time and services required by pupils' IEP plans

Information from Other States

- Surveyed State Directors of Special Education
- Survey delivered through National Association of Stated Directors of Special Education (NASDSE)
- 31 responses (plus Minnesota)
- Conducted Spring/Summer 2013

NASDSE Survey Questions

- **Mandated or recommended case load/workload limits?**
- **Terms used?**
- **Term definitions?**
- **Comments?**
- **Contact person?**

3 Types of States

1. Have something in state statute or policy
2. Defer to local authority
3. Silent on the issue

15 States “Have Something in Statute or Policy”

- Arkansas
- Connecticut
- Georgia
- Kentucky
- Louisiana
- Maine
- Massachusetts
- Michigan
- Minnesota
- North Carolina
- Oklahoma
- Pennsylvania
- Tennessee
- Utah
- West Virginia

6 States Defer to Local Authority

- Alabama
- Alaska
- Florida
- Iowa
- North Dakota
- Vermont
- Virgin Islands

10 States are Silent on Case Load

- Idaho
- Indiana
- Maryland
- Montana
- Nebraska
- Oregon
- Rhode Island
- South Carolina
- South Dakota
- Wisconsin

4 Terms Emerged From the States' Responses

- **Class Size**
- **Workload**
- **Case Manager**
- **Case load**

“Class Size” Definitions

- **Per period case load (West Virginia)**

- **Number of students that a teacher may have during an instructional period (North Carolina)**

“Workload” Definition

- **In addition to case load responsibilities, could include but not be limited to a special educator’s responsibilities, duties, other assignments, the impact of parent involvement, providing services to a student whose file is held by another educator or provider, training and supervision of support staff and/or peer tutors, etc. (Utah)**

“Case Manager” Definitions

- **Special educator who ensures the implementation of special education and related services for student (records) assigned. The number of records does not represent the number of students that the teacher will serve (Alabama)**
- **Special educator responsible for a student’s file and coordinating services for that student (Utah)**

“Case Load” Definitions

- **The number of student records a teacher can be assigned. The teacher is only responsible for maintaining the student folder and due process for these students, not necessarily providing specially designed instruction (Kentucky)**
- **Total unduplicated count of students a teacher has assigned to him or her for IEP management, etc. (Oklahoma)**
- **Number of IEPs for which the case manager is responsible. Special educators often serve students in addition to the students whose files they manage (Utah)**
- **Groups of students for whom teacher provides direct/indirect services and case management/procedural accountability duties (West Virginia)**

“Case Load” Discussed - 2005 (Minnesota Complaint File #2171)

Minn. R. 3525.2340, subp. 4 (case loads for school-age educational service alternatives) was discussed as follows:

> **“The wording of this provision of the rule reflects that it applies to the number of students assigned to a teacher in the classroom setting rather than who is assigned as the IEP manager.”**

Workload Task Force – 2003

- **Purpose:**
  - **identify factors that influence special education teacher workload**
  - **Develop recommendations to address issues influencing workload**
- **Formula developed:**
  - **Student service minutes – direct, indirect, evaluation**

  PLUS
  - **IEP's managed**

MN District Examples

District Type	case load/Workload Guidelines
Suburban	1. Case-by-case; mostly **case load**: 16-18 elementary, 18-21 secondary; plus other considerations (paraprofessionals, student service minutes, student : teacher ratio) **2. Workload** based on direct and indirect service hours provided 3. District **case load** average is 18; no formula; student needs matched with teacher
Medium/Large Non Metro City	**Workload** includes total direct and indirect IEP service minutes, evaluations, preparation time, and other due process.
Intermediate	Specific **case load** ratios per disability categories and program models
Charter	**Case load** per MN statute for >50% of school day; **workload** based on direct and indirect IEP service minutes, evaluations, preparation time (per contract), and other due process requirements.

Special Education Child Count / Personnel Ratios

School Year	Child Count Total	Teacher FTE	Para FTE	Other Related Services FTE	Child Count / Teacher Ratio	Child Count / Teacher + Para Ratio	Child Count / Teacher + Para + Other Related Services Ratio
07-08	123,241	9040.81	12,067.6	5,696.5	14.1	5.9	4.7
08-09	124,503	9136.57	12,531.3	5,652.6	14.1	5.8	4.6
09-10	126,019	9196.82	12,097.0	4,943.1	14.7	6.1	4.9
10-11	127,798	9229.94	12,752.2	5,663.8	14.4	5.9	4.7
11-12	128,372	9262.05	13,065.8	5,643.6	14.3	5.8	4.6

* 09-10 staff numbers may be lower (missing federal data) due to a change in data systems.

Coming Attractions

- **Special Education Funding Changes**
- **Walk through History of Case Load Rule**