Special Education Staffing Analysis

Current Texas rule leaves the determination of caseload for special education services to the local district discretion. The findings of any analysis for staffing of special education programs should always be based on student’s individual needs and will fluctuate accordingly. Some considerations to continually consider are as follows:

- severity of student needs and types of support services needed;
- implementation of a full continuum of service delivery models; and
- compliance with special education legal requirements.

Some additional considerations for caseload decisions of special education instructional staff include:

1. Specially Designed Instruction
   - Includes direct instruction to meet the individual needs of students related to IEP goals/objectives.
   - Includes indirect service, such as consultation with general education teachers, modification/adaptation of curriculum, demonstration teaching, planning with related service staff, etc.

2. Preparation Time
   - This is time provided within the instructional day to prepare instruction and includes finding materials related to students’ needs, devising/creating specific materials, etc.

3. Directing the Work of Paraprofessionals
   - Program/resource paraprofessionals require supervision, training, and regular planning time.

4. IEP Management Responsibilities
   - IEP management includes all aspects of program development and coordination of services, parent communication related to the IEP, annual review, progress monitoring, progress reporting, functional behavioral assessments, manifestation determinations, and behavior intervention plans.

5. Other Assignments
   - These are regularly and intermittently scheduled non-special education assignments, such as a daily supervision, study hall supervision, homeroom duty, advisories, bus duty, field trips, etc.
Weighted Caseload Worksheet Directions

The Weighted Caseload Worksheet (Attachment 1) is a general method to begin determining basic staffing needs to serve students with disabilities per campus. Once information is input into the worksheet, a local analysis of additional considerations will need to be discussed and examined.

Directions:
Complete the Weighted Caseload Worksheet (Attachment 1) with students currently receiving special education services per campus.

Step 1:
Input student name in the fillable box. DO NOT include students that receive speech therapy only. All other corresponding information is input by selecting an option from the drop down menu. Select the service time received, level of instructional support and level of behavioral support for each student as indicated in the student’s IEP. The weight of support will pre-populate based on your selections.

Step 2:
Once all students receiving special education services are input at that campus, a total student weight will be provided. The caseload formula is 20 weighted students per special education staffing unit (teacher and/or paraprofessional).

20 weighted students = 1 teacher/paraprofessional

Step 3:
Once this weighted caseload is complete, then you may need to add additional staffing units for the following:
1. Add any one-to-one support that may be prescribed by a student’s IEP;
2. Consider adding staff to allow for a minimum of one staffing unit for each instructional arrangement that is provided on that campus;
3. Consider any additional local factors that alter staffing considerations;
4. Consider additional considerations outlined on the Special Education Staffing Analysis document (Page 1).