



Shaker Heights Schools

Shaker Heights, Ohio 44120-2599

SHAKER CITY SCHOOLS WORKLOAD AND CASELOAD CONSIDERATION PROCESS (SCHOOL AGE)

The leadership staff in each building who are responsible for case management assignments should work through all of the factors below with staff member input/discussion prior to finalizing any caseload assignments.

- Is the staff member full or part time?
 - If the staff member does not work in the district full time, the staff member's workload and caseload should be adjusted to reflect this.

- Does the staff member serve more than one building?
 - If so, adjust the staff member's caseload in light of the time required to travel between different buildings or student placements.

 - If the staff member works in more than one building, leadership in both buildings responsible for caseload assignments should consult regarding workload considerations in both buildings prior to finalizing the adjusted caseload for either building.

- Does the staff member have assigned duties outside of providing special education and related services?
 - If so, consider the amount of time needed for those duties per day/week/month.
 - Consider whether or not the staff member is expected to complete those duties within the workday or receives a supplemental or stipend to complete the duties outside the work day.
 - Adjust the staff member's caseload to reflect the assigned duties if they are part of the work day - and/or-
 - Adjust or reassign some duties to allow the staff member additional time to provide special education and related services as needed.

- What are the individualized needs for the students with disabilities whom the staff member may serve?

- How many minutes of specially designed instruction (SDI) is the staff member required to provide to each student each day/week/month per the student IEPs? (Amount and frequency of services)
 - To what extent will the staff member be able to provide SDI within a lesson/group activity versus one on one with students? How intensive are the service needs? (Level of services)
 - Will the staff member have sole or shared responsibility to deliver the SDI provided to each student?
 - Consider the severity of the needs of the students whom the staff member will serve.
 - Adjust the staff member's caseload accordingly based upon the consideration of amount, frequency, level, responsibility and severity factors.
- Are there special circumstances related to any of the students whom the provider may serve? (possible considerations might include an increased need for home-school communication, legally sensitive cases, etc, etc).
 - The leadership staff responsible for assigning caseload should consider and adjust caseloads related to special circumstances that are likely to increase workload for the case manager of specific student(s).
- What are the expectations for the staff member in terms of planning?
 - Is the staff member solely responsible for designing/planning lessons? Is the staff member the teacher of record?
 - Is the staff member jointly responsible for designing/planning lessons?
 - If the staff member has responsibilities for designing/planning lessons, how many subjects is the staff member responsible to design/plan? If co-teaching/co-planning, with how many different teachers is the staff member scheduled to co-teach/co-plan? Is the co-teacher responsible for grading?
 - Does the staff member's schedule allow time for collaborative/co-planning?
 - Is the staff member primarily or only responsible for reinforcing lessons designed and taught by others?
 - Does the staff member's work day or week include additional no-student contact time in addition to contractual planning time?
 - Adjust the staff member's caseload in consideration of these factors.
- Are all of the students on the staff member's caseload identified with the same disability? If so, ensure that the staff member's caseload is consistent with OAC 3301-51-09 (2) (a-f).
- Does the staff member serve a cross categorical caseload where students are not all identified with the same disability? If so, ensure that the staff member's caseload is consistent with OAC 3301-51-09 (2) (g).
- What supports are available to the staff member?

- Positive Behavior Coaches, Department Chairpersons, professional learning opportunities, Collaborative Planning Time, Instructional Coaches, etc...
- This consideration allows the leadership staff at the building responsible for case management assignments the opportunity to consider and increase supports based upon the staff member's workload/caseload.

*** This process is applicable for workload/case management determinations for school age students. Staffing requirements and ratios at the preschool level are currently defined differently than at the school age level.