

MONONA GROVE SCHOOL DISTRICT

Board Rule 343.2

GUIDELINES FOR CLASS SIZES

A. Elementary School

<u>Grade Level or Subject</u>	<u>Suggested Range</u>	<u>Class Size Goal</u>
4K	12-18	16
Kindergarten (per class)	16 to 23	20
1 st Grade	17 to 24	20
2 nd Grade	17 to 24	20
3 rd Grade	18 to 25	22
4 th Grade	18 to 26	23
5 th Grade	18 to 26	23

B. Middle School

<u>Grade Level or Subject</u>	<u>Suggested Range</u>	<u>Class Size Goal</u>
6 th Grade	18 to 26	24
7 th and 8 th Grade Math	16 to 26	24
7 th and 8 th Grade Science	16 to 26	24
7 th and 8 th Grade Social Studies	16 to 26	24
7 th and 8 th Grade English	15 to 24	24
Technology Education	15 to 24	22
Computer Science	16 to 26	24
Family and Consumer Education	15 to 24	22
Physical Education	21 to 30	26
Art	15 to 26	24
Foreign Language	15 to 26	24
Alternative School (SOAR)	9 to 12	10
Choir	175 students for 2.5 periods	
Band	175 students for 2.5 periods	
Orchestra	175 students for 2.5 periods	

C. High School

<u>Grade Level or Subject</u>	<u>Suggested Range</u>	<u>Class Size Goal</u>
English – Basic	15 to 20	18
English – Others	15 to 24	24
Social Studies	15 to 24	24
Math – Basic	15 to 20	18
Math – Others	15 to 24	24
Computer Science	15 to 24	23
Science	15 to 24	24
Foreign Language	15 to 24	23
Physical Education	21 to 30	26
Family and Consumer Education	15 to 24	22
Art	15 to 24	22
Technology Education – Machine Courses	15 to 20	18
Technology Education – Other	15 to 24	22
Business Education	15 to 24	23
Choir	25 to 60	50
Band	30 to 70	60
Orchestra	15 to 35	30
Alternative School (EXCEL)	9 to 12	10
Distance Learning (Per Section)	6 to 8 (per site)	24 (maximum)

D. Contingencies

Kindergarten through Grade Six

1. If the number of students enrolled in a class at any time is one to three above or below the suggested range, the Building Principal shall discuss the situation with the staff involved and notify the Superintendent of the numbers. The Superintendent shall resolve the issue and the Board shall be notified.
2. If the number of students enrolled in a class at any time is four or more above or below the suggested range, the Superintendent shall resolve the issue and the Board shall be notified.

Grades Seven through Twelve

1. If the average number of students enrolled in a course is one to three above or below the suggested range, the Building Principal shall discuss the situation with the Department Coordinator involved and notify the Superintendent of the numbers. The Superintendent shall resolve the issue and the Board shall be notified.

2. If the average number of students enrolled in a course is four or more above or below the suggested range, the Superintendent shall resolve the issue and the Board shall be notified.

E. Special Education Caseloads

Special Education teachers working with students with disabilities possess caseloads that are fluid and changing due to factors such as, but not limited to, the newly identified student as student with a disability under federal/state law, transfers into the district, transfers out of the district, and students dismissed from special education due to no longer possessing an impairment and/or no longer requiring special education. The district believes that efforts must be made to develop and maintain reasonable caseloads so that a balance between the primary purpose of special education, instructing students with disabilities, and the special education paperwork requirements can be met as outlined in federal/state law.

To that end, the district shall employ the State Superintendent’s Task Force on Caseloads in Special Education released in March 2001 by the Department of Public Instruction as the guideline for determining special education caseloads. Such caseload recommendations apply only to special education teachers, speech/language pathologists, and Early Childhood Special Education teachers. Related services professionals in occupational and physical therapy have caseloads addressed in state law (PI 11.24(9)(b)a and PI 11.24(7)(b)a, respectively) and in Monona Grove School District Policy 535.1.

In the event new or updated guidelines or recommendations on special education caseloads are published and distributed by the Department of Public Instruction, those guidelines, if based on research-based literature and/or best practice recommendations, shall be considered for incorporation into Board policy.

Special Education Teachers

The district shall employ the use of the Student Factoring Table for determining maximum caseload size for special education teachers.

Special Education Service Level	Elementary	Middle School	High School
Level 1			
LD*	1.7	1.4	1.3
CD*	2.0	1.8	1.7
EBD*	2.0	1.7	1.6
HI	2.9	2.6	2.6
VI	2.2	2.2	2.2
Level 2			
LD*	2.1	1.8	1.7
CD*	2.8	2.6	2.5

EBD*	2.6	2.2	2.0
HI	3.3	2.9	2.9
VI	2.6	2.4	2.2
Level 3			
LD*	2.5	2.3	2.1
CD*	3.5	3.3	3.3
EBD*	3.3	2.9	2.6
HI	3.7	3.7	3.7
VI	3.7	2.9	2.9

- Student factors for categories marked by an asterisk (*) are derived directly from caseload research findings.

Each number on the “Student Factoring Table” assigns a factor to a special education student. A student who does not require special education services has a baseline factor of 1. Factors for all special education students exceed 1. The sum of student factors for each caseload should not exceed 26 without additional review.

Service Level Matrix

Students at each level should meet some or all of the following criteria.

Level 1	<p>No persistent, documented health, sensory, or behavior problems concurrent with primary disability.</p> <p>Primarily general education curriculum with support and modifications within group/whole class setting; with modifications and accommodations, meets at least minimum behavioral expectations of general education.</p> <p>Students with a learning disability must have an ability/achievement discrepancy of 1.75 SEe or above.</p> <p>Student receives direct services from special educator for <50% of the school day.</p>
Level 2	<p>Persistent documented health, communication, sensory, or behavior problems concurrent with primary disability.</p> <p>Primarily separately designed and paced curriculum requiring small group/individual instruction; significant behavioral needs such as intermittent proximal supervision, support, consultation regarding behavior, and the like.</p> <p>Students with a learning disability must have an ability/achievement discrepancy of 1.96 SEe or above.</p> <p>Student receives direct services from special educator for <75% of day.</p>

Level 3	<p>Persistent documented health, communication, sensory, or behavior problems concurrent with primary disability.</p> <p>Entirely separate curriculum and pace requiring individual or small group instruction; substantial behavioral needs such as constant proximal supervision, crisis management, and the like.</p> <p>Students with a learning disability must have an ability/achievement discrepancy of 2.33 SEe or above.</p> <p>Student receives direct and/or extensive indirect services from special educator for $\geq 75\%$ of the school day.</p>

General Notes concerning use of the Student Factoring Model

- (1) The sum of student factors for each caseload should not exceed 26 without additional review.
- (2) Using the formula
 - a. For each student on the caseload, record the service level, type of disability, and school level for each student.
 - b. Utilize the appropriate column in the Student Factoring Table to identify a factor for each student on the caseload.
 - c. Multiply the number of students with identical disabilities and service levels by the factor obtained in step b.
 - d. Add each of these sums together to obtain a total caseload size.
 - e. Add 10% to total caseload factors if inclusion is the dominant setting.
 - f. Compare total caseload size with the recommended maximum size of 26.
- (3) A factor is selected and assigned for each student on the caseload by the building administrator and in conjunction and collaboration with the Director of Special Education & Student Services

Early Childhood Teachers

The district shall employ the use of the Student Factoring Table for determining maximum caseload size for Early Childhood special education teachers. Since there is no empirical research to base a factoring formula for itinerant early childhood services, the student factoring method will not be used for determining caseload size of itinerant early childhood special education teachers (the maximum number of 12 shall be used).

Level of Service	One Session Model	Two Session Model
Moderate	2.2	1.6
Comprehensive	2.6	1.9

Speech/Language Pathologists

Speech/Language caseloads shall be based on a similar model of level of service (Levels 1, 2, and 3) and can also be characterized as minimal, moderate, and comprehensive. A description of levels and an assigned weighting factor are outlined below.

Level 1 – Minimal Weight Factor = .70

- 30-45 minutes or less of direct speech/language therapy per week and case managed by the speech/language pathologist.
- Student's behavioral needs do not require coordination of services with other staff.
- 0-3 other educators on the team serving the student with whom communication is required on an ongoing basis.
- Weekly parent communication (written or verbal) required, 15 minutes or less.
- Speech/Language is the only area of disability.
- Student's primary mode of communication is verbal.
- Students receiving up to 60 minutes of speech/language therapy and are not case managed by the speech/language pathologist.

Level 2 – Moderate Weight Factor = 1.7

- 30-60 minutes of Speech/Language therapy per week and case managed by the speech/language pathologist.
- Student's behavioral needs require some coordination of services with other staff.
- 3 or more educators on the team serving the student with whom communication is required on an ongoing basis.
- Weekly parent communication (written or verbal) required, 15-60 minutes.
- Student has additional areas of disability requiring coordination of services with the speech/language pathologist.
- Student's primary mode of communication requires the regular use of assistive technology.

Level 3 – Comprehensive Weight Factor = 2.2

- At least 60 minutes of speech/language therapy per week and case managed by the speech/language pathologist.
- Student follows separate behavior plan as outlined in the IEP.
- Weekly and/or monthly meetings with all service providers as outlined in the student's IEP.
- The majority of the student's placement is in a pull-out setting requiring coordination of curriculum and services with the speech/language pathologist.
- Student's primary mode of communication is with an augmentative communication device requiring ongoing programming by the speech/language pathologist.

Determining Caseload

1. Each speech/language pathologist along with a building administrator rates their caseload according to the level/severity of need and extenuating variables by selecting the level that best describes a student's need.

2. A factor (.7, 1.7, 2.2) is selected and assigned for each student on the caseload by the building Administrator and in conjunction and collaboration with the Director of Special Education & Student Services.
3. For students identified as having a speech/language disability and not receiving direct services from a speech/language pathologist, that is, the child is receiving direct services from a cross-categorical special education teacher: said student shall be weighted and placed on a cross-categorical caseload. The student shall be given a weight of zero (0) for the speech/language pathologist except when a triennial evaluation is required, which then will be weighted as .50 on the speech/language pathologist's caseload.
4. The sum of student factors for each caseload should not exceed 26 without additional review.
5. If a Speech/Language Pathologist is assigned a paraprofessional to provide direct and indirect service to students on his/her caseload, the following process shall be used to determine when an overload exists.

DPI Maximum Weight	Paraprofessional FTE	Additional Weight Factor	Total Allowable Caseload Weight
26.00	1.0 (7.5 hours)	13	39.00
26.00	.93 (7.0 hours)	12	38.00
26.00	.87 (6.5 hours)	11	37.00
26.00	.80 (6.0 hours)	10	36.00
26.00	.73 (5.5 hours)	9	35.00
26.00	.67 (5.0 hours)	9	35.00
26.00	.60 (4.5 hours)	8	34.00
26.00	.53 (4.0 hours)	7	33.00
26.00	.47 (3.5 hours)	6	32.00
26.00	.40 (3.0 hours)	5	31.00
26.00	.33 (2.5 hours)	4	30.00
26.00	.27 (2.0 hours)	4	30.00
26.00	.20 (1.5 hours)	3	29.00
26.00	.13 (1.0 hours)	2	28.00

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