



PTR, Class Size, Caseload, or Workload

What matters most in Special Education?
What do we need to fund?

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**What is an IEP?
How are they determined?**

What is an IEP?

The Foundation of Special Education

Definition: An Individualized Education Program (IEP) is a legally binding document developed for every public school child who is eligible for special education.

The Purpose: It ensures that a student with a disability receives FAPE (Free Appropriate Public Education) in the LRE (Least Restrictive Environment).



How is an IEP determined? The 3-Step Process

The path to an IEP follows a strict legal sequence to ensure resources are directed appropriately:

1. Referral & Evaluation: An evaluation referral is made and teams meet to discuss the areas of concern.. The school assesses the child in all areas related to the suspected disability at no cost to the parent.

Evaluations conducted by qualified professionals who give standardized assessments, compare data and classroom performance, as well as provide clinical expertise in their area

2. Eligibility Meeting: a meeting is held to discuss the results of the testing

The "Two-Prong" Test: To qualify, a student must:
Meet one of the 13 qualifying disability categories (e.g., Autism, Specific Learning Disability, Hearing Impairment,). Qualification is based on specific parameters for each disability

And require specialized instruction in order to access their education

3. IEP Team Meeting: If eligible, a team (parents, teachers, specialists, and administrators) meets to draft the program tailored to that specific child's needs.

Key Components of an IEP:

Current Performance: Where the student is now (PLAAFP).

Annual Goals: Measurable targets for the school year.

Services: Specific specialized instruction, speech therapy, OT, etc.

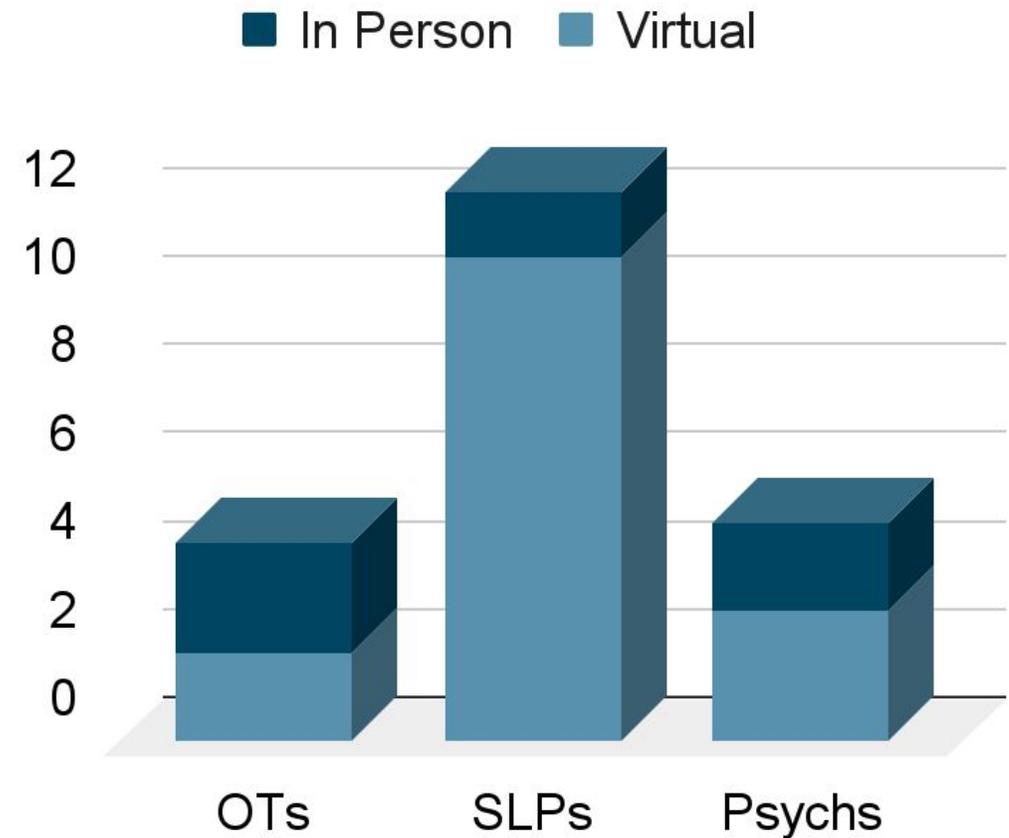
Accommodations/Modifications: Changes in how a student learns (e.g., extra time on tests)



Class Size/Caseload VS Workload

Virtual Providers in Juneau

- Often cost more
- Limited capacity - often need additional staffing for physical presence
- Increase workload on remaining in-person providers



Caseload

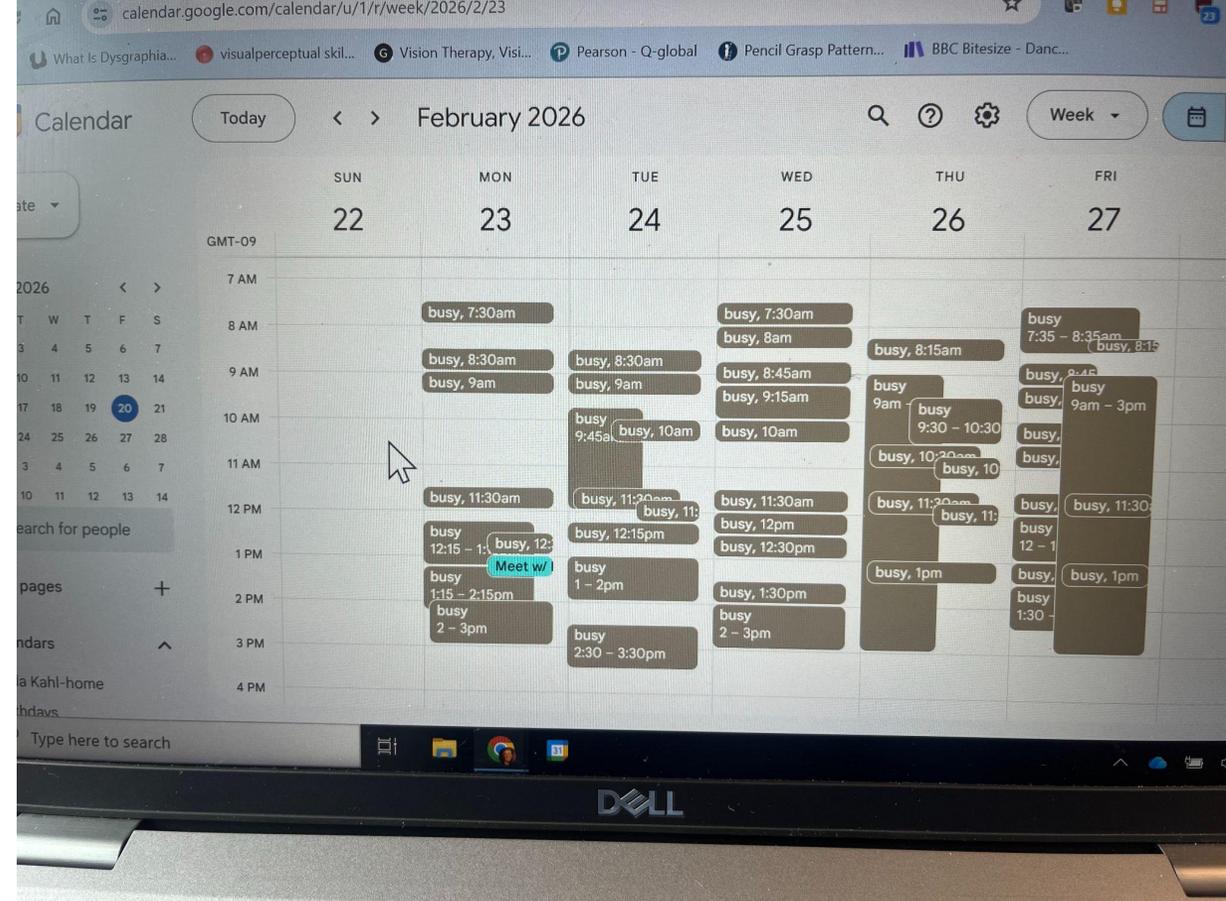
Goal #	Service Area	Location	Starts	Ends	Provider	Resource	Minutes	# of Sessions	Frequency
7	Communication	Service Providers	10/10/2025	10/09/2026	Speech Path		180	0	Monthly
Supervised by:				Frequency of Supervision:					
1, 2	Transportation	Service Providers	10/10/2025	10/09/2026	Bus Aide	Small Group	0	5	Weekly
Supervised by: SpEd Teacher				Frequency of Supervision: phone or email					
6	Sensorimotor	Service Providers	10/10/2025	10/09/2026	Occ Therapist	Small Group	30	3	Monthly
Supervised by:				Frequency of Supervision:					





Caseload

The number of students a provider is serving
Often based on Direct Service Minutes only
Used for staffing formulas
No accounting for complex needs, additional duties



Direct Service Minutes

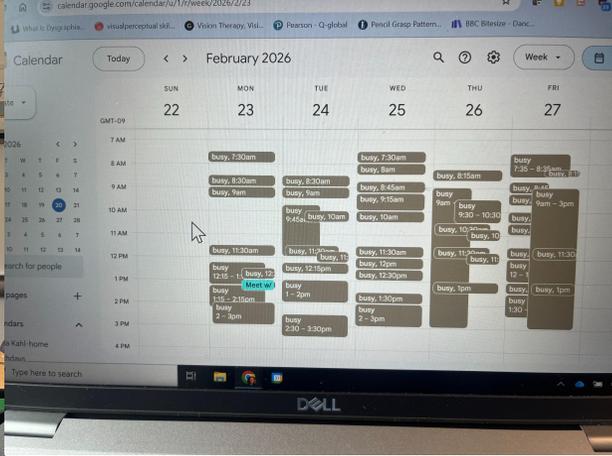
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6	Sensorimotor	Service Providers	10/10/2025	10/09/2026	Occ Therapist	Small Group	30	3	Monthly

Example:

- 26 students
- 1 sessions/week
- 30 minutes per session (data + documentation)

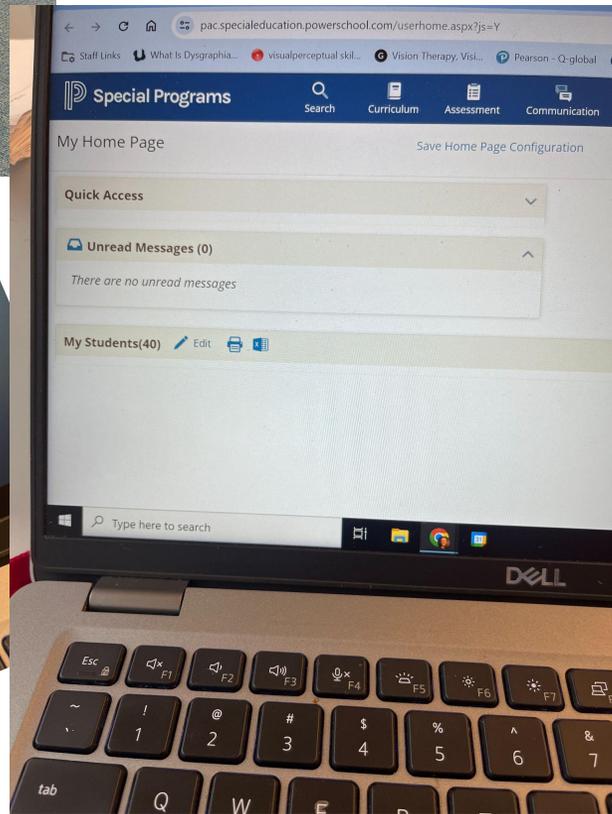
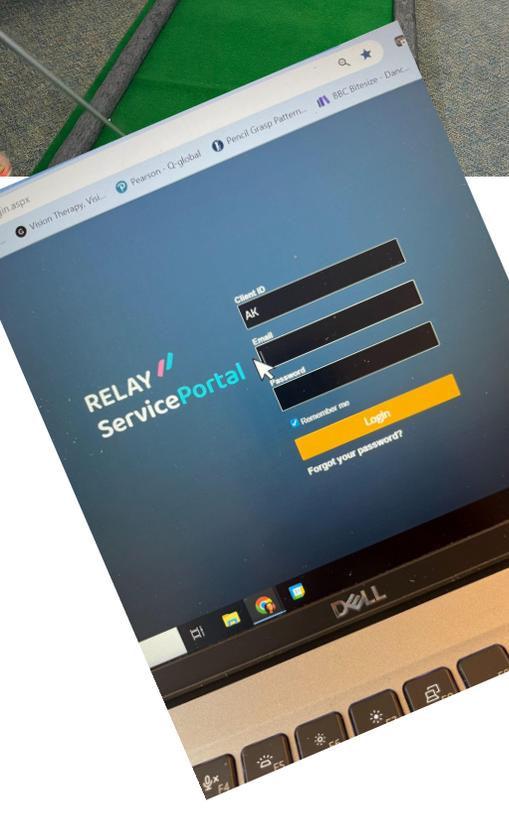


$$26 \times 1 \times 30 = 780 \text{ minutes/week} = \mathbf{13 \text{ hours/week}}$$



Workload

- Direct Service Minutes
- Session prep & clean up
- Progress monitoring
- Data Analysis
- Documentation & Reporting
- Consultation & Collaboration
- Screenings
- Testing



Time per Student per Service

- service minutes, collect data
- prepare materials, clean up
- analyze data
- documentation
- progress reporting
- meetings
- collaboration/consultation

⚠ If goals are **complex, adaptive, or qualitative**, more time is needed for every step/task.

Time per Student per Service

Task	Typical Range
Prepare materials (setup/clean up materials)	3–5 min
Collect data during session	2–5 min
Score & analyze data/work samples	5–8 min
Graph/update tracking system (as needed)	3–5 min
Write session note	5–7 min
IEP progress report entry (quarterly or trimesterly)	10–15 min
Team collaboration/communication	15-60min



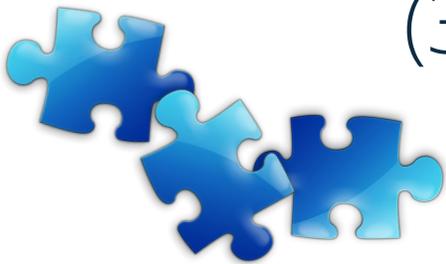
⚠️ If goals are **complex, adaptive, or qualitative**, the higher end of ranges of time are more reflective of time required.

Periodic Reporting-Progress Notes

Example:

- 37 students trimesterly
- 15 minutes per student per trimester
- 12-week trimester

$$(37 \times 15) \div 12 = \mathbf{46.25 \text{ minutes/week}}$$



Goal Complexity (Adjustment)

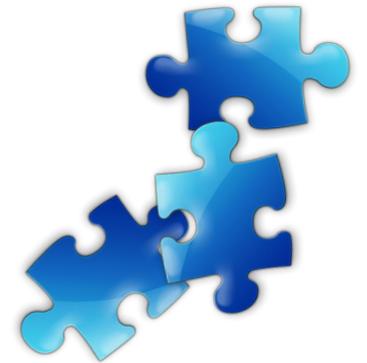


**Not all
goals are
equal!**

Goal Type	Multiplier
Discrete / binary skills	×1.0
Multi-step / functional	×1.25
Sensory-regulation / qualitative	×1.4
AAC / AT-integrated goals	×1.5

Example:

$$7.2 \text{ hours} \times 1.25 = \mathbf{9 \text{ hours/week}}$$



Weekly Prep/Collab Totals

Category	Time
Ongoing data & notes	13 hrs
Progress report prep	0.5 hrs
Team communication tied to progress	1.0 hr

*note some students require more team communication

Approximate totals not already accounted for.



Example:

$$13 + .5 + 1 = \mathbf{14.5 \text{ hours/week}}$$



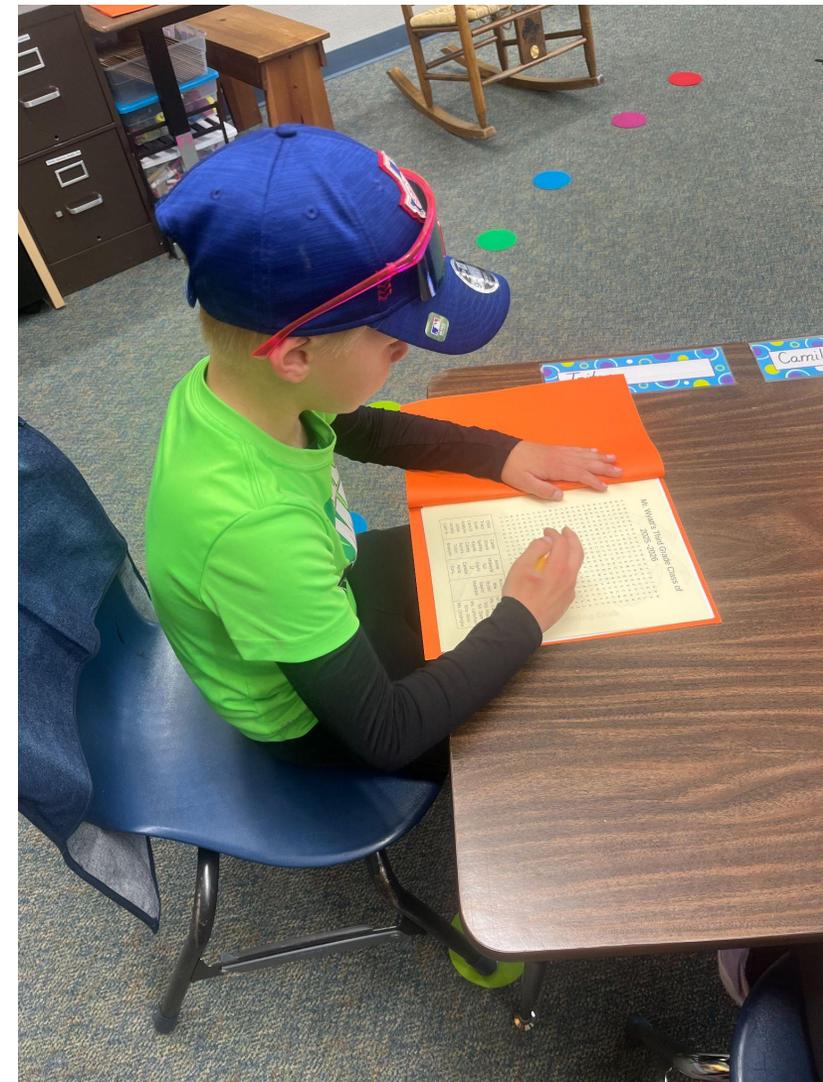
Caseload
13 hours/week



Workload
37.5 hours/week



Why it Matters



Thank You.

Any questions?

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