

## **VII. LOCAL EDUCATION AGENCY (LEA) ELIGIBILITY**

### **1. CONDITION OF ASSISTANCE (34 CFR 300.200)**

A responsible public agency is eligible for assistance under Part B of the Act for a fiscal year if the agency submits a plan that provides assurances to the SEA that the responsible public agency meets each of the conditions in 34 CFR 300.201 through 300.213.

### **2. CONSISTENCY WITH STATE POLICIES (34 CFR 300.201)**

The responsible public agency, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under 34 CFR 300.101 through 300.163 and 300.165 through 300.177.

The responsible public agency may:

- A. adopt the State model local compliance plan, in which case the agency does not have to submit its plan to the SEA for approval, OR
- B. adopt the State model local compliance plan, with revisions to allow for unique agency characteristics or local requirements, in which case the agency must submit the plan to the SEA for approval, OR
- C. write a local compliance plan which meets all of the requirements listed above, in which case the agency must submit the plan to the SEA for approval.

### **3. SUBGRANTS TO LEAs (34 CFR 300.705)**

For each year for which funds are allocated to states under 34 CFR 300.703, it is the policy of the Department of Elementary and Secondary Education to award subgrants to responsible public agencies as described in 34 CFR 300.705.

### **4. USE OF AMOUNTS (34 CFR 300.202)**

The amounts provided to the LEA under Part B of the Act must be:

- A. expended in accordance with applicable provisions of Part B of IDEA;
- B. used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with the excess cost provision of this section; and,
- C. used to supplement State, local, and other Federal funds and not to supplant those funds.

## **5. EXCESS COST REQUIREMENT (34 CFR 300.202)**

- A. A responsible public agency may not use funds provided under Part B of IDEA to pay for all of the costs directly attributable to the education of a child with a disability ages six (6) through seventeen (17).
- B. A responsible public agency may use Part B funds to pay for all of the costs directly attributable to the education of a child with a disability ages three (3) through five (5) and ages eighteen (18) through twenty (20), if no local or State funds are available for nondisabled children of these ages. However, the agency must comply with the nonsupplanting and other requirements of this part in providing the education and services for these children.
- C. A responsible public agency meets the excess cost requirement if it has spent at least a minimum average amount for the education of its children with disabilities before funds under Part B are used.
- D. Excess costs must be calculated in accordance with 34 CFR 300.16 and may not include capital outlay or debt service.

## **6. MAINTENANCE OF EFFORT (34 CFR 300.203)**

- A. Funds provided to an LEA under Part B of the Act:
  - 1) must not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year, and
  - 2) must be used to supplement State, local, and other Federal funds and not to supplant those funds as described in 34 CFR 300.202(a)(3).
- B. Exceptions to Maintenance of Effort (34 CFR 300.204)
  - 1) The total amount or average per capita amount of either local only or the combined State and local school funds budgeted by the LEA for expenditures in the current fiscal year for the education of students with disabilities must be at least equal to the total amount or average per capita amount of state and local school funds actually expended for the education of students with disabilities in the most recent preceding fiscal year for which the information is available. Allowance may be made for:
    - the voluntary departure, by retirement or otherwise, or departure by just cause, of special education or related services personnel;
    - a decrease in the enrollment of children with disabilities;
    - the termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child has left the jurisdiction of the agency, has reached the age at which the obligation of the agency to provide FAPE to the child has terminated, or no longer needs the program of special education;

- the termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities; and,
- the assumption of cost by the high cost fund operated by the SEA under 34 CFR 300.704(c).

C. Adjustment to Local Fiscal Effort (34 CFR 300.205)

- 1) In any fiscal year for which a district's Federal allocation exceeds the amount the district received in the previous fiscal year, the district may reduce the level of expenditures required for the education of children with disabilities from state and local funds by not more than fifty (50) percent of the amount in excess.
- 2) If a responsible public agency exercises the authority to reduce their local effort, the agency must use an amount of local funds equal to the reduction in expenditures to carry out activities that could be supported with funds under the ESEA regardless of whether the agency is using funds under the ESEA for those activities.
- 3) If the SEA determines that a responsible public agency is unable to establish and maintain programs of FAPE that meet the requirements of section 613 (a) of the Act and this part or the SEA has taken action against the local educational agency under section 616, the SEA must prohibit the LEA from reducing the level of expenditures for that fiscal year.
- 4) The amount of funds expended by the responsible public agency for early intervening services under 34 CFR 300.226 shall count toward the maximum amount of expenditures that the responsible public agency may reduce maintenance of fiscal effort.

D. Supplant or Maintenance of Effort Noncompliance

- 1) The district must be able to verify the actual amount expended during the first preceding year. Any federal funds expended during a year of noncompliance with either supplant or maintenance of effort requirements are recoverable.
- 2) In the event that the responsible public agency violates the provisions of 34 CFR 300.203 by failing to maintain effort, the Department of Elementary and Secondary Education will seek to recover the funds. OMB Circular A-133 requires that the state agency determine whether its subrecipients have spent the Federal funds in accordance with applicable laws and regulations and further shall ensure that a corrective action is taken within six (6) months after instances of noncompliance with federal laws and regulations have been discovered.

**7. SCHOOL-WIDE PROGRAMS UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) (34 CFR 300.206)**

LEAs may use funds received under Part B for any fiscal year to carry out a school-wide program under section 1114 of the ESEA. The amount used in any school-wide

program may not exceed the amount received by the LEA under Part B for that fiscal year, divided by the number of children with disabilities in the jurisdiction of the LEA, and multiplied by the number of children with disabilities participating in the school-wide program.

Part B funds used in this manner, must be considered Federal Part B funds for purposes of calculations required for determining excess costs. All other requirements of Part B of the Act must be met by an LEA using Part B funds in a school-wide program, including ensuring that children with disabilities in school-wide program schools receive services in accordance with a properly developed IEP and are afforded all of the rights and services guaranteed to children with disabilities under the Act.

#### **8. PERSONNEL DEVELOPMENT (34 CFR 300.207)**

LEAs must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared and meet the requirements outlined in Regulation VI.

Personnel paid in full or in part from Part B funds must be appropriately prepared and trained as outlined in Regulation VI., Personnel Standards of this State Plan.

Personnel paid entirely with Federal funds or from Federal funds and at least one other source must maintain time and effort documentation prescribed in OMB Circular A-87.

#### **9. PERMISSIVE USE OF FUNDS (34 CFR 300.208)**

Funds provided to an LEA under Part B of the Act may be used for the following activities:

- A. Services and aids that also benefit nondisabled children. For the costs of special education and related services and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more children will benefit from these services.
- B. Early Intervening services. To develop and implement coordinated, early intervening educational services in accordance with 34 CFR 300.226.
- C. High cost special education and related services. To establish and implement cost or risk sharing funds, consortia, or cooperative for the LEA itself or for LEAs working in a consortium of which the LEA is a part, to pay for high cost special education and related services. In Missouri this is known as the “High Need Fund.” Specific information about the high need fund can be found on the Department website.
- D. Administrative case management. An LEA may use funds received under Part B of the Act to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP of children with disabilities that is needed for the implementation of those case management activities.

**10. EARLY INTERVENING SERVICES (34 CFR 205(d), 34 CFR 208 (a)(2), 34 CFR 226)**

A responsible public agency may not use more than fifteen (15) percent of the amount the agency receives under Part B for any fiscal year, less any amount reduced by the agency under adjustments to local fiscal effort, if any, in combination with other amounts (which may include amounts other than education funds), to develop and implement coordinated, early intervening services, which may include interagency financing structures, for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade 3) who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.

In implementing coordinated, early intervening service, a responsible public agency may carry out activities that include:

- A. professional development (which may be provided by entities other than local educational agencies) for teachers and other school staff to enable such personnel to deliver scientifically-based academic instruction and behavioral interventions, including scientifically-based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
- B. providing educational and behavioral evaluations, services, and supports, including scientifically-based literacy instruction.

Nothing in this section shall be construed to either limit or create a right to FAPE under Part B or to delay appropriate evaluation of a child suspected of having a disability.

Each responsible public agency that develops and maintains coordinated, early intervening services under IDEA must annually report to the SEA on:

- A. the number of children served who received early intervening services, and
- B. the number of children served who received early intervening services and subsequently receive special education and related services during the preceding two (2) year period.

Funds made available under this section may be used to carry out coordinated, early intervening services aligned with activities funded by and carried out under the ESEA if those funds are used to supplement, and not supplant, funds made available under the ESEA for the activities and services assisted under this section.

## Disproportionality

### A. General

As required by 34 CFR 300.646, DESE collects and examines data to determine if significant disproportionality based on race and ethnicity is occurring in the State and the LEAs of the State with respect to:

- 1) the identification of children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in the eligibility categories of this State Plan;
- 2) the placement in particular educational settings of these children; and,
- 3) the incidence duration and type of disciplinary actions, including suspensions and expulsions.

### B. Review and Revision

In the case of a determination of significant disproportionality with respect to the identification of children with disabilities or the placement in particular educational settings of these children, through the data described above, the State shall:

- 1) provide for the review and, if appropriate, revision of the policies, procedures, and practices used in the identification or placement to ensure that the policies, procedures, and practices comply with the requirements of IDEA.
- 2) require any LEA identified under paragraph A above to reserve the maximum amount of funds under early intervening services to provide comprehensive coordinated early intervening services to serve children in the LEA, particularly, but not exclusively, children in those groups that were significantly over identified; and,
- 3) require the LEA to publicly report on the revision of policies, practices, and procedures.

The amount of funds expended by an LEA for early intervening services under 34 CFR 300.226 shall count toward the maximum amount of expenditures that the LEA may reduce local effort.

## **11. PURCHASE OF INSTRUCTIONAL MATERIALS (34 CFR 300.210)**

LEAs that choose to coordinate with the National Instructional Materials Access Center (NIMAC), when purchasing print instructional materials, must acquire those materials in the same manner and under the same conditions as an SEA. See Regulation VI.

LEAs are not required to coordinate with the NIMAC. If, an LEA chooses not to coordinate with the NIMAC, the LEA must provide an assurance to the SEA that the LEA will provide instructional materials to blind persons or other persons with print disabilities in a timely manner. “In a timely manner” means that the responsible public agency has

taken all reasonable steps to ensure that students with print disabilities have accessible materials at the same time their fellow students without disabilities have their materials.

Nothing in this section relieves an LEA of its responsibility to ensure that children with disabilities who need instructional materials in accessible formats but are not included under the definition of blind or other persons with print disabilities or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner.

## **12. INFORMATION FOR SEA (34 CFR 300.211)**

The LEA must provide the SEA with information necessary to enable the SEA to carry out its duties under Part B of the Act including information relating to the performance of children with disabilities participating in programs carried out under Part B of IDEA.

## **13. RECORDS REGARDING MIGRATORY CHILDREN WITH DISABILITIES (34 CFR 300.213)**

The LEA must cooperate with efforts of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging health and educational information among the states for these children.

## **14. ACCOUNTING AND PAYMENT PROCEDURES**

- A. Each LEA shall submit a final report that reflects all actual expenditures. This report shall be due no later than thirty (30) days after the ending date of approved plan.
- B. The final payment of cash due an LEA will be transmitted upon receipt and approval by the DESE of the final report. If the LEA has received more money through an approved discretionary project than was actually expended, the LEA shall refund the overpayment within thirty (30) days of the request by the DESE. Overpayment by the DESE on entitlement projects may be credited to initial payment on the ensuing year's project. Appropriate records shall be maintained to verify all expenditures of funds received under Part B of IDEA.

## **15. HEARINGS RELATED TO LEA ELIGIBILITY (34 CFR 300.221)**

It is the policy of the Department of Elementary and Secondary Education to provide a local school district or public agency with notice and an opportunity for a hearing prior to disapproval of an entitlement application under Part B of the Individuals with Disabilities Education Act. The provisions of this section shall apply if any of the following actions are taken by the Department of Elementary and Secondary Education in reference to a local school district or public agency application:

- A. disapproval of or failure to approve the application or project in whole or in part, or
- B. failure to provide funds and amounts in accordance with the requirements of statutes and regulations.

Appeal by an applicant must be based upon an allegation that these actions by the Department of Elementary and Secondary Education violate state or federal statute or regulation. The Department shall provide a local school district or public agency with notice of intent to disapprove the application. That notice shall contain:

- A. a statement of the basis upon which the Department proposes to disapprove the application;
- B. possible options for resolving the issue;
- C. how the applicant can request a hearing not later than thirty (30) days from receipt of the notice of proposed disapproval; and,
- D. information about the proposed procedures to be followed in the hearing.

This notice shall be transmitted to the applicant by certified mail with return receipt requested.

Requests for a hearing pursuant to this section shall be in writing and shall be directed to the Office of the Commissioner of Education.

Within thirty (30) days of the date of receipt of the appeal request, the Commissioner of Education or a designee shall conduct a hearing on the record on the proposed action. No later than ten (10) days after the hearing, the Commissioner or a designee shall issue a written ruling, including findings of fact and a reason for the ruling. If the Department of Elementary and Secondary Education determines that its action was contrary to state or federal statutes or regulations, which govern the applicable program, the Department of Elementary and Secondary Education, shall rescind its action.

The ruling by the Commissioner of Education or a designee shall be final unless appealed pursuant to Education Division General Administrative Regulations which provides that notice of appeal must be filed with the Office of the Secretary of Education within twenty (20) days after the applicant receives notice of the decision. The decision of the Commissioner of Education shall contain a description of the applicant's right of appeal and shall be forwarded by certified mail with return receipt requested.

#### A. Withholding of Payments

- 1) Whenever DESE, after reasonable notice and opportunity for a hearing to any LEA, finds a failure to comply with any provision of applicable state or federal law, DESE will notify the LEA of curtailment of funds under Part B of IDEA. Only after compliance has been established will funds be released.
- 2) Prior to initiating a hearing under this section, DESE will attempt to resolve any apparent differences with the LEA.

The Department shall make available at reasonable times and places to each applicant all records pertaining to any review or appeal that the applicant is conducting under this section, including the records of other applicants.

**B. Failure to Provide Free Appropriate Public Education (FAPE)**

The hearing procedure described in this section will be used when a district is determined to be unwilling or unable to provide a Free Appropriate Public Education (FAPE) as described in Regulation IV.

**16. CLASS SIZE AND CASELOADS**

Caseloads and Class Size Requirements for Early Childhood Special Education (ECSE)

The number of personnel approved for each district will be based upon a review of the district’s data for early childhood special education. ECSE funding will not be provided for staff serving children who are age 5 and kindergarten age eligible.

<b>Position / Full Time Equivalent</b>	<b>Caseload / Class Size</b>
Teacher of Center Based Self Contained Classroom	12-22*
Teacher of Integrated Classroom (formerly referred to as Reverse Mainstream. At least half of the children must have an IEP/qualify for ECSE)	12-22*
Itinerant Teacher (teachers who move from class to class within a facility or travel to other facilities).	12-22
Teacher of Severe/Low Incidence Classrooms	4-12*
Paraprofessional in ECSE Centerbased Self Contained Classroom or Integrated Classroom	12-22*
Paraprofessional in ECSE Severe/Low Incidence Classrooms	4-12*
Diagnostic Staff – for each position	160
Related Services Staff Employed by District (Occupational Therapist, Physical Therapist, Speech Therapist)	35-50
ECSE Dedicated Program or Process Coordinator (Administrator)	180
ECSE Secretary	180
Nurse (FTE can be increased if additional nursing needs are specifically addressed in IEPs).	175
Social Worker General Diagnostic Related Services	175 160 35-50

\*Based on two half day sessions.

## Class Size/Caseload Standards for Grades K-Twelve (12)

It is the responsibility of the public agency to assign students to classes and monitor student/teacher ratios for class size and caseload to ensure that there are adequate staff and that staff have adequate time to provide for the implementation of the IEP of each identified student with a disability.

Paraprofessionals/aides may be assigned to specific students and/or may be assigned to classrooms based upon the number and unique needs of students with disabilities being served in the class. While highly qualified teachers and licensed therapists must design and provide initial or original instruction, support personnel may provide reinforcement and practice of previously taught skills or content. Additionally, appropriately trained support personnel may provide assistance to students in response to specific needs related to:

- A. significant cognitive and/or sensory impairments;
- B. safety;
- C. mobility;
- D. personal care;
- E. behavior;
- F. medical/health; or,
- G. other unique circumstances.

Considerations when making staffing determinations include:

- A. instructional planning time (minimum of 250 minutes per week of instructional planning during the school day is required);
- B. data collection, observation, assessment, and report preparation;
- C. consultation and IEP planning with general educators;
- D. IEP case management;
- E. IEP Team meetings and meetings with parents;
- F. age of the children (younger children generally require more assistance with personal tasks such as toileting, dressing, and feeding); and,
- G. travel time between assignments.

## Class Size Standards for Self Contained Classrooms, Grades Kindergarten – Twelve (12)

The standards listed below reflect the maximum and desirable class size at any given time during the school year for Special Education Self-Contained Classrooms. When assigning students to a self-contained classroom, consideration should be given to the following:

- A. severity of the disability of the students assigned to the classroom;
- B. ages of students assigned to the classroom;
- C. range of needs of the students as specified in their IEPs;

- D. unique needs of the students as specified in their IEPs;
- E. other duties assigned to the classroom teacher (IEP case management, recess, lunch, etc.); and,
- F. level of paraprofessional support provided

The number of students assigned to self-contained classrooms should not exceed the maximum standard. However, depending on the factors listed above for the types of students served in a classroom, it may be necessary to limit the number of students in a classroom to below the maximum or even the desirable number or to assign a paraprofessional to the classroom. For classrooms with numbers between the desirable and maximum number, consideration should be given to assigning a paraprofessional to the class.

Grades	Maximum	Desirable
K-2	8	5
3-4	9	5
5-6	9	6
7-12	10	6

Caseload Calculation Options for Special Education Teachers and Related Service Providers Providing Services in Resource and General Education Classrooms

There are two methods available for calculating caseloads for special education teachers and related service providers working with special education students in other than self-contained classrooms. Which method is used should take into consideration the following:

- A. The ages and grade levels of the students served
- B. The severity of the disabilities of the students served
- C. The unique needs of the students as identified in their IEPs
- D. The number of IEPs managed by the teacher
- E. Any assessment/evaluation responsibilities of the teacher
- F. Other duties assigned to the teacher

**CALCULATION OPTION 1—HEAD COUNT OF STUDENTS SERVED**

This method simply calculates the number of students served by the teacher or related service provider. This method is generally most appropriate for use with teachers/related service providers that do not case manage IEPs, but have other responsibilities, such as screening, evaluations, eligibility determination, IEP Team meetings, and travel between assignments. Often, these teachers serve both ECSE and school-age children with disabilities.

The following guidelines should be used in this method for the maximum and desirable number of students to be served by a teacher:

Grades	Maximum	Desirable
K-2	50	40
3-4	55	45
5-6	60	50
7-12	60	50

The following caseload calculation worksheet may be used to ensure that all relative factors have been considered when determining the number of students assigned to a teacher/related service provider.

Caseload Calculation Worksheet

1. Total of instructional minutes available per week.	
2. Minutes per week spent in the following activities:	
a. instructional planning time (250 minutes required)	
b. screening time	
c. evaluation time	
d. staffing time	
e. meeting/consultation time	
f. travel time	
g. other duties	
h. ECSE related activities (therapy, testing, travel, consultation, meetings)	
<i>TOTAL</i>	
3. Subtract the total on line 2 from line 1.	
4. To determine number of hours available per week for therapy divide by 60.	
5. To determine number of hours available per day for therapy divide by 5.	
6. Multiply this number by a factor of 10.	
7. Round this number up to the highest number.	
<b>The product of this number is the maximum number of students that should be served by this individual.</b>	

**Directions:**

1. Find this number in your district’s core data. Lunchtime is already backed out of minutes of instructional time in core data.
2. The minutes that are added together in this section will be an average of a typical week. The Missouri School Improvement Program (MSIP) resource standards require 250 minutes per week of instructional planning time for all certificated staff.
3. The number obtained on step 7 represents an estimate of the maximum number of students the special education teacher/related service provider should be able to serve. Teachers/related service providers whose caseloads contain several students with

significant disabilities that may require more services or other unique circumstances should have these things taken into consideration when their caseload is determined.

This calculation considers the required activities of teachers/related service providers involved in providing services for students with disabilities. The formula is designed to be flexible and will provide an accurate reflection of the responsibilities for one full-time special education teacher/related service provider.

#### CALCULATION OPTION 2--ALTERNATE CALCULATION FORMULA FOR CASELOADS (ALTCASE)

In this method, the number of students to be assigned to a special education teacher/related service provider is determined by a formula which combines the number of IEPs that the teacher/related service provider is responsible for case managing with the total number of minutes that the teacher/related service provider is engaged in direct instructional activities with students each day. The sum equals a Caseload Number.

This method is generally most appropriate for use with teachers/related service providers that spend most of their time in direct instructional activities and who case manage IEPs, but do not have other responsibilities, such as screening, evaluations, or travel between assignments. These teachers will generally only serve either ECSE or school-age children with disabilities.

The following guidelines should be used in this method for the maximum and desirable Alternate Caseload number to be assigned to a special education teacher/related service provider:

Grades	Maximum	Desirable
K-2	50	40
3-4	55	45
5-6	60	50
7-12	60	50

The formula for calculating an alternate caseload number is as follows:

$$\#IEPs \text{ case managed} + CONTACT\# \leq CASELOAD\#$$

CONTACT# is the total number of student contact hours which accrue to the teacher during a normal school day. It includes all students served by the teacher. The CONTACT# is a computed value, determined by dividing the total student minutes per week (symbolized as STU.MINWK) by the number of minutes per day the teacher has available for direct contact instruction, (symbolized as TEA.MINDAY).

$$CONTACT\# = STU.MINWK / TEA.MINDAY$$

STU.MINWK is determined by aggregating the number of minutes per week the students are assigned to the special education teacher, as stated on the student's IEP.

TEA.MINDAY is determined by subtracting the total number of minutes for planning time, supplemental duties and assignments, and non special education teaching assignments from the total number of minutes in the district's normal instructional day.

#IEPs is the number of IEPs the teacher is responsible for, on a case manager basis.

The following caseload calculation worksheet may be used to ensure that all relative factors have been considered when determining the Alternate Caseload Number for a teacher/related service provider.

1. Instructional minutes available per week.		
a. instructional planning time (250 minutes required)		
b. staffing time		
c. meeting/consultation time		
d. other duties		
2. Total a.-d.		
3. Subtract line 2 from line 1. This is the total available instructional minutes per week for this teacher/related service provider.		
4. Teacher minutes per day (divide number on line 3 by 5).		
5. Student minutes per week – use calculation below.		
6. CONTACT # (divide line 5 by line 4).		
7. Number of IEPs.		
8. Add line 6 to line 7 = ALTCASE number		

**Directions:**

1. Find this number in your district's core data. Lunchtime is already backed out of minutes of instructional time in core data.
2. Add the minutes in lines a-d and enter on line 2.
3. Subtract line 2 from line 1. This is the total available instructional minutes per week for this teacher/related service provider.
4. Divide the number on line 3 by the number 5. This is the TEA.MINDAY.

5. STU.MINWK. Use the calculation sheet below to determine the number of minutes per week that the teacher spends in direct instructional contact with students. Enter this number on line 5.
6. CONTACT#. Divide the number on line 5 by the number on line 4. This is the CONTACT#.
7. Using the information obtained on the worksheet below, enter the number of IEPs case managed by this teacher.
8. Add line 6 to line 7. This is the Alternate Caseload # (ALTCASE#).

Student Name	STUDENT MINPERWK	IEP
TOTAL		

**Directions:**

1. Enter the name of each student on this teacher’s caseload.
2. In the MINPERWK column, enter the total number of minutes that this student is seen by this teacher each week. The minutes must be listed on the IEP and must be direct contact minutes.
3. In the IEP column, enter a “1” if the teacher case manages this student’s IEP.
4. Total the number of minutes in the MINPERWK column and enter this number on Line 4 of the ALTERNATE CASELOAD CALCULATION Worksheet above.
5. Total the number of IEPs that are case managed and enter this number on Line 6 of the worksheet.