

160-4-7-.14 PERSONNEL, FACILITIES AND CASELOADS.

(1) Personnel: Unless otherwise specified under program areas, the following shall apply:

(a) Maintenance of current credentials shall be the ongoing responsibility of any professional employed by or under contract with an LEA. Maintenance of records of current credentials shall be the ongoing responsibility of the LEA.

(b) The LEA shall recruit, hire, train and retain an adequate supply of highly qualified (certified or licensed) personnel, including special education, related services and leadership personnel, to meet the needs of children with disabilities. [34 C.F.R. § 300.156(d)]

(c) Related service personnel who deliver services in their discipline or profession must maintain current, State and/or Professional Standards Commission (PSC) approved or recognized certification, licensing, registration or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services and these related service personnel must have not had certification or licensure requirements waived on an emergency, temporary or provisional basis. [34 C.F.R. § 300.156(b)(2)]

1. The required standard credential for all personnel providing educational interpreting for children who are deaf or hard of hearing in LEAs, regardless of job title, shall hold a current Georgia Quality Assurance Screening (G-QAS) rating of Level III or higher in both interpreting and transliterating, as approved and maintained by the Georgia Department of Labor/Vocational Rehabilitation Program (DOL/VR), and/or documentation of advanced interpreting skills and qualifications through current national certification from the Registry of Interpreters for the Deaf (RID), and/or documentation of advanced interpreting skills and qualifications through current national certification from the National Association of the Deaf (NAD) Levels III, IV or V, and/or documentation of advance interpreting skills and qualifications through a current Educational Interpreter Performance Assessment® (EIPA) rating of Level 3.5 or higher. The EIPA rating cannot be more than five years old.

2. Maintenance of current credentials shall be the ongoing responsibility of any educational interpreter employed by an LEA for purposes of educational interpreting for children who are deaf or hard of hearing. Maintenance of records of current credentials shall be the ongoing responsibility of the LEA, and current credentials of educational interpreters must be filed with other personnel records (e.g., teacher certification credentials).

(2) Facilities:

(a) The LEA shall provide a classroom of suitable size in a distraction-free area, as required by the type of program or services to be established, with appropriate furniture, materials, supplies and equipment to meet the needs of the class or individual children to be served. GaDOE has established this policy as a safeguard to prevent placing children with disabilities in classrooms

that are too small, have visual or auditory distractions or do not have items necessary to provide appropriate instruction.

(b) Thirty-eight square feet shall be provided for each child in a special education classroom with a variance of 10 percent depending upon the total number of personnel in the classroom at any time, the type of children and class, the kind and amount of furniture and equipment required and the necessity for storage capabilities.

1. Special circumstances shall be reviewed by the Facilities Department of the GaDOE and shall be addressed in the approved local facility plan.

(c) Special education classrooms or areas shall not be labeled or marked so as to identify that students within the hallway, classroom or area are students who receive special education.

(3) Information about caseloads and class size for children with disabilities is contained in Georgia State Board rule 160-5-1-.08 and is repeated in the chart contained within this rule.

(a) class size is the number of children assigned to the class for the specific segment(s) of the day

(b) Caseload is the total number of IEPs assigned to a special education teacher to assure implementation.

(c) When students from different disability categories are served within the same segment in a special education setting, the maximum class size will be determined by the category with the smallest class size. The caseload shall be determined by averaging the respective disability caseloads. This applies to classrooms where the majority of the students spend at least 60% of their time in the same special education setting and are usually assigned to one teacher's caseload for that period of time.

(d) When students from different disability categories are served within the same segment in a special education setting and some of the students are students in low incidence categories of visually impaired, deaf/hard of hearing or orthopedically impaired, (the maximum class size will be seven without a paraprofessional and ten with a paraprofessional, provided the number of students of any one disability category within the class does not exceed the individual maximum class size for that disability program. These students often change classes by subject/content so that they are served by multiple teachers throughout the weekly schedule. These students will be on the caseloads of different teachers.

(e) When students from different disability categories are served in a general education setting through collaborative or co-teaching model within the same segment for at least 50% of the segment, the maximum class size will be seven without a paraprofessional and ten with a paraprofessional, provided the number of students of any one disability within the class does not exceed the individual maximum class for that disability program. The students with disabilities will also be considered part of the general education class size when counting class size.

1. For the purposes of state and federal data collection, children with an IEP designating service location for the delivery of goals and objectives to be the regular classroom shall be reported in their special education category as described in the FTE manual.

(f) Children with autism, traumatic brain injury, other health impairments or significant developmental delay (grades K and above for SDD) placed by IEP into a class shall be reported as a SWD when reporting the number of students with disabilities in any class or segment if instruction is designated as collaborative, coteaching or consultative.

(g) Each paraprofessional is equivalent to 1/3 teacher and affects individual class size, caseload and system average proportionately. Three paraprofessionals are the maximum number that can be used to increase the maximum class size for any special education class.

(h) The following are maximum class sizes and caseloads for personnel providing services for children, ages 3 through 5, in Community (C), Full Day, and Part Day classes. All numbers shown for Maximum Class Size are with a Paraprofessional.

1. Community based teachers and the paraprofessional may alternate service delivery. However, the certified teacher must see the students no less than every third segment of service.

Preschool Class Size and Caseload		
	Class Size	Caseload
Full Day	8	10
Part day	12 for each part day class	24
Community	16 without paraprofessional 20 with paraprofessional	

This rule shall become effective .

Authority O.C.G.A. § 20-2-152; 20-2-240; 20-2-182.

Adopted:

Effective:

APPENDIX A - CLASS SIZES AND CASELOADS

<u>Class Group/ Exception Program</u>	<u>Caseload</u>	<u>Funding Class Size</u>	<u>Maximum Individual Class Size Without a parapro</u>	<u>Maximum Individual Class Size With a parapro</u>	<u>Exception to Maximum 2 Segments Per Day Per Teacher With extra Paraprofessional</u>
1. Group I					
(i) S/L-SC	15	8	11	15	+1
(ii) LD-SC	16	8	12	16	+1
2. Group II					
(i) MID-SC	<u>14</u>	6.5	10	13	+1
(ii) MID-R	<u>26</u>	6.5	10	13	+1
3. Group III					
(i) SID-SC	7	5	NA	7	+1
(ii) D/HH-SC	8	5	6	8	+1
(iii) S/L-R	55	5	7	NA	NA
(iv) BD-R	26	5	7	10	+1
(v) LD-R	26	5	8	10	+1
(vi) BD-SC	12	5	8	11	+1
(vii) MOID-SC	11	5	NA	11	+1
(viii) OI-SC	11	5	NA	11	0
4. Group IV					
(i) D/HH-R	11	3	3	4	+1
(ii) VI-R	13	3	3	4	+1
(iii) OI-R	15	3	4	5	+1
(iv) VI(DB)-SC	7	3	NA	6	+1
(v) PID-SC	6	3	NA	6	0
5. Group V		8	NA	NA	NA