

**Candler County Board of Education
PROGRAM FOR EXCEPTIONAL CHILDREN**

APPENDIX A – CLASS SIZES AND CASELOADS

PROGRAM AREA	DELIVERY		MAXIMUM CLASS SIZE		CASELOAD
	Self- contained (S-C)	Resource (R)	W/O Para	With Para*	
INTELLECTUAL DIABILITIES					
Mild	SC		10	13	14
	R		10	13	26
Moderate	SC		NA	11	11
	R		NA	7	7
Severe	SC		NA	6	6
	R		NA	6	6
EMOTIONAL AND BEHAVIORAL DISORDERS	SC		8	11	12
	R		7	10	26
SPECIFIC LEARNING DISABILITIES	SC		12	16	16
	R		8	10	26
VISUAL IMPAIRMENTS	SC		NA	6	7
	R		3	4	13
DEAF/HARD OF HEARING	SC		6	8	8
	R		3	4	11
DEAF-BLIND	SC		NA	6	7
SPEECH-LANGUAGE IMPAIRMENTS	SC		11	15	15
	R		7	NA	29/55
ORTHOPEdic IMPAIRMENTS	SC		NA	11	11
	R		4	5	15

See Rule 160-5-1-08 (Class Size) for specifics.

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

Note: If students from different programs/delivery models are within the same segment, the class size shall be determined by the program/delivery model with the smallest class size. The caseloads shall be determined by averaging the respective caseloads.

Note: The placement of students with autism, traumatic brain injury, or other health impairments, and significant developmental delays (grades K and above) in the above program areas will not change class size.

Note: Students, with an IEP designating the service location for the delivery of goals and objectives to be the regular classroom environment, shall be reported in their special education program category if instruction is provided in a:

- A. Team/Collaborative Model; or
- B. Consultative Model

160-4-7.11 PERSONNEL, FACILITIES, EQUIPMENT, MATERIALS AND CLASS SIZE.

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

(a) Maintenance of current credentials shall be the ongoing responsibility of any professional employed by or under contract with a local school system/state-operated program (LSS/SOP). Maintenance of records of current credentials shall be the ongoing responsibility of the LSS/SOP.

(b) The school system shall recruit and maintain an adequate supply of qualified (certified or licensed) personnel, including special education, related services and leadership personnel, to meet the needs of students with disabilities. [Refer to CFR 300.23]

1. Effective as of the 2003-2004 school year, the required standard credential for all related service personnel providing educational interpreting for students who are deaf or hard of hearing in local school systems (LLSs) or state-operated school programs (SOPs) shall be a current Georgia Quality Assurance Screening (GQAS) rating of Level III or higher in both interpreting and transliterating, as approved and maintained by the Georgia Department of Labor, Vocational Rehabilitation Program, 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.

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

3. Educational interpreters currently employed by a LSS/SOP, or those hired in subsequent school years, must have a GQAS rating of Level I or II, and have in place a professional plan of development leading to a GQAS rating of Level III or higher, within a period not to exceed two school years. The two-year professional plan of development may not be extended or renewed. These plans shall be filed with the LSS/SOP employing the educational interpreter.

(c) The school system 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 students to be served.

(d) For a self-contained class or a resource program, 38 square feet shall be provided for each student in the class with a variance of 10 percent depending upon the total number of personnel in the class at any time, the type of students and class, the kind and amount of furniture and equipment required and the necessity for storage capabilities. Special circumstances shall be reviewed by the Facilities Section of the department and shall be addressed in the approved local facility plan.

(2) Information about class size and caseloads for students with disabilities is contained in Appendix A.

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

	Maximum Class Size	Caseload
SC (full day)	8	16
R (part day)	12	32
C	-	32

Authority O.C.G.A. § 20-2-240.

Adopted: June 12, 2003 Effective: July 6, 2003