

## Over Caseload Process for Principals & SLPs

*It is crucial that the Principal and Site Team collaborate during this process to ensure a common message is conveyed to the school community. If support is needed, please contact the SLP Department.*

### Step 1 - SLP at or approaching caseload - including SIC/RtI

1. IEPs take priority over Speech Improvement Class (SIC)/RtI. Therefore, students who are designated SIC/RtI should be placed on hold by adding them to the Unassigned Students List tab of the site *Enrollment Survey*. If you have not already done so, please rename the “Principal List” Tab name with “Unassigned Student List.”

a. See the [FAQs from PARC](#) for suggestions on prioritizing students for SIC versus adding them to the Unassigned Students List.

2. Notify your Principal that SIC/IMTSS students have been added to the Unassigned Students List.

3. Advise your Principal that if the number of students with IEPs exceeds SDEA contract limits (i.e., 55 per 1.0 SLP allocation), the SLP will notify him/her.

4. Proceed to Step 2 if necessary.

### Step 2 - Site Exceeds Maximum Caseload (55 IEPs per 1.0 SLP Allocation)

1. Site SLP notifies Principal that he/she is over caseload - sets up an appointment to review caseload with Principal if needed.

2. Principal notifies Related Services and Low Incidence Program Administrator, that SLP is over caseload. The Program Administrator will route the over caseload documents to the SLP and Principal.

3. Site SLP meets with Principal and Program Administrator - work to prioritize caseload ([See Considerations for unassigned Students List below](#))

4. SLP enters student names on site *Enrollment Survey* under the Unassigned Students List tab.

5. SLP indicates **the date** when students were added to Unassigned Students List tab in the site *Enrollment Survey*.

6. Site administrator communicates with parents ([see sample letter](#)) and notifies SLP

7. Move students from Unassigned Students List to SLP caseload (on *Enrollment Survey*) as appropriate (i.e., dismissals, leaves school site, other activities that remove students from caseload).

- a. Add students to Student Caseload List in PowerSchool Special Programs
8. Please reference the [Speech-Language Make-Up Services Procedures](#) for additional information regarding this process. ([linked here](#)).

### **Step 3 - Interims, Initials, Triennials, PPPSS, and Transitions**

1. **Interim IEPs:** If you are at or over caseload, place Interim IEP students on the Unassigned Students List
2. **Initial IEPs:** If you are at or over caseload, there are Two Options
  - 1 - As workload and other site factors allow, complete initial assessments
  - 2 - If you are at or over caseload, and cannot complete a new initial assessment, log the assessment on the Unassigned Students List as an initial assessment. (Note: put the student's entire name in COLUMN B with the student grade in parentheses (e.g., John Smith (PK)), then select YES in the *Initial Assessment* column). If you have not already done so, please contact the site and program administrator that this assessment is on the unassigned list.
  - **Remember: An unduplicated referral and assessment plan need to be completed by the site SLP (with the Principal as a contact), left open, and sent home to the parent.**
3. **Triennials**
  - Complete those for students who are part of your caseload
  - Do not do TRI assessments for students who are not on your caseload (i.e., are on the Unassigned Students List).
  - The principal will provide the team with the document *Supporting the IEP Process in the Absence of an SLP*
4. **PPPSS Initials & Triennials** (Duplicated & Unduplicated): If you are over caseload and assigned a PPPSS assessment, notify the Program Administrators for PPPSS and the Related Services and Low Incidence Program
5. **Transition IEPs:** follow the process included above for Triennial IEPs.

*Note: You may temporarily pause services for students on your caseload to complete assessments.*

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**Will support be provided?** The Program Administrator will be working to identify temporary support to assign to schools that are over caseload. Sites will be notified via email if support becomes available.

If an SLP is assigned to support, please follow the steps below:

**1. Once an SLP is assigned to the school, the following is recommended:**

- Allow time for the new SLP to become familiar with all of the students on his/her caseload. This will include observing students in their learning environment as well as reading the student's IEPs.
  - Allow the SLP to develop or update their schedule based on student's needs.
  - If there are any "catch-up" services needed, these services would be scheduled after the regular weekly schedule has been established and initiated. Make-up services may be made up during the course of the school year and/or during ESY if the student is eligible.
2. All SLPs assigned to the site need to work together to determine how best to support student needs.
3. If the combined caseload at the temporary SLP's primary site(s) and temporary site exceed the caseload maximum, the SLP contacts the Program Administrator for further guidance. Temporary SLPs may be required to return to their primary site.
4. If you were asked to shift site allocation within your current years assignment: In the event, this shift no longer supports the site caseload needs please contact the Program Administrator immediately.

**Contact Information:**

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## **Considerations for placing students on the Unassigned Students List**

1. Is there another service provider supporting the student (e.g. shared goals)?
  - Can student goals be addressed by an SAI provider? If so, consider placing this student on the Unassigned Students List.
2. Age of the student (e.g, early intervention)
  - In many cases, the earlier the intervention the better the prognosis.
3. Number of service hours on the IEP
  - Prioritize students with higher service hours as that likely corresponds to increased needs and may minimize make-up hours.
4. Upcoming triennials (e.g., possible exit)
  - Prioritize students who may no longer require SLP services
5. Can students be grouped for make-up services (e.g., same class)?
  - Place students seen in the same group on the Unassigned Students List to facilitate provision of make-up services.
6. Rate of progress
  - Prioritize students who are making rapid gains towards goals.
7. Overall impact given each student's unique circumstances (i.e., Endrew F)
  - Each student needs to be considered individually (i.e., grouping students arbitrarily based on any of the above considerations)