

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/Rtl

1. IEPs take priority over Speech Improvement Class (SIC)/Rtl. Therefore, students who are designated SIC/Rtl should be placed on hold by creating a waitlist.
 - a. This waitlist should be maintained at the site - these students are NOT added to the Principal's caseload. See the FAQs from PARC for suggestions on prioritizing student for SIC versus a waitlist (<https://drive.google.com/drive/u/0/folders/0B11rSlvIAjfQMGpaNnRIT3ppNWs>).
2. Notify your Principal that a waitlist of SIC/Rtl students has been created.
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
2. Principal notifies Related Services Program Manager, Jeff MacCuish, & SLP Department via email (tdsspeech@sandi.net) that SLP is over caseload
3. Site SLP meets with Principal - work to prioritize caseload ([See Considerations for Principal's Caseload below](#))
4. SLP enters student names on site *Enrollment Survey* under the Principal's caseload tab.
 - a. NOTE: The Principal's caseload tab is a holding place for students not assigned to an SLP, this does not mean principal's are expected to provide SLP services; it is just a placeholder.
5. SLP indicates **the date** when students were added to Principal's caseload in the *Enrollment Survey* Principal's caseload tab
6. Site communicates with parents ([see sample letter](#))
7. Move students from Principal's caseload to SLP caseload (on *Enrollment Survey*) as appropriate (i.e., dismissals, leaves school site, other activities that remove students from caseload).
 - a. Update service provider in SEAS (for IEP goals and service).

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

1. **Interim IEPs:** If you are over caseload, place Interim IEP students on Principal's caseload
2. **Initial IEPs:** If you are over caseload, there are Two Options
 - 1 - As workload and other site factors allow, complete initial assessments
 - 2 - If you are over caseload, and cannot complete a new initial assessment, email the tdsspeech@sandi.net and a column will be added to all tabs on the site *Enrollment Survey* - within one week - log the assessment on the Principal's caseload 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).
 - **Remember: A referral needs to be completed by the site SLP and the assessment plan will be left open.**
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 Principal's Caseload).
 - Please provide your team with the document *Supporting the IEP Process in the Absence of an SLP*
4. **PPPSS Initials & Triennials** (Duplicated & Unduplicated): follow the same process included above for Initial and Triennial IEPs.
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.

Will support be provided?

Please remember there is a shortage of SLP providers available within San Diego Unified School District and nationwide. The SLP Program office 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 caseload at the temporary SLPs primary site exceeds caseload maximum, the SLP contacts the SLP Program office 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 '18-'19 assignment: In the event this shift no longer supports the site caseload needs please contact the SLP department immediately.

Contact Information:

SLP Department: tdsspeech@sandi.net
RSS Program Manager: Jeff MacCuish
jmaccuish@sandi.net

Considerations for placing students on the Principal's Caseload

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 Principal's caseload.
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 to 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 Principal's Caseload 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., Andrew F)
 - Each student needs to be considered individually (i.e., grouping students arbitrarily based on any of the above considerations)