

State-by-State Workload Document

Note: Not all states had policies or manuals regarding related service provision or workload. Therefore, this list provides you with examples of other, larger school districts within specific states for practitioners to use as guides when advocating for workload models within their own districts.

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State	Year of Publication	Guidelines Posted as of Feb 2020	Notations
Alabama	2008	2008 Alabama OT/PT Manual	“The AAC does not provide guidance for a maximum caseload number for occupational therapy or physical therapy service providers. A therapist’s caseload is determined as the result of the workload.” (p12)
Alaska	2015	Special Education Handbook	No formulas were mentioned to direct practitioners in implementation
Arizona	2008	Arizona OT and PT Processes and Procedures for Services in Public Schools	Manual discusses issue of workload and considerations however, there were no formulas or guidelines to direct practitioners in implementation. (p20)
California	2012	Guidelines for Occupational Therapy & Physical Therapy in California Public Schools	Manual discusses issue of workload and considerations however, there were no formulas or guidelines to direct practitioners in implementation. (p150)
Colorado	2012	Colorado Department of Education	No formulas were mentioned to direct practitioners in implementation
Connecticut	2017	Occupational Therapy Guidelines for Occupational Therapy in Connecticut Schools	Manual discusses issue of workload and considerations however, there were no formulas to direct practitioners in implementation. (p104)

Delaware	2013	Parents are the key: Manual about the rights and responsibilities for parents of children with special education needs in Delaware	no formulas were mentioned to direct practitioners in implementation
District of Columbia	2016	Occupational and Physical Therapy Guidebook	Manual discusses the issue of workload and considerations however, there were no formulas or guidelines to direct practitioners in implementation. (p100)
Florida	2012	Occupational/Physical Therapy (OT/PT) as a Related Service	No formulas were mentioned to direct practitioners in implementation
Georgia	2012	Special Education Rules Implementation Manual	Manual discusses the issue of workload and considerations however, there were no formulas to direct practitioners in implementation (p218)
Hawaii	2017?	Hawaii Administrative Rules, Chapter 60	No formulas were mentioned to direct practitioners in implementation
Idaho	2018	Special Education Manual	No formulas were mentioned to direct practitioners in implementation
Illinois	2019	Recommended Practices for Occupational and Physical Therapy Services in Illinois Schools	Manual discusses the issue of workload and considerations however, there were no formulas to direct practitioners in implementation. (p39)
Indiana	N/A	No guidelines available	No formulas were mentioned to direct practitioners in implementation
Iowa	2009	Iowa Administrative Rules of Special Education	Manual discusses the issue of workload and considerations however, there were no formulas to direct practitioners in implementation. (p67)
Kansas	2014	Kansas Special Education Services Process Handbook	No formulas were mentioned to direct practitioners in implementation
Kentucky	2012	Guidance for the Related Services of Occupational Therapy, Physical Therapy, and Speech/Language Therapy in Kentucky Public Schools	Manual discusses the issue of workload and considerations however, there were no formulas to direct practitioners in implementation. (p37)

Louisiana	2018	Occupational Therapy and Physical Therapy In Louisiana Schools: Reference Handbook for Special Education Administrators and Therapists	Manual discusses the issue of workload and considerations however, there were no formulas to direct practitioners in implementation. (p35)
Maine	2017	Maine Unified Special Education Regulation Birth to Age Twenty	“A licensed occupational therapist may provide occupational therapy. The maximum student-therapist caseload, including both consultation and direct services, shall not exceed 50 students per each full-time equivalent provider” (p131)
Maryland	2008	Occupational and Physical Therapy Early Intervention and School-Based Services in Maryland: A guide to practice	Manual discusses the issue of workload and considerations however, there were no formulas to direct practitioners in implementation. (p46)
Massachusetts	N/A	Guidelines for Provision of Occupational Therapy Services in Massachusetts Public Schools	Manual discusses the issue of workload and considerations however, there were no formulas to direct practitioners in implementation. (p41)
Michigan	2015	Occupational Therapy Guidelines for Determining Evaluation, Eligibility, & Level of Service Occupational and Physical Therapy Services & Guidelines	Manual discusses the issue of workload and considerations however, there were no formulas to direct practitioners in implementation. (p21)
Minnesota	2014	Occupational Therapy and Physical Therapy in Educational Settings: A Manual for Minnesota Practitioners	Manual discusses the issue of workload and considerations however, there were no formulas to direct practitioners in implementation. (p171)
Mississippi	2014	Individualized Education Program (IEP) Development Guidance: Creating a Program to Benefit Children with Disabilities	No formulas were mentioned to direct practitioners in implementation

		Occupational and Physical Therapy Services	
Missouri	2009	Guidelines for providing Occupational and Physical Therapy In the Missouri Public Schools and other Responsible Public Agencies	Manual discusses the issue of workload and considerations however, there were no formulas to direct practitioners in implementation. (p44)
Montana	2018	Guidelines for the Provision of Occupational Therapy and Physical Therapy Services Under IDEA	No formulas were mentioned to direct practitioners in implementation
Nebraska	2014	Occupational Therapy Services and Physical Therapy Services in the Educational Setting	No formulas were mentioned to direct practitioners in implementation
Nevada	N/A	Occupational and Physical Therapy Report of caseloads	No formulas were mentioned to direct practitioners in implementation
New Hampshire	2017	New Hampshire Rules for the Education of Children with Disabilities	No formulas were mentioned to direct practitioners in implementation
New Jersey	N/A	Occupational Therapy Services	No formulas were mentioned to direct practitioners in implementation
New Mexico	N/A	Occupational and Physical Therapy Services	No formulas were mentioned to direct practitioners in implementation
New York	2018	Occupational and Physical Therapy: Instructions for Completing the Workload and Caseload Forms	Full-time therapists are expected to schedule eight 30 minute treatment sessions per day or the equivalent. (p1)
North Carolina	2011	Guidelines for Providing Occupational Therapy	"The total caseload for individual related service providers is not to exceed fifty (50) students."

North Dakota	2019	Guidelines for Occupational and Physical Therapy in Educational Settings	Manual discusses issue of workload and considerations however, there were no formulas to direct practitioners in implementation (p.32)
Ohio	2011	Determination of Appropriate Caseload for School-Based Occupational Therapy and Physical Therapy Practice	“Rule 3301-51-09 (I)(3)(c) & (e) of the Ohio Department of Education’s Operating Standards states that an OT or PT shall provide services to no more than 50 school-age students or 40 preschool students. The Ohio Department of Education interprets this as the number of students to whom the therapist provides direct service.” (p1)
Oklahoma	2005	Occupational Therapy and Physical Therapy in Oklahoma Schools: Technical Assistance Document	Manual discusses issue of workload and considerations however, there were no formulas to direct practitioners in implementation (p47)
Oregon	2016	Physical and Occupational Therapy under IDEA in Oregon: Early Intervention, Early Childhood and School Age Special Education	Manual discusses the issue of workload and considerations however, there were no formulas to direct practitioners in implementation. (p65)
Pennsylvania	2014	The Right to Special Education in Pennsylvania: A Guide for Parents and Advocates	No formulas were mentioned to direct practitioners in implementation
Rhode Island	2011	Review of Special Education In Providence Public School District	“The union contract caps the caseload for occupational therapists as 33 students” (p92)
South Carolina	2013	Special Education Process Guide for South Carolina	No formulas were mentioned to direct practitioners in implementation
South Dakota	N/A	Special Education and Related Services	No formulas were mentioned to direct practitioners in implementation
Tennessee	2018	Special Education Framework	No formulas were mentioned to direct practitioners in implementation
Texas	N/A	State Guidelines for OT and PT Services	No formulas were mentioned to direct practitioners in implementation
Utah	2016	Utah State Board of Education: Special Education Rules	No formulas were mentioned to direct practitioners in implementation

Vermont	2016	School Based Health Services Program	No formulas were mentioned to direct practitioners in implementation
Virginia	2010	Handbook for Occupational and Physical Therapy in Virginia Public Schools	Manual discusses the issue of workload and considerations however, there were no formulas to direct practitioners in implementation (p39)
Washington	2018	Rules for the Provision of Special Education	No formulas were mentioned to direct practitioners in implementation
West Virginia	2015	Hand in Hand Guidance for West Virginia Parents	No formulas were mentioned to direct practitioners in implementation
Wisconsin	2011	Occupational Therapy and Physical Therapy: A resource and planning guide	"The minimum caseload for a full-time therapist is 15 students. The maximum caseload for a full-time therapist is 30 students, but with a licensed assistant(s) can reach 45 students. Caseload is prorated for part-time therapists." (p169)
Wyoming	2009	Reference Guide for Highly Qualified Providers of Special Education	No formulas were mentioned to direct practitioners in implementation