

ATTACHMENT NO. XI-B: 2017-18 Workload Plan for Special Education Educators

Potential motion: Move to Approve the Special Education Workload Plan for the 2017-2018 School Year

Recommended action: Approve the motion.

The Illinois Special Education regulations (23 Illinois Administrative Code 226.735) state that all school districts are required to adopt a work load plan for special educators. This work load plan is not part of the collective bargaining agreement, nor is it intended to be representative of a job description.

On September 5, 2017 the special education teachers and related service staff were invited to review the workload plan for the 2017-2018 school year and provide feedback. The only recommended change to the new plan is to add the components of the Evaluation process to the areas of responsibilities. This plan will be reviewed yearly.

North Boone

Community Unit School District 200

Work Load Plan for Special Education Educators North Boone Community Unit School District 200 2017-2018

Regulation

The Illinois special education regulations (23 Illinois Administrative Code 226.735) state that all school districts are required to adopt a work load plan for special educators effective for the 2009-2010 school year, or as soon as possible after that date, if a later date is necessary due to compliance with any labor agreement in effect at the beginning of the 2009-2010 school year. This work load plan is not a part of the collective bargaining agreement, nor is it intended to be representative of a job description.

Purpose of the Plan

The purpose of this plan is to make recommendations regarding the examination of special education work load in the provision of services to students with Individual Education Plans in District 200. The recommendations are intended to provide a conceptual framework for administration, licensed special education staff members in examining all areas impacting a special educator's work load.

Work Load Vs. Case Load

This plan addresses the issue of work load versus the traditional case load concept. The plan provides a model for examining the work load of special education educators in D200. This model is intended as a framework, not to dictate numbers, but to adapt to the changing tasks, responsibilities, and requirements of special education educators. Through careful analysis of the various responsibilities required in the plan, the District will be better able to respond proactively to the challenges of planning for and providing services to the District's students with disabilities. Work load is not case load. In case load, the reference is to the number of students with IEPs for whom the special education educators are responsible. Each student is counted as "one" no matter what the students' needs are or the severity of the students' disabilities. Work load refers to all of the responsibilities required of special education educators and is based upon the intensity of the students' needs. The four activities of the work load considered by this plan are: 1) individualized and specialized instruction; 2) consultation, collaboration and problem solving; 3) attendance at IEP meetings; and 4) paperwork and reporting.

Individual Instruction:

- o IEP direct service minutes
- o Severity of student needs
- o Interventions
- o Amount of instructional services needed to meet unique needs of each student

Consultative services and other collaboration among staff members:

- o IEP consult minutes
- o Team meetings o Parent communication
- o Problem-solving meetings
- o Modeling and training
- o Collaboration meetings

Attendance at IEP meetings and other staff conferences:

- o Annual reviews
- o Transition meetings
- o 3-year re-evaluations
- o Domain meetings
- o Additional IEP meetings
- o Staff conferences pertaining to the planning of special education services and/or the analysis of student data

Paperwork and Reporting

- o Time to complete IEP forms
- o Time to complete evaluation reports and IEP goal updates
- o Evaluation
 - Parent and student interviews
 - Observation
 - Review of records

Work Load Plan Commitments

1. North Boone CUSD 200 will work to ensure that there is sufficient staff available so that all services required under students' IEP's can be provided at a requisite level of intensity.
2. North Boone CUSD 200 will adhere to class sizes limitations established by ISBE. When during the course of the year, if class sizes exceed recommended numbers, the districts will rectify the situation the following year if the condition is projected to continue. (see attached chart.)
3. North Boone CUSD 200 will review staffing patterns annually, and consider adding or removing staff based on the criteria.
4. Each semester, the case manager will review his/her students' IEP's to be sure all regular education staff receive a copy of the student's IEP's modifications and adaptations, all related services are scheduled, and all technology and/or equipment is available.
5. Each special educator and related service provided shall submit a schedule (including an updated class list) to their administrator at the start of the school year and the beginning of each semester or other times as requested. These schedules shall include (but are not limited to) the following:

<p><u>Special Educator</u> Group or specialized instruction Consultation/collaboration Planning time Duty free lunch Paperwork & reports Other duties assigned</p>	<p><u>Related Service Provider</u> Direct or small group therapy Consultation/collaboration Planning time Duty free lunch Paperwork & reports Travel Other duties assigned</p>
--	---

6. If a special educator has concerns regarding his/her schedule and ability to meet their student IEP's the following will occur:
 - a. The special educator will schedule a meeting with her/her Principal to discuss the concerns.
 - b. The special educator will bring to this meeting at least three weeks of schedule samples, including service minutes, consultation time and other requirements that gives the special educator concerns regarding his/her work load.
 - c. Through a discussion with the supervisor and principal, a written plan will be developed with options and strategies to address the concern.
7. Annual Review days: All case managers will be provided days to conduct their annual reviews based on the size of their case load. Substitutes will be hired if warranted. North Boone CUSD 200 will make arrangements to allow regular education teachers to attend meetings as required.

Class Size

Category of Classroom	Class Size Recommendation with Teacher	Class size recommendation with teacher and paraprofessional
Early Childhood Special Education	5	10
Blended Early Childhood	15 students; 5 with IEPs	
Students 20% or less Special Ed.	15	17
Students 20% or less Special Ed (HS)	15	17
Students with 21-60% Spec. Ed (Elem/JH)	10	15
Students with 21-60% Spec. Ed (HS)	10	15
Students with 61% or more Spec Ed.	8	14
Students with 61% or more (severe)	6	11

Other Special Education Service Categories

Position	Minimum Commitment	Suggest Target	Professional Organization Recommendation
Speech Language Therapist	1:60 (maximum)	1:60 (maximum)	1:60 (maximum)
School Social Worker	1/1200	1/100	1:400-1:900
School Psychologist	1/1300 (Elem & JH) 1/1500 (HS only)	1/100	1/1000
Occupational Therapist	Determined annually based on location and program needs.		
Physical Therapist	Determined annually based on location and program needs.		
Vocational Teachers	Determined annually based on location and program needs.		
Itinerant Teacher	Determined annually based on location and program needs.		