

Spring Valley C.C.S.D. #99
Special Education Workload Plan
Proposal for School Board Adoption
March 19, 2025

The Spring Valley Community Consolidated District #99 Workload Plan represents the best efforts of the administrative, teaching and related services teams toward appreciating and recognizing the commitments of time and energy made on behalf of those serving students with special needs.

To create the Special Education Workload Plan, the Administration met with SVETA representatives from general education, special education and related services. Discussions took place at the Workload meeting. Special education teachers reviewed the current special education workload plan and no changes were needed. The Special Education Workload Plan will be subject to SVCC District #99 School Board approval at the March School Board Meeting.

1. Special Education teachers may request for administrative approval “Data Prep Days” to prepare I.E.P.’s, Data Collection, Progress Monitoring and all other documentation affiliated with the role of a Special Education Teacher that must be completed prior to all IEP meetings. (1-6 students = 1 day; 7-12 students = 2 days; 13+ = 3 days) (1/2 days may be taken and must be paired with another teacher) In special circumstances with administrative approval additional “Data Prep Days” may be granted. Special Education teachers may also request from administration the use of an in-service day as a “Data Prep Days” if the in-service topic does not pertain to their teaching assignment.
2. Administration should monitor, help maintain and determine appropriate class size with workload not exceeding class size limits per Illinois State Code and those provisions specified and required by law. Illinois School Code states:
 - a. Classroom instructional class period age range shall not exceed four years at the elementary level.
 - b. In any general education classroom, the ration of students with and without IEP’s must not exceed 70% general education to 30% special education.
 - c. In both a. and b. deviations from ISBE may be requested to go beyond those limitations.
 - d. Class size limitations are set by ISBE and refer to a moment in time:
 - I. Early Childhood with a teacher only is 5, and with a paraprofessional 10.
 - II. Students with 20% or less SPED services with a teacher only is 15, and with a paraprofessional 17.
 - III. Students with 21% - 60% SPED services with a teacher only is 10, and with a paraprofessional 15.
 - IV. Students with 61% or more SPED services with a teacher is 8, and with a paraprofessional is 13.
 - V. Speech caseload limit is 60.
3. Teachers will be notified of tentative caseload 2-weeks after last day of school.
4. Teachers will be notified of tentative teaching schedule 2-weeks prior to the start of school.
5. IEP students will be placed in the minimum amount of homerooms possible yet be in compliance with the 30% or less guideline.
6. SLP will:
 - a. Be allowed time during in-service days and early dismissals to complete duties.
 - b. Complete Workload Analysis (Service Provider Summary Page) annually prior to March 1.
 - c. Not exceed 90% Full Time Equivalent on Workload Plan. This percentage includes:
 - I. The amount of available student time currently being used for direct therapy, IEP consultation, & medicaid billing only.
 - II. 10% remaining accounts for time needed to complete: Treatment notes, evaluations, screenings, report writing, BBT times, trimester reporting, IEP writing, parent contacts, programing AAC devices.
 - d. Have week prior to trimester end to progress monitor & complete trimester progress reports.
 - e. Have the equivalent amount of “Data Prep Days” granted to Special Education teachers.

7. Establishing and scheduling uninterrupted plan time for those general and special education teachers involved in co-teaching is a priority and will be addressed through the collaborative efforts of the administration and SVETA members.

Special Education Work Load Plan. Title 23, Section 226.735 of the Illinois Administrative Code requires that the District develop, in cooperation with the Union as the exclusive representative of the District's affected employees, and adopt a plan specifying the limits on the work load of its special educators so that all services required under students' IEP's, as well as all needed ancillary and support services, can be provided at the requisite level of intensity, beginning the 2009-2010 school year;

District Special Education Committee:

1. The Committee shall develop an annual plan specifying the limits on the work load of its special educators so that all services required under students' IEP's, as well as all needed ancillary and support services, can be provided at the requisite level of intensity.
2. The Committee shall meet regularly to consider the activities for which the District's special educators are responsible, including but not limited to:
 - a. Individualized instruction;
 - b. Consultative services and other collaboration among staff members;
 - c. Attendance at IEP meetings and other staff conferences; and
 - d. Paperwork and reporting.
3. The Committee shall gather and analyze data throughout the school year from the four areas addressed above. By March 1 of each school year, the Committee shall submit staffing recommendations to be reviewed at the March Union- Management Meeting. Barring changes due to appeals, the decision made at that meeting should be recommended to the Board of Education at their first scheduled meeting following the Union-Management Meeting.

The District shall ensure:

1. There is sufficient staff available so that all services required under the students' IEP's could be provided at the required level of intensity.
2. No class will exceed class size levels established by the Illinois State Board of Education (ISBE).
3. Case Load's will be balanced by the SPED Teachers and administration during the SPED staff meetings.

If a special educator believes their workload to be unmanageable or above what was decided at the March Union Management Meeting, the following will occur:

1. The special educator will schedule a meeting with an administrator to discuss his/her concern.
2. The special educator will bring to the meeting the data, including service minutes, consultation time and other requirements that they believe make the workload unmanageable or above what was decided at the March Union-Management Meeting.
3. Case Load's will be balanced by the SPED Teachers and administration during the SPED staff meetings.

If the issue is not resolved, the special educator may appeal to the Special Education Work Load Committee for review. The Special Education Work Load Committee is comprised of six (6) people; the District Superintendent and two (2) District Principals or designees; two (2) District Special Education Teachers, appointed by the Union; and one (1) Union officer or designee. The Committee's decision is final provided that if the decision requires the employment of any additional staff or expenditure of money, it shall be subject to Board approval.