

## **WORKLOAD FRAME WORK FOR SPECIAL EDUCATORS**

### **Geneva School District 304**

**Introduction:** Pursuant to administrative regulations promulgated by the Illinois State Board of Education (23 Illinois Administrative Code 226.735), all school districts are required to adopt a workload plan. The workload plan establishes guidance on the workload of special educators so that all the services on a student's individual education plan (IEP) can be provided at the level specified on the IEP. These workload plans are to be effective for the 2009-2010 school year, and thereafter.

**Purpose:** The purpose of the Workload Plan is to make recommendations on the workload of the special educators employed by Geneva School District 304 so that all services required under students' Individualized Education Plans (IEPs), as well as all needed ancillary and support services, can be provided at the requisite level of intensity. The workload plan is a framework outlining components to consider when evaluating workload responsibilities. It is not intended to quantify the components of the workload. The plan is intended for administration, certified and licensed special education staff members, and representatives from the bargaining unit to be able to examine the factors contributing to the workload of the special educators. This document is meant to examine all areas affecting each educator's workload. It is not intended to be contractual in nature or otherwise rigid in its application.

**Workload Analysis:** This plan is based upon an analysis of the activities for which the district's special educators are responsible as specified below. Each category defines the activity and takes into account the current staffing, number of students receiving the services, and the minutes available for special educators to provide the services. Environmental factors influencing the delivery of services including instructional space, travel, preparation of materials, the utilization of instructional assistants and ready access to instructional materials will be considered. Additional environmental factors may be identified and applied to the workload analysis as pertinent.

District administration will determine the special educators' workloads on a yearly basis taking into consideration data collected on the four (4) components of the workload plan. District administration will review the collected data to determine whether to recommend to the board adjustment in staffing, workload, or other accommodations for the district's special educators. Special Educator workload will be based on the analysis of: 1) Individualized instruction; 2) Consultative services and other collaborations among staff members; 3) Attendance at IEP meetings and other staff conferences; and 4) Case management, paperwork, and reporting.

Special educators may also request a meeting to review their existing workload if the workload conditions change during the school year and special educators would like administration to review their workload. Any special educator desiring such a review should schedule a meeting with their immediate administrator/ supervisor. The special educator may, at the meeting, present data in each of the four (4) components to discuss with their administrator. The administrator and special educator will review whether any change in the workload are necessary to address the special educator's workload concern and, if so, develop possible options, strategies, and a timeline to address the workload concern.

The administrator will provide to the Administrator of Student Services a written statement of the results of the meeting including any options or strategies to address a workload concern. The decision of the Administrator of Student Services and Assistant Superintendent of Human Resources shall be final.

**Components:****1. Individualized Instruction**

Individualized instruction is the amount of instructional services needed to meet the unique needs of each student and/or the unique instructional delivery system in each program. The amount of direct service minutes delineated on each student's IEP will be taken into account, as well as the intensity of services needed and/or the severity of the student's disability as defined on each student's IEP.

Individualized instruction is the amount of student contact time needed to provide instructional services which meet the individualized needs of each student.

The workload plan analysis for individualized instruction shall include data collected on special education teachers employed by the district. Data collection will include direct IEP minutes, class size, class groupings, individual and master schedules, and service delivery models.

The district is committed to complying with the class size (number of students in special education classroom during any particular academic instructional period) limits set forth in the Illinois Administrative Code 23, Section 226.730, "Class Size for 2009-2010 and Beyond" or otherwise provided by law.

**2. Consultative Services and Other Collaborations**

Consultative Services may be indicated on a student's IEP and refer to the amount of minutes allocated for a special education teacher to consult with service providers to effectively deliver the student's IEP. Consultative services also refer to the amount of time needed to discuss a student's instructional program with staff members, administrators, parents, and private providers on behalf of the student. Additional time to observe students to provide input to teams or to collect behavior data is also included in the component. Functional Behavior Analysis (FBA) and Behavior Intervention Plan (BIP) are required IEP components for any student needing behavior interventions. Likewise additional collaboration may include, but is not limited to, weekly team meetings, modeling and training with team members (including instructional assistants), and instructional service modifications and accommodations (including assistive technology and programming augmentative communication devices).

The workload plan analysis for consultative services and other collaborations shall include data collected on special educators employed by the district. Data collection will include IEP consult minutes, IEP supplementary aids and services, parent communication, communication and collaboration with private providers, modeling and training, material modification/ adaptations, time needed to develop FBAs and BIPs, time needed for meeting to address significant behavior, time distracted from the other components of this plan, and time needed to manage a crisis.

**3. Attendance at IEP meeting and other staff conferences**

Many special educators are required participants in meetings, including but not limited to annual reviews, transition meetings, evaluation meetings, domain meetings, problem-solving meetings, and building-level meetings. Staff and parent conferences pertaining to the planning of special education services and/or the review/analysis of the data driving student interventions will be considered as part of the workload time analysis for special educators. The majority of these meeting are held during the work-day.

The workload plan analysis for attendance at IEP meetings and staff conferences shall include data collected on the number and typical length of time for IEP meetings, time to prepare for IEP meetings, and the number and typical length of time for team/problem-solving meetings. IEP meetings are defined

as any meeting reviewing and discussing special education services. These include, but are not limited to; annual reviews, transition meetings, progress review conferences, and three year re-evaluation meetings.

#### **4. Case Management, Paperwork, and Reporting**

The collaboration and compilation of information required to complete each student's IEP and evaluation should be considered as part of a special educator's workload. The amount of time needed to complete paperwork is not a part of specific time delineated for individualized instruction. The IEP is an essential part of each student's instructional program and is mandated by Federal and State Regulations. A distinction must be made between required administrative paperwork and reports as part of the general education requirements and those unique to the workload of special education teachers.

The workload plan analysis for paperwork and reporting will include the typical amount of time required to complete a student's IEP and/or evaluation report throughout the school year, time required to update students' IEPs, time needed to progress monitor, and/or any additional reporting required for special educators. Case management data collection will include such activities as planning meetings, communication with team members, and proofing and sending the IEP home.

The workload plan is a fluid document and should be reviewed regularly to ensure it reflects current responsibilities of special educators and instructional service needs of students.

#### ***Participants:***

Members of the Resource Workload Committee: Dianna Duddy (special education teacher), Kathy Durrenberger (special education teacher), Leslee Kriegel (special education teacher and student assistant coordinator), Debbie Moore (special education teacher), Tina Perry (special education teacher), George Petmezas (elementary principal), Liz Reidl (special education teacher), Lynn Reilley (Assistant Director of Student Services), Kathy Spencer (special education teacher), Darcy Thompson (elementary principal), Anne Giarrante (Director of Student Services), Missy Scheid (special education teacher), Nicolette Pollack (special education teacher).