Work Load Plan for Special Educators

The Knox-Warren Special Education District (hereafter referred to as KWSED), and other affected special educators employed by KWSED have developed the Work Load Plan for Special Educators (hereafter referred to as the “Plan”) to become effective on January 1, 2020 as set forth in the Illinois Administrative Code 23, Section 226.735.

The purpose of the Plan is to ensure that students with IEPs are provided the free, appropriate education to which they are entitled.

The purpose of this Plan is not intended to address employee assignment, job descriptions, working conditions, or other factors otherwise contained in the KWSED Board policy.

The Workload Plan is an understanding of the parties and shall not be deemed to be part of, or included in, any collective bargaining agreement at the District. The Workload Plan is expressly excluded from any grievance procedure in any District collective bargaining agreement.

The purpose of this Plan is not intended to address services which may be provided to students without IEPs.

Special Educator

For the purpose of this Plan, “special educator” shall include all personnel who are directly employed by KWSED and who are responsible for the direct provision of special education services and/or ancillary supports to the students served in programs operated in KWSED and those who are responsible for the direct provision of special education services and/or ancillary supports for the member districts of KWSED. For the purpose of this Plan, the following KWSED positions covered under this plan: Special Education Teachers, School Social Workers, School Psychologists, Speech-Language Pathologists, Classroom Paraprofessionals, Hearing Impaired Interpreters and other positions as deemed to meet the definition of special educator as listed above.

Class Size

For the purpose of this Plan, “class size” is defined as the total number of students an educator serves during any “special education class.” When an IEP calls for placement in a “special education class,” a) the student will be placed in a class where only students with IEPs are served,
b) at least one qualified special education teacher or related service provider is assigned, and  
c) the instruction and therapy is provided exclusively to students with IEPs.

The Knox Warren Special Education District is committed to complying with the class size limits set forth in Illinois Administrative Code 23, Section 226.730, “Class Size for 2009-10 and Beyond.”

Under rare circumstances, exceptions to the class size limits and the definition of a special education class may be approved by the KWSED Board of Control upon request of the KWSED Director of Special Education. The request will be discussed in advance with the affected personnel, and when applicable, with legal counsel, parents of affected students, and other parties as necessary.

**Work Load Analysis**

At a minimum of one time per year, the KWSED administrative personnel will analyze and review the activities of KWSED special educators to ensure all special education services required under student’s IEPs, as well as all needed ancillary and support services, are being provided at the requisite level of intensity. This analysis will occur no later than June 30th of each school year in preparation for each upcoming school year.

This analysis and review will include, but may not be limited to, a review of:

1. The individualized instruction being provided,
2. The required consultative services and other collaboration among staff members,
3. Attendance required at IEP meetings and other staff conferences, and
4. The paperwork and reporting obligations.

**Individualized Instruction**

Analysis of individualized instruction may consider:

- Direct IEP service minutes
- Intensity of service delivery
- Severity of student needs
- Interventions
- Amount of instructional services needed to meet unique needs of each student
- Lesson planning time
- Preparation and modification of instructional materials

Information may be gathered from:

- Data from state reporting (i.e., IStar)
- Data from IEPs (i.e., Embrace)
- Educator input
Consultative Services and Collaboration

Analysis of consultative services and collaboration among staff members may include:

- IEP consult minutes
- IEP supplementary aides and supports
- Team meetings
- Parent communication
- Communication and collaboration with private providers
- Problem-solving meetings
- Modeling and training
- Co-teaching planning periods

Information may be gathered from:

- Data from state reporting (i.e., IStar)
- Data from IEPs (i.e., Embrace)
- Contact Summary Forms completed by Special Educator
- Referral logs
- Available reports and forms (e.g., Medicaid Fee-for-Service records)
- Educator input

IEP Meetings and Staff Conferences

Analysis of attendance at IEP meetings and other staff conferences may include attendance at:

- Annual reviews
- Transition meetings
- Domain meetings
- Eligibility meetings
- Additional IEP meetings
- Staff conferences and departmental meetings pertaining to the planning of special education services and/or the analysis of student data

Information may be gathered from:

- State and local data reporting sources (e.g., IStar, Embrace, Medicaid Fee-for-Service, etc.
- Educator input
Paperwork and Reporting

Analysis of the special educator’s paperwork and reporting obligations may include:

- Estimation of time to complete IEP forms
- Estimation of time to complete quarterly goal updates
- Estimation of time to complete evaluation reports
- Estimation of time to review records
- Estimation of time to complete required reports, including Medicaid Fee-for-Service, time studies, etc.

Estimates will consider:

- Special educator’s case management responsibilities (e.g., number of students case management is provided for)
- Number of students a special educator provides consultative services for
- Special educator’s position of employment

Speech-Language Pathologists Caseload

The number of children served by a speech-language pathologist shall be based on the speech-language needs of each child. At no time shall the caseload of a speech-language pathologist exceed 60 students.

Reporting of Concerns Regarding Work Load by Special Educator

All concerns regarding Work Load must be made on the basis that the special educator is unable to ensure that students with IEPs, for whom the special educator is responsible for providing services to, are being provided the free, appropriate education to which they are entitled, due to the special educator’s participation in the activities involving students with IEPs of those being referred and/or evaluated for special education, including: 1) individualized instruction, 2) consultative services and other collaboration among staff members, 3) attendance at IEP meetings and other staff conferences, and 4) paperwork and reporting.

Upon written request from the individual special educator, the Director must provide, within a reasonable amount of time, an explanation on the appropriateness of the educator’s work load, including a general summary of factors taken into consideration in the analysis used to determine the appropriateness of the work load.

Any special educator with concerns about his or her work load should request a meeting with the Director of Special Education, or his/her administrative designee. The Director, or designee, shall agree to meet with the special educator within one week of the complaint. The special educator shall submit in writing a summary of his/her concerns. The Director, or designee, will review the
special educator’s work load and will make changes, which, in the opinion and discretion of the administrator, are necessary.

Adopted: 11/19/2019
CERTIFIED TEACHER

INDIVIDUALIZED INSTRUCTION:

- The District Administration will ensure that an appropriate amount of certified teaching staff are available to meet the individual needs of the student population in the Knox Warren Special Education District.

CLASS SIZE: Not to exceed the requirements as outlined by the Illinois Administrative Code.

CONSULTATIVE SERVICES:

- All certified teaching staff will participate in regularly scheduled department meetings, to occur no less than bi-monthly, or as deemed necessary by the Director of Special Education.
- Consult services will be provided to general education teachers, as outlined in each student’s IEP.
- If the District Administration determines that additional assistance is needed to aide in the instruction of a student placed in a general education class, those services will be given to each respective teacher.
- Quarterly parent contact will be made. This communication will be documented by the case manager.

ATTENDANCE at IEP MEETINGS and OTHER STAFF CONFERENCES:

- Participation is required of certified teaching staff for all students’ meetings listed on each respective teacher’s workload.
- Meetings include, but are not limited to, parent/teacher meetings, revision of IEP meetings, intake IEP meetings, three-year re-evaluations, domain meetings, and parent-requested meetings.

PAPERWORK AND REPORTING RESPONSIBILITIES:

- Certified staff will bring to each IEP meeting the pertinent paperwork, as well as be prepared to discuss, in detail, the student’s progress.
- Certified staff will document that instruction is meeting the student’s individualized needs, as evidenced by progress toward goals and objectives. Certified staff is responsible for inputting and sending home student progress data at the end of each quarter.

TRAVEL RESPONSIBILITIES: The administration will make every effort to minimize the travel requirements in the District. Every effort will be made to limit the amount of buildings a certified staff is assigned to. At no time will the assignment exceed two buildings.
SCHOOL SOCIAL WORKER

INDIVIDUALIZED INSTRUCTION:

- The District Administration will ensure that an appropriate amount of Social Workers are available to meet the individual needs of the student population in the Henry-Stark District.
- Each Social Worker will provide services via individual and group sessions to students identified as needing additional emotional and behavioral support due to an educational adverse effect being present.
- Crisis intervention will be provided, when deemed necessary as a collaborative decision by the Administration and Social Worker.

CONSULTATIVE SERVICES:

- All Social Workers will participate in Support Staff meetings held bi-annually, or as deemed necessary by the Director of Special Education.
- Consult services will be provided to all teachers and administrative staff.
- If the District Administration determines that additional assistance is needed to aide in the instruction of a student placed in a general education class, those services will be given to each respective teacher.
- Quarterly parent contact will be made for all students with social work goals and objectives. This communication will be documented by the social worker.

IEP MEETINGS:

- Participation is required in all students’ meetings included on each respective Social Worker’s workload.
- Meetings include, but are not limited to, revision of IEP meetings, intake IEP meetings, three-year-re-evaluations, domain meetings and parent-requested meetings.

PAPERWORK AND REPORTING RESPONSIBILITIES: Each respective Social Worker will bring to the meeting the pertinent IEP paperwork and reports, as well as be prepared to discuss, in detail, the student’s progress.

TRAVEL RESPONSIBILITIES: The Administration will make every effort to minimize the travel requirements in the District. Every effort will be made to limit the amount of buildings a social worker is assigned to.
SCHOOL PSYCHOLOGIST

INDIVIDUALIZED INSTRUCTION:

- Each Psychologist is responsible for providing intervention support in their respective building, prior to looking at special education eligibility.
- Crisis intervention will be provided, when deemed necessary by the Administration.

CONSULTATIVE SERVICES:

- All Psychologists will participate in Support Staff meetings held bi-annually, or as deemed necessary by the Director of Special Education.
- Consult services will be provided to general education teachers as outlined in each student’s IEP.
- If the District Administration determines that additional assistance is needed to aide in the instruction of a student placed in a general education class, those services will be given to each respective teacher.
- Quarterly parent contact will be made. This communication will be documented by the case manager.

IEP MEETINGS:

- Participation is required of Psychologists for all students’ meetings listed on each respective Psychologist’s workload.
- Meetings include, but are not limited to, parent/teacher meetings, revision of IEP meetings, intake IEP meetings, three-year re-evaluations, domain meetings and parent-requested meetings.

PAPERWORK AND REPORTING RESPONSIBILITIES: Each respective Psychologist will bring to the meeting the pertinent IEP paperwork and reports, as well as be prepared to discuss, in detail, the student’s progress.

TRAVEL RESPONSIBILITIES: The administration will make every effort to minimize the travel requirements in the District. Every effort will be made to limit the amount of buildings a Psychologist is assigned to.
SPEECH/LANGUAGE PATHOLOGIST

INDIVIDUALIZED INSTRUCTION:

- Each Speech Pathologist will provide instruction and services via individual and group therapy to no more than 60 students.

CASELOAD: Not to exceed the requirements as outlined by the Illinois Administrative Code.

CONSULTATIVE SERVICES:

- All Speech Pathologists will participate in Support Staff meetings held bi-annually, or as deemed necessary by the Director of Special Education.
- Consult services will be provided to general education teachers, as outlined in each student’s IEP.
- If the District Administration determines that additional assistance is needed to aide in the instruction of a student placed in a general education class, those services will be given to each respective teacher.
- Quarterly parent contact will be made. This communication will be documented by the case manager.

IEP MEETINGS:

- Participation is required of Speech Pathologists for all students’ meetings listed on each respective Speech Pathologist’s workload.
- Meetings include, but are not limited to, parent/teacher meetings, revision of IEP meetings, intake IEP meetings, three-year re-evaluations, domain meetings and parent-requested meetings.

PAPERWORK AND REPORTING RESPONSIBILITIES: Each Speech Pathologist will bring to the meeting the pertinent IEP paperwork and reports, as well as be prepared to discuss, in detail, the student’s progress.

TRAVEL RESPONSIBILITIES: The Administration will make every effort to minimize the travel requirements in the District. Every effort will be made to limit the amount of buildings a staff member is assigned to. At no time will the assignment exceed three sites.
PARAPROFESSIONAL

INSTRUCTIONAL SUPPORT: Responsibilities include aiding in the instruction facilitated by the Certified Teacher. Other duties include grading of student work and other duties, as assigned by the Certified Teacher.

CONSULTATIVE SERVICES:

- All Paraprofessionals will participate in Support Staff meetings held bi-monthly, or as deemed necessary by the Director of Special Education.
- If the District Administration determines that additional assistance is needed to aide in the instruction of a student placed in a general education class, those services will be given to each respective teacher.

IEP MEETINGS:

- Participation at IEP meetings is required, when requested by the Administration.
- Meetings include, but are not limited to, parent/teacher meetings, revision of IEP meetings, intake IEP meetings, three-year re-evaluations, domain meetings and parent-requested meetings.

TRAVEL RESPONSIBILITIES: The Administration will make every effort to minimize the travel requirements in the District. Every effort will be made to limit the amount of buildings a Paraprofessional is assigned to.