



Glen Ellyn School District 41

District 41 Special Education Workload Plan

Revised April 2012

Reviewed and Revised June 2014

Reviewed May 2016

Introduction: The Illinois special education regulations state that each district shall adopt a plan which establishes limits on the workload of special educators so that all of the services on a student's individualized education plan (IEP) can be provided at the level specified by the IEP. This workload plan is effective as of March 15, 2010 and thereafter. The purpose of this plan is to specify limits on the work load of District 41's special educators and related service providers so that all services provided to the district's students with special needs as dictated by their IEPs, as well as ancillary and support services, can be provided at the requisite level of intensity.

Statement of Assurance: The plan was developed in collaboration between representatives of the Special Education Departments and the D41 Administration in compliance with 23 Illinois Administrative Code 226.735. This plan has been reviewed by the D41 Board of Education and the Glen Ellyn Education Association leadership.

Workload vs. Caseload: This plan addresses issues of workload versus the traditional caseload concept. Caseload is the number of students for which a special educator is responsible and is different from class size and workload. Speech and Language Pathologists are the only group of special educators that have a specific number identified as a maximum caseload. Workload is defined as all of the responsibilities required of special educators and is based upon student needs. The workload and caseload recommendations for special educators in District 41 are contained in **Attachment A**.

Activities Analysis: The workload plan is based on an analysis of the activities for which special educators are responsible and shall encompass but are not limited to:

1. Individualized instruction and evaluation
2. Consultative services and other collaboration among staff members
3. Attendance at IEP meetings and other staff conferences, and
4. Paperwork and reporting

A special educator's schedule will allow for items #1-4 as well as planning time and a duty free lunch.

Class Size: Class size is defined as the total number of students an educator serves during any designated special education class. As referenced here "class" means any circumstance where only students with IEPs are served and at least one special education teacher is assigned and provided instruction and/or therapy exclusively to students with IEPs.

District 41 is committed to complying with the class size limits set forth in Illinois Administrative Code 23, section 226.730. The limitations set forth by the code are displayed in **Attachment B**.

Speech Caseloads: Speech and Language Pathologists will serve no more than 60 students, with or without IEPs.



Glen Ellyn School District 41

Schedule Submission: Each special educator shall submit a schedule to their evaluator within 10 days of the start of the school term and at the beginning of the trimester (if revisions have been made) on the template provided by the Director of Student Services.

Addressing Workload Concerns: If a staff member has concerns about his/her caseload or workload, the following steps should be taken:

- a. The staff member will schedule a meeting with his/her evaluator to discuss the concern.
- b. The staff member will bring to this meeting the data, including instructional minutes, number of students served, RTI interventions and progress monitoring responsibilities, consultation/collaboration time and other requirements that make the workload unmanageable.
- c. Solutions will be brainstormed and an action plan will be developed and implemented.
- d. A contact will be made in four weeks to determine if the strategies in the action plan are effective. If not, a contact with the next level of administration will be made.

IEP Management: At the start of the school year, the case manager will review the IEPs or IEPs-at-a-glance with all appropriate regular education and support staff. Each trimester, the case manager will review all of his/her students' IEPs. If a change is made to the IEP, the case manager will communicate that change immediately to all related service and support staff involved. Case managers will ensure that all related services, training, technology, and/or equipment are provided as indicated in the IEP.

Annual Review: D41 will review this workload plan annually.

D41 Workloads

After consultation with service providers, this chart reflects the average amount of time needed to perform the listed tasks.

ATTACHMENT A

CATEGORY	Resource/Inclusion and Self-Contained Teachers	Psychologists	Social Workers	Speech Therapists
Amount of preparation time spent prior to IEP meeting per evaluation	Initial evaluations: • EC: 3-5 hours • K-5 th : 2-3 hours • 6 th -8 th : 2 hours Re-evaluations: • EC-8 th : 2-3 hours Annual Reviews: • EC-8 th : 2-3 hours • EC-8 th : 2-3 hours	Initial evaluations: • EC: 3-5 hours • K-8 th : 4-5 hours Re-evaluations: • EC-8 th : 3-5 hours Annual Reviews: • EC-8 th : 0.5-1 hour	Initial evaluations: • EC: 3-5 hours • K-8 th : 2-3 hours Re-evaluations: • EC-8 th : 2-3 hours Annual Reviews: • EC-8 th : 1 hour	Initial evaluations: • EC: 3-5 hours • K-8 th : 2-3 hours Re-evaluations: • EC-8 th : 3-4 hours Annual Reviews: • EC-8 th : 1-2 hours
Amount of time spent at IEP conference	Initial and re-evaluations: • EC-8 th : 2 hours Annual Reviews: • EC-8 th : 1 hour	Initial and re-evaluations: • EC-8 th : 2 hours Annual Reviews: • EC-8 th : 1 hour	Initial and re-evaluations: • EC-8 th : 2 hours Annual Reviews: • EC-8 th : 1 hour	Initial and re-evaluations: • EC-8 th : 2 hours Annual Reviews: • EC-8 th : 1 hour
Consultation/collaboration time* on behalf of identified special education students on a weekly basis	3-6 hours	2-3 hours	4-6 hours	4-6 hours
Consultation/collaboration time* for non-identified students on a weekly basis	2-3 hours	K-5 th : 1-3 hours 6 th -8 th : 3-4 hours	5-10 hours	1-2 hours
SST meeting time on a weekly basis	1 hour	1 hour	1 hour	1 hour
Direct service time on a weekly basis	EC: 25 hours K-5 th : 25-28 hours 6 th -8 th : 22.5 hours	K-5 th : 2-3 hours 6 th -8 th : 5-8 hours	EC: 15-20 hours K-5 th : 8-12 hours 6 th -8 th : 15-20 hours	EC: 25 hours K-5 th : 25-28 hours 6 th -8 th : 22.5 hours

This workload plan is based on an analysis of the activities that were reported through the February 2010 & April 2012 District 41 special workload surveys. In May 2016, a review of the workload times was conducted in collaboration with GEEA representatives.

*Note: We define consultation and collaboration time as follows.

Consult minutes as listed in the IEP
Weekly team meetings
Creating modifications/accommodations
Data collection for progress monitoring

Amount of time spent to discuss a student with staff members, administrators, parents and outside providers
Common planning time with general education teachers or other special education staff/team collaboration
Direct time with students not reflected in schedule (social workers only)
Data collection for trimester reporting (IEP updates)

Section 226.730 Class Size for 2009-10 and Beyond

- a) When a student's IEP calls for services in a general education classroom, the student must be served in a class that is composed of students of whom at least 70 percent are without IEPs, that utilizes the general curriculum, that is taught by an instructor holding an educator license for general education and who is employed for that purpose, and that is not designated as a general remedial classroom. For purposes of this subsection (a), a student who receives speech services outside of the general education classroom and who does not require modifications to the content of the general education curriculum shall be included in the calculation of the percentage of students without IEPs. (See 105 ILCS 5/14-2.)
- b) Class size means the total number of students an educator serves during any special education class. As used in this subsection (b), "class" means any circumstance in which only students with IEPs are served and at least one special education teacher is assigned and provides instruction and/or therapy exclusively to students with IEPs. In the formation of special education classes, consideration shall be given to the age of the students, the nature and severity of their disabilities, the educational needs of the students, and the degree of intervention necessary, subject to the limitations of this subsection (b).
 - 1) Except as provided in subsection (b)(5), classes in which all the students receive special education services for 20 percent of the school day or less shall have at least one qualified teacher for each 15 students in attendance during any given class. However, the district may increase the class size by a maximum of two students when a paraprofessional educator is provided for the entire class.
 - 2) Except as provided in subsection (b)(5), each class in which any student receives special education services for more than 20 percent of the school day but no more than 60 percent of the school day shall have at least one qualified teacher for each 10 students in attendance during that class. However, the district may increase the class size by a maximum of five students when a paraprofessional educator is provided for the entire class.
 - 3) Except as provided in subsection (b)(5), each class in which any student receives special education services for more than 60 percent of the school day shall have at least one qualified teacher for each eight students in attendance during that class. However, the district may increase the class size by a maximum of five students when a paraprofessional educator is provided for the entire class.

- 4) Each class for children ages three through five shall have at least one qualified teacher for each five students in attendance during that class. However, the district may increase the class size by a maximum of five students when a paraprofessional educator is provided for the entire class.
- 5) For any school year in which the amount of State reimbursement for teachers identified in Section 14-13.01 of the School Code [105 ILCS 5/14-13.01] exceeds the amount in effect on January 1, 2007 by at least 100 percent and no corresponding reduction has been made in other State sources of support for special education:
 - A) The maximum class size stated in subsection (b)(1) shall be 13 rather than 15;
 - B) The maximum class size stated in subsection (b)(2) shall be eight rather than 10; and
 - C) The maximum class size stated in subsection (b)(3) shall be six rather than eight.
- 6) The provisions of subsections (b)(1) through (5) notwithstanding, class size shall be limited according to the needs of the students for individualized instruction and services.
- c) The maximum class sizes set forth in subsection (b) shall, if necessary, be further restricted at the local level to account for the activities and services in which the affected educators participate in order to provide students with IEPs the free, appropriate public education in the least restrictive environment to which they are entitled.

(Source: Amended at 40 Ill. Reg. 2220, effective January 13, 2016)