



Glen Ellyn School District 41

District 41 Special Education Workload Plan

Revised April 2012

Reviewed and Revised June 2014

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.

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.



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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: <ul style="list-style-type: none"> PK-5th : 4 hours 6th -8th: 2 hours Re-evaluations: <ul style="list-style-type: none"> PK-8th: 4 hours or more Annual Reviews: <ul style="list-style-type: none"> PK-8th: 3.5 hours 	Initial evaluations: <ul style="list-style-type: none"> PK-8th : 6 hours Re-evaluations: <ul style="list-style-type: none"> PK-8th : 3-5 hours Annual Reviews: <ul style="list-style-type: none"> PK-8th : 0.5-1 hour 	Initial evaluations: <ul style="list-style-type: none"> PK-8th: 2-3 hours Re-evaluations: <ul style="list-style-type: none"> PK-8th: 3-4 hours Annual Reviews: <ul style="list-style-type: none"> PK-8th: 1.5 hours 	Initial evaluations: <ul style="list-style-type: none"> PK-8th: 2-3 hours Re-evaluations: <ul style="list-style-type: none"> PK-8th: 3 hours Annual Reviews: <ul style="list-style-type: none"> PK-8th: 1 hour
Amount of time spent at IEP Conference	Initial and re-evaluations: <ul style="list-style-type: none"> PK-5th: 2 hours 6th -8th: 1.5 hours Annual Reviews : <ul style="list-style-type: none"> PK-5th:1 hour 6th-8th:1 hour 	Initial and re-evaluations: <ul style="list-style-type: none"> PK-5th: 2 hours 6th -8th: 1.5 hours Annual Reviews : <i>Not Applicable</i>	Initial and re-evaluations: <ul style="list-style-type: none"> PK-5th: 2 hours 6th -8th: 1.5 hours Annual Reviews : <ul style="list-style-type: none"> PK-5th:1 hour 6th-8th:1 hour 	Initial and re-evaluations: <ul style="list-style-type: none"> PK-5th: 2 hours 6th -8th: 1.5 hours Annual Reviews : <ul style="list-style-type: none"> PK-5th:1 hour 6th-8th:1 hour
Consultation/collaboration time* on behalf of identified special education students on a weekly basis	Self-Contained Sp Ed Teachers: <ul style="list-style-type: none"> 3-4 hours Sp Ed Resource Teachers <ul style="list-style-type: none"> 3-5 hours 	4 hours	4-5.5 hours	4-6 hours
Consultation/collaboration time* for non-identified students on a weekly basis	Self-Contained Sp Ed Teachers: <ul style="list-style-type: none"> <i>Not applicable</i> Sp Ed Resource Teachers <ul style="list-style-type: none"> 2-3 hours 	1-3 hours	3-6 hours	1 hour
SST Meeting Time on a weekly basis	1-2 hours	1-2 hours	1-2 hours	1-2 hours
Direct Service Time on a weekly basis	Self-Contained Teachers <ul style="list-style-type: none"> EC: 25 hours K-8th: 22.5 - 25 hours Resource/Inclusion Teachers <ul style="list-style-type: none"> K-8th: 22.5 hours 	PK-5 th : 2 -3 hours 6 th – 8 th : 3-5 hours	20 hours	20 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.

*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)