

# AVOCA WORKLOAD PLAN

**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 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 2017-2018 school year, and thereafter.

**Purpose:** The purpose of the Workload Plan is to make recommendations on the workload of the special educators employed by Avoca District 37 so that all services required under Individualized Education Plans (IEPs), including direct and indirect services, can be provided at the appropriate 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 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. The 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 vs. Caseload:** Workload is not caseload. Caseload refers to the number of students with IEPs for whom the special educators are responsible. Each student is counted as one, regardless of the student's needs or severity of the disability.

Workload refers to all the responsibilities required of special educators and is based upon the intensity of students' needs. Due to the Response to Intervention (RtI) process, special educators are at times responsible for instruction beyond their caseload (students identified with IEPs). Consideration of RtI responsibilities should be included when conducting a Workload Analysis.

**Workload Analysis:** This plan is based upon an analysis of the activities for which the district's special educators are responsible, as specified below. Targeted data collection occurred during the 2016-2017 school year on randomized days. Data collected represented the proportion of time that special educators spent on a variety of activities, as well as the actual minutes spent each day on those activities. Within each of the categories, data was reported by special educators on the number of minutes spent on various activities, which consisted of both direct and indirect services.

**Considerations for Future Workload Planning:** Administration will determine special educators' workload on a yearly basis taking into consideration data collected on the six (6) components of the workload plan. District administration will review collected data to determine whether to recommend to the board adjustments in staffing, workload, or other accommodations

for the district’s special educators. Sources of data collection will include schedules, caseloads, and periodic, randomized time sampling. Special educator workload will be based on the analysis of:

Individualized Instruction	IEP minutes pull out/push in, co-taught IEP minutes
Collaboration & Consultation	<b>staff</b> consult/collaboration on individual student needs and co-teaching planning, IST <b>parent:</b> daily communication logs regarding students’ day or daily check-ins <b>provider:</b> discussing student functioning, reports, etc.
Attendance in IEP & Staff Meetings	IEP meetings including domains (Need to determine if/what “staff mtgs” beyond IEP mtgs would be considered)
Response-to-Intervention (RtI)	flex minutes, co-teaching (non-IEP minutes), study skills class
Paperwork & Reporting	Completing IEP paperwork, goal updates, data analysis & report writing. Preparing for a three year re-eval
Crisis Management	Direct intervention in crisis situations to support students and staff with managing behavioral and/or social emotional needs either in the classroom or out of the classroom. This includes follow up communication, paperwork, and other means of resolving the crisis situation.

Special educators may also request a meeting to review their existing workload if workload conditions change during the school year and the special educators would like administration to review their workload. Any special educator desiring such a review should schedule a meeting with the Director of Pupil Services. The special educator may, at the meeting, present data in each of the six (6) components to discuss with their administrator. The Director of Pupil Services and special educator will review whether any change in workload is necessary to address the special educator’s workload concern and, if so, develop possible options and strategies to address the workload concern.

If agreement cannot be reached between the special educator and the Director of Pupil Services, the Director and the special educator will provide the Superintendent with a written

statement of the results of the meeting, including any options or strategies to address a workload concern. The decision of the Superintendent will 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 delineated on each student's IEP. Individualized instruction is the amount of student contact time needed to provide instructional services which meet the individual needs of each student. The workload plan analysis for individualized instruction shall include data collected on special educators employed by the district. Special educators shall mean certified/licensed staff and educational support personnel which include, but are not limited to: certified special education teachers, intervention specialists, and speech and language pathologists. Data collection will include direct IEP minutes, needs of individual students, 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 Illinois Administrative Code 23, Section 226.730, "Class Size for 2009-2010 and Beyond" or otherwise provided in the law.

**2. Collaboration / Consultation**

Consultative services may be indicated on a student's IEP and refer to the amount of minutes delineated for a special educator to consult with service providers to effectively deliver the student's IEP. Collaboration and consultation also refers 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 this component. Functional Behavior Assessment (FBA) and Behavior Intervention Plans (BIPs) 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 teaching 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 modifications/adaptations, time needed to develop FBAs and BIPs, time needed for meetings to address significant behavior, and any other events that take away from the other categories listed here.

**3. Attendance at IEP meetings and staff meetings**

Many special educators are required participants in meetings, including annual reviews, transition meetings, three-year re-evaluations, domains meetings, and problem-solving

meetings. Staff and parent conferences pertaining to the planning of special education services and/or the review/analysis of data driving student interventions will be considered as part of the workload time analysis for special educators. Additionally, special educators attend staff meetings as integral members of the building faculty. The workload plan analysis for attendance at IEP meetings and staff conferences shall include data collected on frequency and time spent at these events.

#### **4. Response-to-Intervention**

The process of providing high quality instruction matched to student needs, and monitoring student progress over time are major components of Rtl to which special educators directly contribute. Students receiving “flexible service delivery” as well as Rtl services may be served by special educators. Data will be collected on the frequency and amount of time spent on Rtl activities.

#### **5. Paperwork and Reporting**

The collaboration and compilation of information required to complete each student’s IEP and evaluations 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 educators. Case management data collection will include such activities as planning meetings, communicating with team members, and proofing and sending IEP documents home after an IEP meeting. Data will be collected on the amount of time spent on these activities.

#### **6. Crisis Management**

At times, special educators must provide direct intervention in crisis situations to support students and staff with managing behavioral and/or social emotional needs either in the classroom or out of the classroom. This includes follow up communication, paperwork, and other means of resolving the crisis situation. Data will be collected on the amount of time spent on these activities.

**Participants:** This plan was developed by the district, in cooperation with the district’s affected employees, by means of a collaboration between Pupil Services, the AEA, and administration. Pupil Services employees from both buildings were invited to participate in data collection surveys and most discussions pertaining to the plan. Additionally, the following individuals served on the Avoca Workload Plan Committee: Jessica Bodzewski, Jill Eltanal, Caroline Henson, Jessica Hutchison, Matt Palcer, Amy Riemer, Lori Sandler, Terry Sofianos, and Donna Toops.

Data collection surveys were administered in October, November, and May during five randomly chosen days. Results of the survey were analyzed and shared with the Avoca Workload Committee in May 2017.

The plan was shared with the Avoca Education Association in May 2017.

As noted in the joint agreement between the Avoca Education Association and the Board of Education for Avoca District 37, in a Memorandum of Understanding from October 22, 2015, "Upon creation of the plan, the committee will recommend to the AEA and BOE a manner by which to memorialize the plan." This document serves as the recommendation to be considered.

Thereafter, the plan will be reviewed annually to consider the six (6) key components using data collected by administration.

This plan is adopted by the Avoca District 37 Board of Education on August 24, 2017.

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President, Board of Education

\_\_\_\_\_  
Date

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Superintendent

\_\_\_\_\_  
Date