

Urbana School District #116

Workload Plan for Special Educators

The Urbana School District #116 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." Each year the district will analyze and review the activities of its special educators (including related service personnel) to ensure that all services required under students' IEPs, as well as all needed ancillary and support services, are being provided at the requisite level of intensity. This review and analysis will include, but not be limited to, a review of:

- The individualized instruction being provided;
 - IEP direct service minutes
 - Severity of student needs
 - Interventions
 - Amount of instructional services needed to meet unique needs of each student

- The required consultative services and other collaboration among staff members;
 - IEP consult minutes
 - Team meetings
 - Parent communication
 - Problem-solving meetings
 - Modeling and training
 - Collaboration meetings

- Attendance required at IEP meetings and other staff conferences;
 - Annual reviews
 - Transition meetings
 - 3-year re-evaluations
 - Domain meetings
 - Additional IEP meetings
 - Staff conferences pertaining to the planning of special education services and/or the analysis of student data

- The paperwork and reporting obligations; and
 - Time to complete IEP forms
 - Time to complete evaluation reports and IEP goal updates

- Other environmental factors
 - Travel time
 - Supervision of Teaching Assistants
 - Preparation and adaptation of materials

Timelines

By using the "Work Load Activities Analysis" charts in Attachment #1, Special Education administrators will review and analyze the activities of special education teachers and related services personnel to ensure an adequate staffing pattern

- by the end of April to ensure adequate staff for the following school year; and
- by the end of September of each school year

Reporting of Concerns

All concerns regarding Work Load must be made on the basis that the special educator is unable to ensure that the students with IEPs, for whom the special educator is responsible, are being provided the free, appropriate education to which they are entitled. If the special educator's workload prevents students from receiving services documented on their IEPs:

- The special educator should request a meeting with the direct supervisor to discuss the concerns.
- If the concerns are not able to be resolved, the special educator should request a meeting with a special education administrator. The special educator may be requested to bring samples of schedules that depict minutes spent in direct services, consultation and collaboration, attendance at meetings, and paperwork requirements.
- The special education administrator will review the work load information and make changes, which, in the opinion and discretion of the administrator, are necessary.

On this _____ day of _____, 2009, the Board of Education for the Urbana School District #116 adopts the Work Load Plan for Special education contained hereinto this document developed by the Urbana School District #116 special educators, UEA, and district administrators.