

# ***Knoxville CUSD #202 Special Education Workload Plan***

This Special Education Workload Plan (hereafter referred to as “plan”) was compiled collaboratively by the Knoxville CUSD #202 Special Education Workload Committee, and was finalized on \_\_\_\_\_. The committee consisted of:

- Chad Bahnks, KHS Principal
- Tara Bahnks, MWES Principal
- Hillarie Bailey, KJHS SPED Teacher
- Matt Maaske, KJHS Principal
- Amanda Meredith, MWES SPED Teacher
- Lisa Pomazal, MWES Teacher
- Kathy Seng, KHS SPED Teacher
- Jenn Sprecher, KHS Teacher
- Steve Wilder, Superintendent

This plan meets the requirement set forth in the Illinois Administrative Code 23, Section 226.735.

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## **Work Load Plan for Special Education Teachers & Staff**

In order to provide students with Individualized Education Plans (IEPs) the free, appropriate education (FAPE) to which they are entitled, Knoxville CUSD #202 shall implement and maintain limits on the workload of its special educators so that all services required under students' IEPs, as well as all needed ancillary and support services, can be provided at the requisite level of intensity.

- A. Work load limits shall be developed in cooperation with the entity's affected employees and, where there is an exclusive representative, in accordance with the Illinois Educational Labor Relations Act (IELRA) [115 ILCS 5], to ensure timely implementation by the start of the school year.
- B. Work load limits shall be based on an analysis of the activities for which the entity's special educators are responsible and shall encompass, but need not be limited to:
  - a. individualized instruction
  - b. consultative services and other collaboration among staff members
  - c. attendance at IEP meetings and other staff conferences
  - d. paperwork and reporting
- C. The number of children served by a speech and language pathologist shall be based on the speech-language needs of each child. The other provisions of this Section notwithstanding, at no time shall the caseload of a speech and language pathologist exceed 60 students.

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

This plan is not intended to address employee assignment, job descriptions, working conditions, or other factors otherwise contained in Knoxville CUSD #202 Board Policy or the Collective Bargaining Agreement between the Knoxville Education Association and the Knoxville CUSD #202 Board of Education.

The Work Load Plan has been developed in cooperation with Special Education personnel and the Knoxville Education Association and is an understanding of the parties and shall not be deemed to be part of, or included in, any collective bargaining agreement in effect in the District. The Work Load Plan is expressly excluded from any grievance procedure in the Collective Bargaining Agreement between the Knoxville Education Association and the Knoxville CUSD #202 Board of Education.

This plan is not intended to address services which may be provided to students without IEPs.

## **Definition of Special Educator**

For the purpose of this plan, "special educator" shall include all personnel who are directly employed by Knoxville CUSD #202 and who are responsible for the direct provision of special education services and/or ancillary supports to the students served in programs operated by Knoxville CUSD #202. For the purpose of this plan, the following Knoxville CUSD #202 positions are covered under this plan: Special Education Teachers and Classroom Paraprofessionals. Other positions deemed to meet the

definition of special educator as listed above may be considered for inclusion by the Special Education Workload Committee in the future.

## Definition of Special Educator Caseload

For the purpose of this plan, “class size” is defined consistent with the definition contained in Illinois Administrative Code Section 226.730(b).

## Caseload Size (“class size”)

A licensed Special Education Teacher’s IEP caseload is defined as the class roster of the class they are currently teaching. Instructional class size does not exceed ISBE (Illinois State Board of Education) regulations and does include necessary licensed Special Education paraprofessionals per ISBE regulations. In the formation of special education classes and groupings, consideration of the age of students, the nature and severity of their disabilities, the educational needs of the students, and the degree of intervention necessary will continue.

The Special Educator Caseload size shall not exceed fifteen (15) students per licensed Special Education Teacher. No licensed Special Education Teacher will be assigned an additional case to manage until such time that all licensed Special Education Teachers’ caseloads have reached the cap of fifteen (15).

Knoxville CUSD #202 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” which are also included below:

Percent of time student is removed from general education	Class size limit	Class Size w/aide	Total class size limit
20% of the day or less	15	+2	17
More than 20% but no more than 60%	10	+5	15
More than 60%	8	+5	13
Ages 3 – 5	5	+5	10

Under rare circumstances, exceptions to the class size limits and the definition of a special education class may be approved by the Knoxville Special Education Workload Committee upon request of any member of the committee. 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.

## **IEP Management Load**

The committee agrees that a Special Educator's IEP Management Load is defined as the number of students' IEP's an individual Special Educator is assigned at any given time. The committee agrees that it is desirable, but not required, for a Special Educator to have an IEP Management Load of 15. District Administration will make every effort to keep an individual Special Educator's IEP Management Load at, or below, 20.

## **Professional Leave**

Each licensed Special Education Teacher shall be provided with the following "professional leave" time for the purpose of conducting, but not limited to, initial evaluations, annual reviews, case management documents, and progress monitoring updates. These numbers reflect allowable professional leave per school year:

- Up to 5 students on caseload - .5 day
- 6-10 students on caseload - 1 day
- 11 - 15 students on caseload - 1.5 days
- 15 - 20 students on caseload - 2.0 days

An individual Special Educator may request additional professional leave for the purposes listed above. Approval of additional professional leave may be approved at the discretion of the Building Principal or District Administration.

## **Work Load Analysis**

At least one time per year, the Knoxville CUSD #202 Special Education Workload Committee will analyze and review the activities of Knoxville CUSD #202 Special Education special educators to ensure all special education services required under students' 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 March 1 of each school year in preparation for each upcoming school year. The analysis will be done by the Special Education Workload Committee in consultation with the Knox Warren Special Education District.

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

1. The individualized instruction being provided (may consider):
  - a. Direct IEP service minutes
  - b. Intensity of service delivery
  - c. Severity of student needs
  - d. Interventions
  - e. Amount of instructional services needed to meet the unique needs of each student
  - f. Lesson planning time
  - g. Preparation and modification of instructional materials
2. The required consultative services and other collaboration among staff members (may include):
  - a. IEP consultation minutes
  - b. IEP supplementary aids and supports

- c. Team meetings
  - d. Parent communication
  - e. Communication and collaboration with related service and private providers
  - f. Problem-solving meetings
  - g. Modeling and training
  - h. Co-teaching planning periods
3. Attendance required at IEP meetings and other staff conferences (may include):
    - a. Annual reviews
    - b. Transition meetings
    - c. Domain meetings
    - d. Eligibility meetings
    - e. Additional IEP meetings/Amendments
    - f. Staff conferences and departmental meetings pertaining to the planning of special education services and/or the analysis of student data
  4. The paperwork and reporting obligations (considering: special educator's case management responsibilities, number of students on caseload, number of students a special educator provides consultative services for, special educator's position of employment) (may include):
    - a. Estimation of time to complete IEP forms
    - b. Estimation of time to complete quarterly goal updates
    - c. Estimation of time to complete evaluation reports
    - d. Estimation of time to review records
    - e. Estimation of time to complete required reports
  5. For the purposes of the aforementioned analysis, the information may be gathered from:
    - a. Data from state reporting
    - b. Data from IEPs
    - c. Educator input
    - d. Contact summary forms completed by special educator
    - e. Referral logs
    - f. Available reports and forms

## **Reporting of Concerns**

Any concerns regarding the Special Education Workload Plan must be made on evidence 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 Building Principal must provide, within thirty (30) calendar days, an explanation on the appropriateness of the educator's work load, including the general summary of factors taken into

consideration in the analysis used to determine the appropriateness of the work load which may include a review of the special educator's performance evaluation(s).

Any special educator with concerns about his or her work load should request a meeting with the Building Principal or his/her administrative designee. The Building Principal, 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 Building Principal, or designee, will review the special educator's work load and will make changes, which, in the sole opinion and discretion of the administrator, are necessary.

## **Licensed Special Education Teacher**

### **Individualized Instruction:**

- The District Administration will ensure that an appropriate amount of licensed teaching staff are available to meet the individual needs of the student population in Knoxville CUSD #202
- Create schedules for students to enable them to meet direct and support minutes as outlined in IEPs
- Provide necessary information to and consultation with general education teacher(s) concerning modifications/accommodations that may be required per student's IEP
- Plan and prepare specialized instruction and implement lessons to help students meet state standards and the goals in their IEP
- Collaborate with general education teacher(s)
- Direct special education paraprofessionals as needed to supplement instruction and/or implement accommodations/modifications for students with IEPs

### **Consultative Services:**

- All licensed teaching staff will participate in regularly scheduled department meetings (similar to the collaboration meetings between grade levels and/or departments), to occur as deemed necessary by the District Administration. Every effort will be made to avoid scheduling these meetings at times that do not interfere with District and/or Building level activities.
- Consultative services will be provided to general education teachers, as outlined in each student's IEP.
- Attend collaborative problem solving meetings for at-risk students (as per building procedures)
- If the District Administration determines that additional assistance is needed to aid 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. The communication will be documented by the case manager.

### **Attendance at IEP Meetings and Other Staff Conferences:**

- Participation is required of licensed teaching staff for all students' meetings listed on each respective teacher's work load
- Meetings include, but are not limited to: parent/teacher conferences/meetings, revision of IEP meetings, initial IEP meetings, three-year re-evaluation meetings, domain meetings, Section 504 meetings, and parent-requested meetings
- Each licensed Special Education Teacher may submit a request to participate in professional growth opportunities as they see fit. Professional growth requests will be considered by the teacher's Building Principal who shall have sole discretion over the approval/rejection of the request
- Attend all training (such as CPI and other activities) as directed by District Administration

### **Paperwork and Reporting Responsibilities:**

- Review class list quarterly to ensure correct information is recorded per student's IEP

- Create goals and objectives in collaboration with support/general education staff and update student progress at the end of each grading period.
- Create IEPs for annual review (in both DRAFT and final form) in coordination with all affected personnel
- Develop student class schedule document
- Complete extended school year paperwork (regression/recoupment forms/documentation)
- Per individual student need and as required by State regulations, licensed special education teachers may be expected to participate in: full case study components, functional behavior analysis, manifestation determination, behavior intervention plan, transition plans, post school data collection forms, summary of performance, parent contacts, and behavioral logs
- Schedule IEP meetings per building procedures
- Licensed staff will bring to each IEP meeting the pertinent paperwork, as well as be prepared to discuss, in detail, the student's progress
- Licensed staff will document that instruction is meeting the student's individualized needs, as evidenced by progress toward goals and objectives
- Licensed staff is responsible for inputting and sending home student progress data at the end of each quarter within the IEP document



## **Licensed School Nurse**

### **Individualized Instruction:**

- The District Administration will ensure that an appropriate amount of licensed School Nurses are available to meet the individual needs of the student population in Knoxville CUSD #202
- Complete hearing/vision screenings for special education students, all new students, and students at specific grade levels as required
- Provide emergency service for injury or sudden illness for students, and employees including assessment, treatment, referrals, communication, and documentation
- Identify lice or nits in students and provide counseling for parents for treatment of lice
- Maintain appropriate level of supplies for first-aid and emergency supplies
- Review information and compose educational materials related to health, safety, and wellness to facilitate community and family education.
- Develop and facilitate support and counseling activities for students with a variety of health concerns.
- Follow medication policies of Knoxville CUSD #202 to safely store, administer, document, and monitor the effectiveness of medications prescribed to students through direct observation and both teacher and parent/guardian feedback.
- This should include, but is not limited to, parent/guardian providing completed medication form for prescription or over the counter medications, Asthma Action Plans, Seizure Action Plans, and Food Allergy Plans when warranted.
- Provide daily medical care as identified in a student's Health Plan and/or written protocol from the student's physician.
- Make appropriate assessments and referrals for suspected abuse and/or neglect as a mandated reporter.
- Communicate mandatory health requirements to parents and notify families of incomplete physical, dental form, vision form and vaccination or other health records.

### **Consultative Services:**

- All licensed School Nurses will participate in support staff meetings held as deemed necessary by District Administration.
- Develop health care plans for students with medical needs
- Alert and advise regarding communicable disease by students or employees following guidelines from the Illinois Department of Public Health
- Provide CPR AED training for staff members
- CPR/AED/Epi-Pen certification required for school nurses.
- Provide training/resources to staff as necessary for blood borne pathogens, asthma, diabetes, etc.
- Coordinate employee wellness activities
- Provide training to staff regarding student health and/or medical needs

### **Attendance at IEP Meetings and Other Staff Conferences:**

- Participation is required of licensed School Nurses for all students' meetings where one is required

- Meetings include, but are not limited to: parent/teacher conferences/meetings, IEP meetings, initial IEP meetings, 504 meetings, three-year reevaluation meetings, domain meetings, and parent-requested meetings
- Participate on school and cooperative committees
- Attendance and participation at building-based activities

**Paperwork and Reporting Responsibilities:**

- Compile information and complete data reports
- Work building registration day(s) and gather required health information from parents/guardians.
- Complete and/or assist with the completion of health histories for full case study evaluations and reevaluations for both IEP's and 504's.
- Medical review (health evaluation) of students being considered for special education is described as a five component process in 23 Illinois Administrative Code 226.160 (a)(1-5) - Medical Review. Comprehensive: with an RN with a PEL and/or a partial; 226.160 (a)(1-4) performed by an RN with a bachelor's degree in nursing, education, or a related field.
- At the middle school level, maintain a current sports physical list for competitive and intramural sports
- Manage school health records in accordance with the Illinois School Student Records Act
- Complete or assist in the completion of accident/incident reports for students, staff, and visitors
- Complete monthly documentation for Medicaid reimbursement
- Complete monthly travel forms

**Travel Responsibilities:**

- The administration will make every effort to minimize the travel requirements in the District including number of building assignments. Every effort will be made to limit the amount of buildings a licensed School Nurse is assigned to.

## **Special Education Paraprofessional**

### **Instructional Support:**

- The Special Education Paraprofessional is required to carry out responsibilities that include aiding in the instruction provided by the licensed Special Education Teacher
- Other duties include, but are not limited to, grading of student work, making copies, helping to prepare for a day's lesson and other duties, as assigned by the licensed Special Education Teacher

### **Consultative Services:**

- All Special Education Paraprofessionals will participate in support staff meetings held as deemed necessary by District Administration
- Consultative services/support in the classroom 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 aid in the instruction of a student placed in a general education class, those services will be given to each respective teacher

### **Attendance at IEP Meetings and Other Staff Conferences:**

- Participation is required of Special Education Paraprofessionals when requested by the licensed Special Education teacher and/or Administration
- Meetings include, but are not limited to: parent/teacher conferences/meetings, revision of IEP meetings, initial IEP meetings, three-year reevaluation meetings, domain meetings, and parent-requested meetings

### **Travel Responsibilities:**

- The administration will make every effort to minimize the travel requirements in the District including number of building assignments. At no time will the assignment exceed two buildings.

## Current Staffing

Knoxville CUSD #202 currently employs the following Special Educators:

\_\_\_\_\_ Licensed Special Education Teachers

\_\_\_\_\_ work primarily with students with various disabilities

\_\_\_\_\_ work primarily with students with emotional disabilities

\_\_\_\_\_ work primarily with students with cognitive disabilities

\_\_\_\_\_ work primarily with students with hearing impairments

\_\_\_\_\_ work primarily with students with vision impairments

\_\_\_\_\_ work primarily with students in early childhood

\_\_\_\_\_ Licensed School Nurses