

Student Services District 304

ELEMENTARY RESOURCE WORKLOAD COMMITTEE
UPDATE

RESOURCE WORKLOAD COMMITTEE

<u>WHEN</u>	<u>WHO</u>
May 2013-March 2014 7 Meetings	Dianna Duddy (special education teacher), Kathy Durrenberger (special education teacher), Anne Giarrante (Director of Student Services), Leslee Kriegel (special education teacher and student assistance coordinator), Debbie Moore (special education teacher), Tina Perry (special education teacher), George Petmezas (elementary principal), Liz Reidl (special education teacher), Lynn Reilley (Assistant Director of Student Services), Missy Scheid (special education teacher), Kathy Spencer (special education teacher), Darcy Thompson (elementary principal)
<u>WHY</u>	Pursuant to administrative regulations promulgated by the Illinois Administrative Code 226.735, all school districts are required to adopt a workload plan for special educators. The workload plan is to establish guidance on workload of all special educators so that all the services on a student's individualized education plan (IEP) can be provided at the level specified on the IEP.

Individuals with Disabilities Education Act **IDEA 2004**

- Specific Disability Categories
- Free and Appropriate Public Education
- Least Restrictive Environment
- Related Services

Specific Disability Categories

The IDEA applies only to students with one of the 13 recognized handicapping conditions

Intellectual Disabilities

Hearing Impairments

Speech & Language Impairments

Visual Impairments

Emotional Disturbance

Orthopedic Impairments

Other Health Impairments

Specific Learning Disabilities

Deaf-Blindness

Multiple Disabilities

Autism

Traumatic Brain Injury

FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

By law, schools are required to provide a Free Appropriate Public Education (FAPE) in the least restrictive environment for students who have disabilities that is guaranteed in the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA)

The "free" public education means educational services must be provided at public expense, under public supervision and direction, and without charge to parents except for fees that are charged for all students.

Least Restrictive Environment

To the maximum extent appropriate, children with disabilities... should be educated with children who are not disabled, and... special classes, separate schooling, or other removal of children with disabilities from the regular educational environment should occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. 20 U.S.C. 1412(a)(5)(B)

A continuum of services must be available.

Response to Intervention

What new requirements have transpired?

This has been a massive educational shift.

As stated in the Illinois State RtI Plan, “the Illinois State Board of Education (ISBE) believes that increased student learning requires the consistent practice of providing high quality instruction matched to student needs. In a quality educational environment student academic and behavioral needs must be identified and monitored continuously with documented student performance data used to make instructional decisions.”

What is Response to Intervention?

RTI is defined as *“the practice of providing:*

(1) high-quality instruction/ intervention matched to student needs and

(2) using learning rate over time and level of performance to

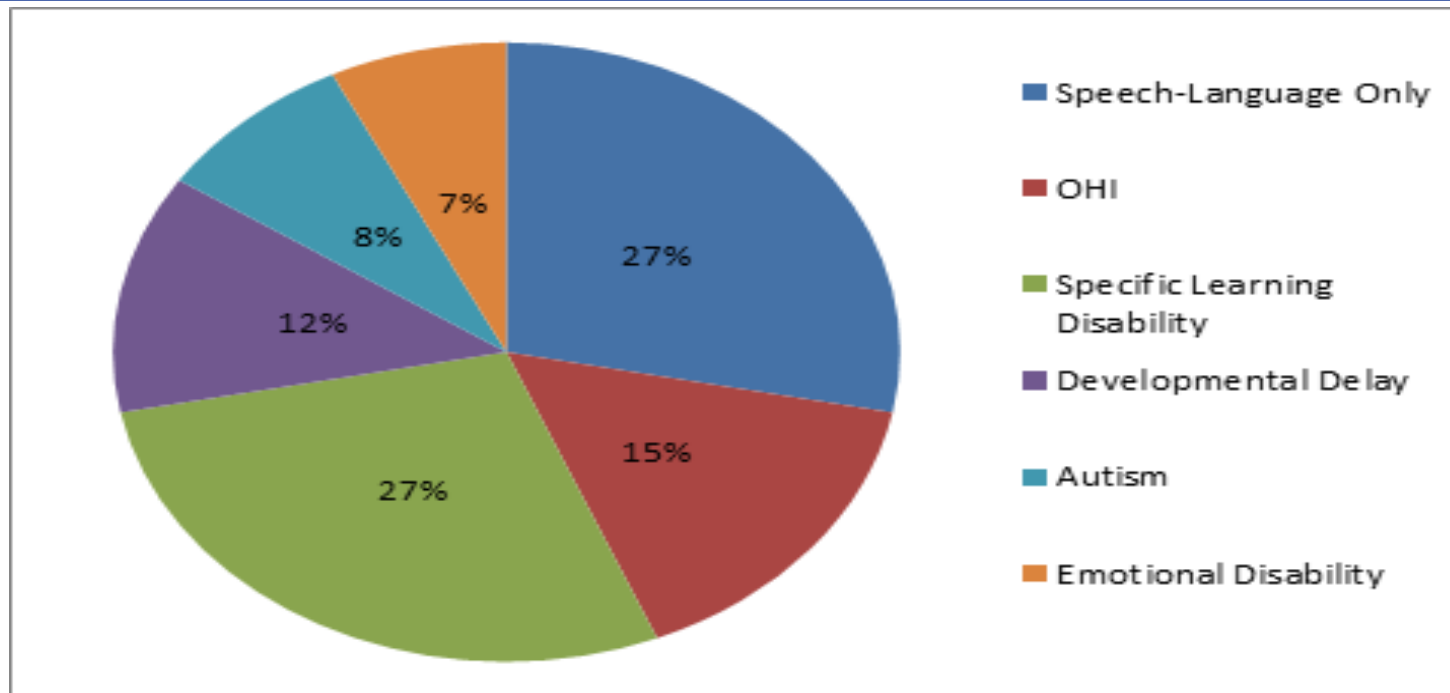
(3) make important educational decisions” (Batsche, et al., 2005).

Current Realities and Research

- 5.8 million students nation-wide identified as having a disability under IDEA.
- One in 88 students have been diagnosed with Autism.
- The rigor of common core is changing the practices of special education teachers.
- Frequent monitoring of student progress is expected.

Geneva at a Glance

14% of Geneva students receive special education services



Over 76% of these students are educated in the general education classroom for 80% or more of their school day.

State Requirements for Special Education Caseloads



Rationale for Change

- ❖ Changing practices
- ❖ Impact of “caseload” size on:
 - Special educators
 - Students

Changing Practices

Illinois' special education rules previously equated student count and "caseload".

As educational practices changed, the following occurred:

- Focus on increased access to general curriculum
- Grouping students based on needs, not labels
- Shifting focus of class size from student labels to amount of time students receive special education support
- Use of co-teaching approaches to instruction in order to address students' needs

ISBE identified a need to separate "caseload" from a maximum number of students per special educator

Caseload in Special Education An Integration of Research Findings

(Russ, Chiang, Rylance, Bongers, 2001)

Impact on Teachers:

- ❖ Increase in caseloads = increase in meeting times, paperwork demands, case management with related service providers, and communication with parents
- ❖ Researchers suspect that large caseloads contribute to the high attrition rate among special educators
- ❖ 10% of all special educators left teaching within 6 years

Impact on Students

- ❖ Larger caseloads increase group size and minimize opportunities for academic success.
- ❖ Caseloads need to account for the severity of the student's needs and the age of the students.
- ❖ Smaller case loads promote higher levels of engagement.

Given these and other factors...

In addition to separating student count from caseload, ISBE undertook efforts to shift the focus from *caseload* to *work load*.

Changes were made in the state special education rules (23 IL Admin. Code 226, effective June 28, 2007, except where otherwise specified).

Work Load

Caseload \neq Work Load

Caseload: A “Head Count” – the number of students with an IEP for which a special educator is responsible.

Work Load: All of the responsibilities required of special educators; is based upon the severity of the students’ needs.

State Rules: 23 IL Admin. Code 226.735 Work Load for Special Educators

In order to provide students with IEPs the free, appropriate education to which they are entitled, each entity subject to this part shall adopt a plan specifying limits on the work load 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) Each plan 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]. Each plan shall take effect for the 2009-10 school year, or as soon as possible after that date, if a later date is necessary to comply with an agreement under the IELRA in effect at the beginning of that school year.

Section 226.735 continued

- b) Each plan 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:
- 1) Individualized Instruction**
 - 2) Consultative services and other collaborations among staff members**
 - 3) Attendance at IEP meetings and other staff conferences**
 - 4) Paperwork and reporting**
- c) The number of children served by a speech-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-language pathologist exceed 60 students.

Responsibilities of a Special Education Teacher

- ❖ **Individualized Instruction**
- ❖ **Consultative Services and Other Collaboration**
- ❖ **Attendance at IEP meetings and Other Staff Conferences**
- ❖ **Case management, Paperwork and Reporting**

Individualized Instruction

Individualized instruction is the amount of student contact time needed to provide instructional services which meet the individual needs of each student.

- ❖ Instruction designed to meet each students' unique needs
- ❖ Curriculum content and instructional materials, media, and activities designed for individual learning. The pace, interests, and abilities of the learner determine the curriculum

"What is Individualized Instruction?" M. R. Salser (Educational Research Associates, Inc.)

Individualized Instruction

Examples of Components/Factors to Consider

- IEP direct service minutes
- Intensity of service delivery
- Severity of student needs
- Delivery Interventions
- Master & building schedules
- Individual schedules

Consultative Services & Other Collaborations

The amount of minutes delineated for a special educator to consult with service providers to effectively deliver the student's IEP.

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.

Consultative Services & Other Collaborations

Examples of Components/Factors to Consider

- IEP consult minutes
- IEP supplementary aids and services
- Team meetings
- Parent communication
- Communication and collaboration with private providers
- Problem-solving meetings
- Modeling and training
- Material preparation
- Professional development

Attendance at IEP Meetings & Staff Conferences

Examples of Components/Factors to Consider

- Actual attendance required at IEP meetings averaged over the school year. Included are:
 - Annual Reviews
 - Transition Meetings
 - 3-year Reevaluations
 - Domain Meetings and
 - Any additional IEP meetings
- Attendance at required problem-solving meetings or staff conferences pertaining to the planning of special education services and/or the analysis of student data.

Paperwork & Reporting

Examples of Components/Factors to Consider

- Time needed to complete IEP forms averaged over the school year
- Time needed to complete evaluation reports and IEP goal updates averaged over the school year
- Data collection and analysis

Special Education Teacher Responsibilities

Daily

- Design lesson plans that align with students' IEP goals
- Deliver research-based interventions
- Provide services to meet the students' IEP minutes each week
- Modify/ adapt curriculum for students
- Daily check-ins with students at beginning/ end of day
- Collaborate with general education teachers
- Progress monitor student data
- Maintain accurate records

Weekly

- Lead inclusion meetings with teacher and assistants
- Participate in weekly special education team meetings at home school
- Participate in Problem Solving Meetings for general education students
- Design/ monitor behavior management systems
- Research interventions and strategies to stay current with teaching methods
- Implement sensory diets per student needs
- Communicate with parents
- Consult with team members
- Progress monitor RTI students

Monthly

- Attend resource teacher department meetings
- Attend building based meetings
- Prepare for and lead Individualized Education Plan (IEP) meetings
- Create, implement, and communicate social stories
- Create/ implement visual schedules
- Analyze data
- Observe students for data collection through IEP or PST process
- Schedule IEP meetings

Special Education Teacher Responsibilities Continued...

2 - 4 Times Per Year

- Participate in building-based data meetings
- Attend grade level meetings
- Prepare and lead summer inclusion meetings
- Provide student tours prior to the start of the school year per IEP
- Participate in parent-teacher conferences
- Attend in-take meetings for students who move into the district with IEPs
- Attend district level institute meetings
- Attend trainings to maintain specific certifications (CPR, CPI)
- Participate in professional development opportunities
- Plan, implement and monitor use of assistive technology
- Provide standardized testing accommodations
- Implement Crisis Prevention Intervention (CPI) as needed
- Assist students at dismissal based on needs
- Assist with transitions between Booster class and Kindergarten class
- Assist students during emergency drills
- Attend fieldtrips as necessary
- Supervise students during lunch/ recess
- Observe placement options other than home schools
- Provide recommendations for appropriate grouping of students with IEPs for the upcoming school year
- Provide recommendations for appropriate instructional assistant placement for the upcoming year
- Communicate transportation information
- Referrals for Occupational Therapy, Physical Therapy, Vision
- Train instructional assistants
- Coordinate programming with home-school tutors or other outside personnel
- Administer AimsWeb Benchmark assessments
- Administer Fountas & Pinnell and ISEL assessments
- Collect data to demonstrate eligibility for Extended School Year services
- Inventory materials and supplies utilized by building staff and students
- Collect paperwork from various service providers to send home to parents prior to meetings and to include in report cards
- Emergency Response Team Members

Responsibilities of a Special Education Teacher

- ❖ **Individualized Instruction**
- ❖ **Consultative Services and Other Collaboration**
- ❖ **Attendance at IEP meetings and Other Staff Conferences**
- ❖ **Case management, Paperwork and Reporting**

Legal Requirements Governing Work Load Plans

- ❖ Every District must have a work load plan.
- ❖ The work load plan must be developed in cooperation with affected employees.
- ❖ The work load plan must address at least the four activities listed in the state rules:
 - Individualize Instruction
 - Consultative Services
 - Attendance at IEP meetings and other staff conferences
 - Paperwork and Reporting

The State Work Load Rule is NOT

- ❖ A requirement to incorporate work load plans into your collective bargaining agreement
- ❖ A fixed formula for determining whether your current special education staffing is appropriate
- ❖ A requirement for any specific work load standard

ISBE Guidance

- ❖ Each entity is responsible for developing a work load plan (no format will be provided by ISBE) and ensuring that it meets the requirements specified in the state rules.
- ❖ Work load plans are not submitted to ISBE for review or approval.
- ❖ Documentation of the work load plan must be maintained locally for review if necessary.

Recommendations for Moving Forward

Share the District's workload plan with all Geneva 304 special education teachers

Establish a District Rtl Committee

- ❖ Develop a District Pyramid of Interventions for all levels
- ❖ Define problem solving procedures and expectations
- ❖ Develop consistent paperwork