

Work Load Plan for Special Educators

The Geneseo Community Unit School District 228 (hereafter referred to as "District" in cooperation with the Geneseo Education Association (hereafter referred to as GEA), and other affected special educators employed by the District have developed the Work Load Plan for Special Educators (hereafter referred to as the "Plan") to become effective on July 1, 2010 as set forth in the Illinois Administrative Code 23, Section 226.735.

The purpose of the Plan is to ensure that students with IEPs are provided the free, appropriate education to which they are entitled.

The purpose of this Plan is not intended to address employee assignment, job descriptions, working conditions, or other factors otherwise contained in the District 228 Board policy or the Board of Education District 228/Geneseo Education Association Professional Agreement.

The Workload Plan is an understanding of the parties and shall not be deemed to be part of, or included in, any collective bargaining agreement at the District. The Workload Plan is expressly excluded from any grievance procedure in any District collective bargaining agreement.

The purpose of this Plan is not intended to address services which may be provided to students without IEPs.

Special Educator

For the purpose of this Plan, "special educator" shall include all personnel who are directly employed by the District and who are responsible for the direct provision of special education services and/or ancillary supports to the students served in programs operated in the District. For the purpose of this Plan, the following District positions covered under this plan: Special Education Teachers, School Social Workers, Classroom Paraprofessionals, Hearing Impaired Interpreters and other positions as deemed to meet the definition of special educator as listed above.

Class Size

For the purpose of this Plan, "class size" is defined as the total number of students an educator serves during any "special education class." When an IEP calls for placement in a "special education class," a) the student will be placed in a class where only students with IEPs are served, b) at least one qualified special education teacher or related service provider is assigned, and c) the instruction and therapy is provided exclusively to students with IEPs.

The Geneseo Community Unit School District 228 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.”

Under rare circumstances, exceptions to the class size limits and the definition of a special education class may be approved by the District’s Board of Education upon request of the District Superintendent. 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.

Work Load Analysis

At a minimum of one time per year, the District 228 administrative personnel, including the Case Managers will analyze and review the activities of District special educators to ensure all special education services required under student’s 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 June 30th of each school year in preparation for each upcoming school year.

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

1. The individualized instruction being provided,
2. The required consultative services and other collaboration among staff members,
3. Attendance required at IEP meetings and other staff conferences, and
4. The paperwork and reporting obligations.

Individualized Instruction

Analysis of individualized instruction may consider:

- Direct IEP service minutes
- Intensity of service delivery
- Severity of student needs
- Interventions
- Amount of instructional services needed to meet unique needs of each student
- Lesson planning time
- Preparation and modification of instructional materials

Information may be gathered from:

- Data from state reporting (i.e., FACTS)
- Data from IEPs (i.e., Filemaker)
- Educator input

Consultative Services and Collaboration

Analysis of consultative services and collaboration among staff members may include:

- IEP consult minutes
- IEP supplementary aides and supports
- Team meetings
- Parent communication
- Communication and collaboration with private providers
- Problem-solving meetings

- Modeling and training
- Co-teaching planning periods

Information may be gathered from:

- Data from state reporting (i.e., FACTS)
- Data from IEPs (i.e., Filemaker)
- Contact Summary Forms completed by Special Educator
- Referral logs
- Available reports and forms (e.g., Medicaid Fee-for-Service records)
- Educator input

IEP Meetings and Staff Conferences

Analysis of attendance at IEP meetings and other staff conferences may include attendance at:

- Annual reviews
- Transition meetings
- Domain meetings
- Eligibility meetings
- Additional IEP meetings
- Staff conferences and departmental meetings pertaining to the planning of special education services and/or the analysis of student data

Information may be gathered from:

- State and local data reporting sources (e.g., FACTS, Filemaker, Medicaid Fee-for-Service, etc.)
- Educator input

Paperwork and Reporting

Analysis of the special educator's paperwork and reporting obligations may include:

- Estimation of time to complete IEP forms
- Estimation of time to complete quarterly goal updates
- Estimation of time to complete evaluation reports
- Estimation of time to review records
- Estimation of time to complete required reports, including Medicaid Fee-for-Service, time studies, etc.

Estimates will consider:

- Special educator's case management responsibilities (e.g., number of students case management is provided for)
- Number of students a special educator provides consultative services for
- Special educator's position of employment

Speech-Language Pathologists Caseload

The number of children served by a speech-language pathologist shall be based on the speech-language needs of each child. At no time shall the caseload of a speech-language pathologist exceed 60 students.

Reporting of Concerns Regarding Work Load by Special Educator

All concerns regarding Work Load must be made on the basis 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.

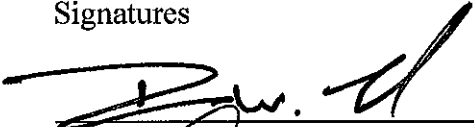
Upon written request from the individual special educator, the Superintendent or his designee, must provide, within a reasonable amount of time, an explanation on the appropriateness of the educator's work load, including a general summary of factors taken into consideration in the analysis used to determine the appropriateness of the work load.

Any special educator with concerns about his or her work load should request a meeting with the District Superintendent, or his/her administrative designee. The Superintendent, 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 Superintendent, or designee, will review the special educator's work load and will make changes, which, in the opinion and discretion of the administrator, are necessary. Information derived from the Workload survey completed by Special Educators in February, 2009 will be taken into account for each of the following areas attached: Certified Teacher, School Social Worker, and Paraprofessionals.

Board Adoption

On this 14th day of October, 2010, the Board of Education of the Geneseo Community Unit School District 228, adopt the Work Load Plan for Special Educators contained hereinto this document developed by the Geneseo Community Unit School District 228 and its entity's affected employees, including representatives of the Geneseo Education Association.

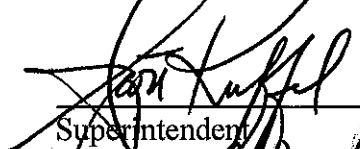
Signatures



School Board President

10-14-10


Date



Superintendent

10/14/10

Date



GEA President

10/19/10

Date