



Dr. Bruce Law  
*Superintendent  
of Schools*

Pamela Bylsma  
*Assistant Superintendent  
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Tammy Prentiss  
*Assistant Superintendent  
for Student Services*

Domenico Maniscalco  
*Chief Human  
Resources Officer*

Bill Eagan  
*Chief Financial  
Officer*

## **Administration**

### **B. Student Services**

#### **1. Hinsdale District 86 Workload Plan**

**TO:** Board of Education

**FROM:** Dr. Bruce Law  
Superintendent of Schools

**DATE:** May 28 2015

**RE:** Hinsdale District 86 Workload Plan

In accordance with 23 Illinois Administrative Code 226.735, Assistant Superintendent for Student Services Tammy Prentiss presents for Board review a proposed Work Load Plan for Special Educators for Hinsdale District 86. The proposed plan – developed collaboratively with District staff impacted by the plan and reviewed by the HHSTA – establishes guidelines for determining work load for providing special education services and provides a process for reviewing workloads.

The Board of Education will be asked to adopt the Work Load Plan at their June 15, 2015 Regular Action meeting.

**Suggested Motion:** *Review the Proposed Work Load Plan*

**Recommended:** *Informational*



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To: Dr. Bruce Law

From: Tammy Prentiss, Assistant Superintendent Student Services

Date: 5/27/15

Re: Work Load Plan for Special Educators

The purpose of this memo is to outline how District 86 has fulfilled the mandates found in 23 Illinois Administrative Code 226.735. This regulation became effective for the 2009-2010 school year. The purpose of a work load plan is to create guidelines for determining the work load for staff who are providing special education services and to give those staff covered by the plan a process for resolving any work load issues. Each school district must create its own Work Load Plan, and below this memo are a summary of the ISBE regulations and the District 86 Plan.

In accordance with the regulation, the proposed plan was developed in cooperation with representation from each of the roles impacted by this plan within the Department of Special Education. The Hinsdale High School Teachers Association leadership had an opportunity to review the proposed plan during the month of May 2015.

A committee to develop the D86 Work Load Plan began their work last summer. A portion of the plan requires the local district to collect and analyze the data regarding activities for which the special educators are responsible. These activities include but are not limited to:

- 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.

Staff who are impacted by this plan (special education teachers, social workers, school psychologists, speech and language therapists) had an opportunity to submit requested data to the committee using an anonymous survey. The committee reviewed those data and came to consensus on approximations of expected work loads per role.

The proposed plan is attached. I wish to commend and thank the committee members for their hard work and extremely thoughtful dialogues during the committee meetings.



# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001  
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**Jesse H. Ruiz**  
Chairman

**Christopher A. Koch, Ed.D.**  
State Superintendent of Education

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## Overview of Special Educator Work Load Plan Requirements August 31, 2009

Under 23 Illinois Administrative Code 226.735 (Work Load for Special Educators), districts are required to adopt a plan specifying limits on the work load of their special educators. Specifically, Section 226.735 states:

*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.*
- 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 collaboration among staff members;*
  - 3) *attendance at IEP meetings and other staff conferences; and*
  - 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.*

The plan required by this rule must specify limits on the work load of 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." "Special educators" includes, in addition to special education teachers, other service providers such as, but not necessarily limited to, school psychologists, school social workers, etc. It is not possible to provide an exhaustive list of the types of positions that would be included because the critical question is the type of services each individual is providing. The term does not include individuals employed as general education teachers.

In developing the plan, it is important that all entities be knowledgeable of the requirements cited above. This includes development of the plan in cooperation with the entity's affected employees and careful analysis of the activities delineated under 23 IAC 226.735(b).

The Illinois State Board of Education (ISBE) will not provide a format for local work load plans. Rather, the development of such plans is the responsibility of each local entity. We have, however, posted a resource on work load plans on the ISBE website at [http://www.isbe.net/spec-ed/pdfs/work\\_load\\_plans.pdf](http://www.isbe.net/spec-ed/pdfs/work_load_plans.pdf). This resource is adapted from a presentation at the May 2008 conference of the Illinois Alliance of Administrators of Special Education and a workshop delivered in a local special education cooperative. It provides examples of such things as a process for developing and possible components of a work load plan, ways to analyze the activities delineated in 23 IAC 226.735(b), etc.

Although entities will not be required to submit local work load plans to ISBE for review or approval, each entity is responsible for ensuring that the plan meets the requirements cited above. Documentation of the work load plan must also be maintained locally so that it is available for review if necessary. Finally, it is important to note that the work load plan is a fluid document, in that it may need to be revised as changes occur in the responsibilities of special educators and the instructional service needs of students. Accordingly, local entities are strongly encouraged to review the plan on a regular basis and update it as needed.

Questions about the information contained herein may be directed to the Special Education Services Division at 217-782-5589.

## Work Load Plan for Special Education Educators

Hinsdale Township High School D86

2015

### **Regulation**

The Illinois special education regulations (23 Illinois Administrative Code 226.735) state that all school districts are required to adopt a work load plan for special educators effective for the 2009-2010 school year, or as soon as possible after that date, if a later date is necessary due to compliance with any labor agreement in effect at the beginning of the 2009-2010 school year. This work load plan is not a part of the collective bargaining agreement, nor is it intended to be representative of a job description.

### **Purpose of the Plan**

The purpose of this plan is to make recommendations regarding the examination of special education work load in the provision of services to students with IEPs in D86. The recommendations are intended to provide a conceptual framework for administration, licensed special education staff members (LBS1, School Social Work, School Psychologist, Speech Language Therapist), and representatives from the bargaining unit to use in examining all areas impacting a special educator's work load.

### **Work Load vs. Case Load**

This plan addresses the issue of work load versus the traditional case load concept. The plan provides a model for examining the work load of special education educators in D86. This model is intended as a framework, not to dictate numbers, but to adapt to the changing tasks, responsibilities, and requirements of D86 special education educators. Through careful analysis of the various responsibilities required in the plan, the District will be better able to respond proactively to the challenges of planning for and providing services to the District's students with disabilities.

Work load is not case load. In case load, the reference is to the number of students with IEPs for whom the special education educators are responsible. Each student is counted as "one" no matter what the students' needs are or the severity of the students' disabilities. Work load refers to all of the responsibilities required of special education educators and is based upon the intensity of the students' needs. The four activities of the work load considered by this plan are: 1) individualized and specialized instruction; 2) consultation, collaboration and problem solving; 3) attendance at IEP meetings; and 4) paperwork and reporting.

## **Plan Preparation**

The Hinsdale High School Township D86 work load plan was developed by the District in cooperation with the HHSTA by means of a committee which included the following:

*Tammy Prentiss, Assistant Superintendent of Student Services*

*Kristen Prokup, Hinsdale South Special Education Department Chair*

*Alyssa Gunderson, Hinsdale Central Special Education Department Chair*

*Heather Riggs, Transition Center Teacher*

*Edmund Arroyo, School Social Worker*

*Mary Gallagher, School Psychologist*

*Dana McPherrin, Speech & Language Therapist*

*Sara Pendergrass, Central Special Education Teacher*

*Becky Wilcox, Central Special Education Teacher*

*Debbie Dixon, South Special Education Teacher*

*Katie Notter-Mulcahy, South Special Education Teacher*

## **Work Load Review**

The work load of special education educators is based upon an analysis of the activities for which D86 special education personnel are responsible, as delineated in the plan and in terms of the activities listed above. All special education personnel had an opportunity to respond to a survey that sought out data points currently experienced by staff impacted by this work load plan.

## Work Load Plan

2015

- 1) Hinsdale High School Township D86 will ensure that there is sufficient staff available so that all services required under the students' IEPs can be provided at the requisite level of intensity.
- 2) Hinsdale High School Township D86 special education classes will not exceed class sizes established by the Illinois State Board of Education (23 IAC 226.730).
- 3) The Director of Special Education and/or Department Chair at each building will review student needs in conjunction with the D86 Work Load charts to provide guidance during the annual staff projections process to ensure work load integrity (Attachments).
- 4) Each semester, the Case Manager will review all of his/her students IEPs and be sure that all regular education staff understand the process to access a copy of the student's IEP or a document that summarizes the IEP services and accommodations and that all related services are scheduled, and all technology and/or equipment is available.
- 5) If a special educator believes his/her workload is difficult to manage, the following would occur:
  - a. The staff member will schedule a meeting with his/her direct supervisor.
  - b. The staff member will bring data to this meeting, including service minutes, consultation times, and other requirements that support the work load concern.
  - c. Through a discussion with the supervisor, a written document of options and strategies will be developed to address the concern. The building principal will be copied on this document.
  - d. A subsequent meeting will take place in 4-6 weeks to determine if the strategies are effective. If not, the supervisor will contact the Assistant Superintendent for Student Services.
  - e. If the staff member does not believe his/her situation has been resolved, the staff member should contact the Director of Human Resources.
- 6) This plan will be reviewed following the adoption of a revised collective bargaining agreement.

## D86 Workload Chart

**Position:** Special Education Teacher/Case Manager

**Assumptions:** 7:30-3:30pm Work day with 30 minute daily lunch and two prep periods

<b>Annual Number of IEP Meetings:</b> 25	<b>Completion of IEP at a Glance:</b> 15 minutes per week
<b>Average Length of IEP Meeting:</b> 1.5 hours	<b>Completion/Updates of FBA/BIP:</b> 15 minutes per week
<b>Average # IEPs per month:</b> 3	<b>Consultation with General Education Students<sup>4</sup>:</b> 60 minutes per week
<b>IEP Caseload<sup>1</sup>:</b> 10-14 students	<b>Consultation with Special Education Students<sup>5</sup>:</b> 120 minutes per week
<b>Initial Evaluations:</b> 1-2 per year	<b>Collaboration with other Special Education Teachers<sup>6</sup>:</b> 250-500 minutes per week
<b>Collaboration with Related Services:</b> 120-150 minutes per week	<b>Number of Gen Ed Teachers Consulted with Weekly:</b> 11+ teachers
<b>Para Consultation for Students in General Education Classes<sup>2</sup>:</b> 50-150 minutes per week	<b>Goal Update Completion:</b> 6 hours per quarter
<b>Para Consultation for Students in Special Education Classes<sup>3</sup>:</b> 25-200 minutes per week	<b>Preparation Time for IEPs:</b> 3 hours per student
<b>Outside Therapist Consultation:</b> 0-2 contacts per month	<b>Preparation Time for Re-Evaluations:</b> 1 hour per student, 4-6 students per year
<b>Parent Communication:</b> 120-240 minutes per month	<b>Summary of Performance Completion:</b> 1 hour per student

### Descriptions:

**1: IEP Caseload:** The range in this data reflects the varying needs of students on each Case Manager's IEP Caseload. Lower IEP Caseload numbers generally reflect higher student needs.

**2: Para Consultation for Students in General Education Classes:** Direction given to paraeducators supporting students on a Case Manager's IEP Caseload who require 1-1 or support in general education settings. This consultation occurs outside of the delivery of instruction and may include, but is not limited to, directions for management of Behavior Intervention Plans, data collection techniques and requirements, or general modification strategies. The range in this data reflects the varying needs of students on each Case Manager's IEP Caseload. For example, a Foundations Teacher may spend less time consulting in this manner than a Case Manager who teaches primarily students in Co-Taught courses.

**3: Para Consultation for Students in Special Ed Classes:** Direction given to paraeducators supporting students in self-contained special education classes. This consultation occurs outside of the delivery of instruction and may include, but is not limited to, directions for implementing instructional strategies, directions for management of Behavior Intervention Plans, data collection techniques, or general modification strategies. The range in this data reflects the varying needs of students on each Case Manager's IEP Caseload. For example, a Foundations Teacher may spend more time consulting in this manner than a teacher who teaches primarily Co-Taught courses.

April 10, 2015

**4: Consultation with General Education Students:** Assistance provided to General Education students enrolled in a Special Education teacher's co-taught courses. This assistance could include, but is not limited to, review of learned material, editing of papers, etc.

**5: Consultation with Special Education Students:** Assistance provided to Special Education students enrolled in a Special Education Teacher's classes (co-taught or self-contained). This assistance could include, but is not limited to, review of learned material, binder or assignment notebook checks, etc.

**6: Collaboration with Other Special Ed Teachers:** Discussion with other Special Education teachers who teach students on a Case Manager's IEP Caseload. This consultation may include, but is not limited to progress updates, discussion of current projects or assignments, assessment results, or general programming information for specific students. The range in this data reflects the varying needs of students on each Case Manager's IEP Caseload. For example, a Foundations Teacher may spend less time consulting in this manner than a Case Manager who teaches primarily students in Co-Taught courses.

## D86 Workload Chart

**Position:** Transition Center Special Education Teacher/Case Manager

**Assumptions:** 7:30-3:30pm Work day with 30 minute daily lunch and two 50 minute prep periods

<b>Annual Number of IEP Meetings:</b> 15	<b>Consultation with Special Education Students<sup>3</sup>:</b> 225 minutes per week
<b>Average Length of IEP meeting:</b> 1.5 hours	<b>Completion/Updates of FBA/BIP:</b> 15 minutes per week
<b>Average # IEPs per month:</b> 2	<b>Goal Update Completion:</b> 6 hours per quarter
<b>IEP Caseload:</b> >10 students	<b>Preparation Time for IEPs:</b> 4 hours per student
<b>Collaboration with Related Services:</b> 100 minutes per week	<b>Preparation Time for Re-Evaluations:</b> 1 hour per student, 1-3 students per year
<b>Collaboration and Problem Solving amongst Staff<sup>1</sup>:</b> 450 minutes per week	<b>Summary of Performance Completion:</b> 1 hour per student
<b>Parent Communication:</b> 480 minutes per month	<b>Building Specific Responsibilities<sup>4</sup>:</b> 30 minutes per week
<b>Confirm Transportation<sup>2</sup>:</b> 30 minutes per week	<b>Community Based Learning Site Responsibilities<sup>5</sup>:</b> 50 minutes per week

### Descriptions:

**1: Collaboration and Problem Solving amongst Staff:** Staff meet to determine schedules, problem solve, discuss issues, and communicate updates frequently. Formal scheduled team meetings for approximately 200 minutes per week, informal meetings with necessary staff for approximately 250 minutes per week.

**2: Confirm Transportation:** Communicate plans, changes, and confirm transportation schedule each day with Department Chair.

**3: Consultation with Special Education Students:** Additional assistance provided to Special Education students outside of scheduled class instruction in order to target individual IEP goals.

**4: Building Specific Responsibilities:** The TC teachers take on responsibilities specific to their program. These responsibilities include, but are not limited to: organizing the logistics of Open House and Parent/Teacher conferences events, maintaining a current TC website, organizing exit ceremonies, organizing social events (annual dinner dance) for young adults, and program and curriculum development, among other responsibilities.

**5: Community Based Learning Site Responsibilities:** Outside of vocational instruction class time and formal meeting time, staff develop new CBL sites, discuss and problem solve issues that arise with CBL supervisors and young adults, prepare young adults for employment, organize schedules, organize employer recognition event, and consult with CBL supervisors, among other responsibilities.

D86 Workload Chart

**Position:** Social Worker

**Assumptions:** 7:30-3:30pm Work day with 30 minute daily lunch

<b>Total # of Students Assigned:</b> 400-500	<b>Direct Services IEP:</b> 150 Minutes per Day
<b>Annual Number of IEP Meetings:</b> 31-60	<b>Direct Services Gen ED:</b> 120 Minutes per Day
<b>Average Length of IEP meeting:</b> 90 Min	<b>Direct Services Groups:</b> 150-300 Minutes per Week
<b>Average # IEPs per month:</b> 6	<b>Consult IEP Services:</b> 31-60 Minutes per Week
<b>IEP Caseload:</b> 25-30 Students	<b>Weekly Crisis Student Direct:</b> 120 Minutes per Week
<b>Groups<sup>1</sup>:</b> 3-6 groups with 6-8 students each	<b>Weekly Crisis Student Consult:</b> 180 Minutes per Week
<b>Reg. Ed Caseload:</b> About 20	<b>Collaboration IEP<sup>2</sup>:</b> 120 Minutes per Week
<b>Student Referrals:</b> 1-3 Weekly	<b>Collaboration Gen Ed<sup>3</sup>:</b> 120 Minutes per Week
<b>Certified Staff Consults (Individual)<sup>4</sup>:</b> 160 min/week	<b>Team Meetings<sup>5</sup>:</b> 200 Minutes per Week
<b>Paraprofessional Consults<sup>6</sup>:</b> 40 min/week	<b>Preparation Time per IEP:</b> 60 Minutes per IEP
<b>Outside Therapist Consult:</b> 30 min/week	<b>Eligibility Time Prep per IEP:</b> 200 Minutes per IEP
<b>Parent Communication:</b> 80 Min Weekly	<b>OTHER (Medicaid, DCFS):</b> 30 Minutes per Week

<sup>1</sup> This includes social work groups for general education and special education, and sometimes in conjunction with other related services

<sup>2</sup> Collaborating with Staff, usually who are on a student's IEP team, regarding direct service or meeting preparation. This could include discussing FBA/BIP, Discipline issues, autism considerations, parent concerns, etc.

<sup>3</sup> Collaborating with Staff on behalf of at-risk students & 504 students. This could include discipline related issues, social/emotional concerns, hospitalizations, etc.

<sup>4</sup> Individual meetings with other certified staff in the building to plan for addressing student needs.

<sup>5</sup> Non- IEP Meeting with Staff to discuss the needs of individual or groups of students. This could include Problem Solving Team, PBIS-tier II meetings, lesson planning, department meetings, post-hospitalization, etc.

<sup>6</sup> Individual meetings with paraprofessionals in the building to plan for addressing student needs.

D86 Workload Chart

**Position:** Psychologist

**Assumptions:** 7:30-3:30pm Work day with 30 minute daily lunch

<b>Total Number of Students Assigned:</b> 800-1000	<b>Assessment for IEP:</b> 200-400 minutes per week
<b>Annual Number of IEP Meetings<sup>1</sup>:</b> 70-100	<b>Direct Student Services General Education:</b> 50-100 minutes per week
<b>Average Length of IEP Meeting:</b> 90 minutes	<b>Data Analysis<sup>3</sup>:</b> 300-600 minutes per week
<b>Average Number of IEPs per Month:</b> 7-12	<b>Collaboration for IEP<sup>4</sup>:</b> 200-400 minutes per week
<b>Average Number of 504 Meetings per Month:</b> 2-4	<b>Team Meetings<sup>5</sup>:</b> 100-300 minutes per week
<b>Case Study Referrals:</b> 2-3 monthly	<b>Preparation Time per IEP (Eligibility)<sup>6</sup>:</b> 300-350 minutes per IEP
<b>Consultation with Certified Staff<sup>2</sup>:</b> 400-500 minutes per week	<b>Parent Communication<sup>7</sup>:</b> 60-90 minutes per week
<b>Consultations with Paraprofessionals:</b> 10-20 minutes per week	<b>Other<sup>8</sup>:</b> 10-20 minutes per week
<b>Consultation with Outside Therapists:</b> 10-20 minutes per week	

**Descriptions:**

- 1. Annual Number of IEP Meetings:** This number includes any meeting where IEP paperwork is completed. However, it excludes most domains meetings, which are often completed via phone communication with parents and collaboration with colleagues.
- 2. Consultation with Certified Staff:** Collaboration with guidance counselors, teachers, related service personnel, at-risk student interventionists, ELL etc. on general education students (including 504 plan students), as well as special education students not in preparation for IEP meetings.
- 3. Data Analysis:** This includes file reviews and review of private evaluation data for both special education and regular education students.
- 4. Collaboration for IEP:** This includes collaboration with teachers and related service personnel on FBA's, BIP's, goals, data gathering, programming etc. across settings (Transition Center, Intensive Therapeutic Program and alternative placements among others).
- 5. Team Meetings:** This includes problem-solving team meetings (SSST), transition team meetings for hospitalized students, PBIS team meetings, and RtI team meetings, among others.
- 6. Preparation Time per IEP (Eligibility):** Paperwork including referral process, report writing, eligibility etc.
- 7. Parent Communication:** Including Domains and communication for at-risk students
- 8. Other:** This could include, but is not limited to Medicaid Billing.