

Personnel: Written procedures for Workload Analysis

As a member of Mid-State Education District, Swanville ISD #486, utilizes procedures outlined for determining teacher workload and staffing needs. Using a basic model; contact minutes + evaluation time + indirect minutes + IEP's managed= workload. The workload analysis model identifies six elements to appropriately staff special education programs and information is gathered from staff, by time sampling, and through observation. Areas taken into consideration to ensure that special education caseloads allow special education providers the necessary time to meet due process requirements that include; timely implementation of Individualized Education Programs (IEP), timely completion of the evaluation/re-evaluation process, timely provision of notices, regular status reports to parents of student progress toward yearly goals, regular communication with general education teachers related to student goals and modifications to be made in the general curriculum, and sufficient time for IEP managers to coordinate the direct and indirect services set forth in student IEPs. (Workload Analysis Data Sheet)

Once Workload Analysis data is collected, an analysis is done with staff and administration:

Analysis of Workload

This analysis is one source of data accessed from the service providers' due process records and the school's annual calendar. It is a snapshot of 1 week of service which includes consideration of direct and indirect student service time, evaluation time, and due process responsibilities of case management. Please consider this as one data source only in reviewing your special education teacher assignments.

I. Reasonable Expectations Statewide

A. Teachers:

1. Elementary: 12-16
2. High School: 17-21
3. Teachers Working with Students with Significant Needs (DCD, etc.): *Numbers will be significantly lower than peers because both case management and evaluation numbers will be very low.*
4. Speech/Language: 35-50

II. Analysis

A. Low Numbers

1. Are your calculations correct?
2. Does this one week provide reflection of your typical workload throughout the year?
3. Are there extenuating circumstances to consider? (i.e. extensive travel time, multiple building/site switches during the instructional day, etc.) If this is an issue, we may need to recalculate the number of student instructional minutes available in that day for that teacher OR redesign the service delivery time or model to decrease travel time.
4. Have you correctly recorded actual SE FTE (after removing non-SE activities?)
5. Do your IEPs reflect actual minutes of service?
6. Are we recording all of our **indirect time** on IEPs? (Including the interaction time with paraprofessionals, parents, general education teachers, cooperative planning for co-teaching, developing behavior plans, coordinating interagency services, coordinating services for all IEP service providers, training team members, monitoring student progress through data collection and review, etc.)
7. Are you providing adequate **specially designed instruction** to meet student needs?
8. District: Perhaps individuals with low numbers (if accurate) could pick up extra case management responsibilities for those with higher numbers.
9. District: Perhaps student assignments could shift.
10. District: Perhaps you can consider a different model of instruction to consider at IEP meetings.
11. District: Perhaps you are looking at a cut in staff.

B. High Numbers

1. Are your calculations correct?
2. Does this one week provide reflection of your typical workload throughout the year?
3. Do your IEPs reflect actual minutes of service?
4. Are you inaccurately putting time on IEPs as instructional time, when instead, you may not actually be serving the student for all recorded minutes? (Ex- He/She is in your room, but is working with a para. Yet, even in this scenario, you may be providing indirect services via direction provided to the paraprofessional.)
5. Are you providing the least restrictive programs to your students? Can you explore different service delivery models? (Consultation vs. direct instruction)
6. Is there another staff member who can complete some of the current duties? Para professional? A colleague already assigned to work with others at the time of need with similar needs?
7. District: Perhaps student assignments could shift.
8. District: Perhaps you can consider a different model of instruction to consider at IEP meetings.
9. District: Is it time to consider increasing staff?

III. Other Issues? (Administrative Assurances of Appropriate SE Programming)

- A. Are your SE staff getting appropriate breaks and prep time (including duty-free lunch)?
- B. Do SE programs have appropriate classroom supplies, instructional supplies, and technology available equivalent to other programs AND adequate to meet unique learner needs?
- C. Do itinerant staff members OTs, PTs, low incidence staff, and other traveling teachers (school psychologists, speech, SE teachers, and DAPE) have an adequate workspace assigned for when they are in the building?
- D. Is there a coverage plan or adequate time allowed for required evaluations without having to cancel student services?
- E. Are adequate training time and resources equivalent to general education or as needed to meet unique learner needs available to all SE staff?
- F. During the instructional day, are SE staff assigned to reimbursable, SE activities? (i.e. NOT study hall, homeroom, detention, ISS, advisories, etc.)
- G. Do SE staff have the resources to access key information relative to both grade level curriculum and curriculum needed to meet learners' unique needs?
- H. Have building principals clearly delegated responsibilities of oversight and supervision of paraprofessionals?
- I. Are opportunities provided that allow for collaboration between GE and SE staff so the learners can experience success in all environments?
- J. **Are workload numbers reflected consistent with student need, payroll, and reimbursement aid sought?**

Some workloads are determined by current state law (i.e. Early Childhood, etc.)

Workloads for staff members with general education duties and special education duties in a district will be assigned and allocated per special education program plans (IEP, IIP, or IFSP) and evaluations. This would include nursing services, social work, etc. In this district, Adaptive Phy Ed (DAPE) services are assigned per service plans only, inclusive of required evaluations. The district DAPE teacher teaches regular education as well.

In addition, paraprofessionals are assigned to students after careful consideration for the student's needs by the Individual Education Program (IEP) Team. Prior to assignment, the IEP team reviews the Paraprofessional Consideration Rubrics to show how the student's needs and skill deficits may impact their ability to progress in the general curriculum and the need for additional supports or the need to reduce the support based on progress.

MSED Caseload Recommendations

As a member of Mid-State Education District, **Swanville, ISD 486** utilizes procedures outlined in the TSES Manual for determining teacher workload and staffing needs. Using a basic model; contact minutes + minutes + IEP's managed= workload. The workload analysis model identifies six elements to appropriately staff special education programs and information is gathered from staff, by time sampling, and through observation. Areas taken into consideration to ensure that special education caseloads allow special education providers the necessary time to meet due process requirements that include; timely implementation of Individualized Education Programs (IEP), timely completion of the evaluation/re-evaluation process, timely provision of notices, regular status reports to parents of student progress toward yearly goals, regular communication with general education teachers related to student goals and modifications to be made in the general curriculum, and sufficient time for IEP managers to coordinate the direct and indirect services set forth in student IEPs. (Workload Analysis Tool, TSES 6-12) In addition, paraprofessionals are assigned to students after careful consideration for the student's needs by the Individual Education Program (IEP) Team. Prior to, the case manager completes the Paraprofessional Work Plan Request to show how the student's needs and skill deficits may impact their ability to progress in the general curriculum and the need for additional supports or the need to reduce the support based on progress.

Recommended Special Education Caseloads—Listed below are suggested caseloads for special education staff. These are areas that state law does not specifically address. When the district begins to exceed the range, school administration and special education leadership meet to discuss the situation to ensure that proper evaluation, eligibility, and placement procedures are being followed.

• Elementary Grades K–5 for Resource Services and PreK-5 for all others

- **Resource Services:** mild/moderate; spends 50 percent or more in general education—Caseload range 14–18
- **Occupational/Physical Therapist**—Caseload range 1–60
Less than 20 = .25 FTE 20-30 = .5 FTE 30-60 = 1 FTE
- **Speech and Language Pathologist**—Caseload range 1–60
Less than 20 = .25 FTE 20-30 = .5 FTE 30-60 = 1 FTE
- **Paraprofessional**—One paraprofessional per 10 students in a resource room setting; one paraprofessional per 6 in self-contained programs.

• Middle School Grades 6–8

- **Resource Services:** mild/moderate; spends 50 percent or more in general education—Caseload range 16–20
- **Occupational/Physical Therapist** —Caseload range 1–60
Less than 20 = .25 FTE 20-30 = .5 FTE 30-60 = 1 FTE
- **Speech and Language Pathologist**—Caseload range 1–60
Less than 20 = .25 FTE 20-30 = .5 FTE 30-60 = 1 FTE
- **Paraprofessional** —One paraprofessional per 10 students in a resource room setting; one paraprofessional per 6 in self-contained programs.

• High School Grades 9–12

- **Resource Services:** mild/moderate; spends 50 percent or more in general education—Caseload range 17–21
- **Occupational/Physical Therapist** —Caseload range 1–60
Less than 20 = .25 FTE 20-30 = .5 FTE 30-60 = 1 FTE
- **Speech and Language Pathologist**—Caseload range 1–60
Less than 20 = .25 FTE 20-30 = .5 FTE 30-60 = 1 FTE

- **Paraprofessional**—One paraprofessional per 10 students in a resource room setting; one paraprofessional per 6 in self-contained programs.

- **Early Childhood Special Education (ECSE)**

Birth thru 2: 12 pupils per teacher

Three thru 6: 16 pupils per teacher

Birth thru 6: 14 pupils per teacher

*District ECSE classes must have at least one paraprofessional employed while pupils are in attendance.

*Maximum number of pupils in an ECSE classroom at any one time with a teacher and a program support assistant is 8.

*Maximum number of pupils in an ECSE classroom at one time with an early childhood team is 16

- **School Age Educational Services Alternatives:**

The maximum number of school-age pupils that may be assigned to a teacher:

For pupils who receive direct special instruction from a teacher 50 percent or more of the instructional day, but less than a full school day:

- a. deaf-blind, autism spectrum disorders, developmental cognitive disability: severe-profound range, or severely multiply impaired, three pupils.
- b. deaf-blind, autism spectrum disorders, developmental cognitive disability: severe-profound range, or severely multiply impaired with one program support assistant, six pupils;
- c. developmental cognitive disability: mild-moderate range or specific learning disabled, 12 pupils;
- d. developmental cognitive disability: mild-moderate range or specific learning disabled with one program support assistant, 15 pupils:
- e. all other disabilities with one program support assistant, ten pupils; and
- f. all other disabilities with two program support assistants, 12 pupils.

For pupils who receive direct special education for a full day:

- a. deaf-blind, autism spectrum disorders, developmental cognitive disability: severe-profound range, or severely multiply impaired with one program support assistant, four pupils;
- b. deaf-blind, autism spectrum disorders, developmental cognitive disability: severe-profound range, or severely multiply impaired with two program support assistants, six pupils; and
- c. all other disabilities with one program support assistant, eight pupils.

For pupils who receive direct special education less than 50 percent of the instructional day, case loads are to be determined by the local district's policy based on the amount of time and services required by the pupils' IEP plans.

Recommended Special Education Caseloads- Listed below are suggested **caseloads** (*different than workloads*) for special education staff. These are areas that state law does not specifically address. When the district begins to exceed the range, school administration and special education leadership meet to discuss the situation to ensure that proper evaluation, eligibility, and placement procedures are being followed.

- Elementary Grades K–5 for Resource Services and PreK-5 for all others
 - **Resource Services:** mild/moderate; spends 50 percent or more in general education—Caseload range 14–18
 - **Occupational/Physical Therapist**—Caseload range 1–60
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 - **Paraprofessional**—One paraprofessional per 10 students in a resource room setting; one paraprofessional per 6 in self-contained programs.
- Middle School Grades 6–8
 - **Resource Services:** mild/moderate; spends 50 percent or more in general education—Caseload range 16–20
 - **Occupational/Physical Therapist** —Caseload range 1–60
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- High School Grades 9–12
 - **Resource Services:** mild/moderate; spends 50 percent or more in general education—Caseload range 17–21
 - **Occupational/Physical Therapist** —Caseload range 1–60
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