

Workload Plan for Special Educators  
(for Certified Special Educators with IEP Responsibilities)

It is understood that the intent of this plan is to resolve workload concerns and is not intended to focus on the evaluation of the staff member.

- CUSD #303 will ensure that there is sufficient staff available so that all services required under students' Individual Education Programs (IEPs), including direct service minutes, collaboration minutes, case management time and student assessment, can be provided at the requisite levels of intensity.
- Each semester, the case manager will review all of his/her students' IEPs and be sure that all regular education staff receive a copy of each student's IEP or IEP summary, confirm that all related services are scheduled, and required technology and/or equipment is available. Supervisors will meet individually with special education teachers each semester if there are any scheduling concerns.
- Elementary special educators shall submit a schedule to the supervisor within 15 student attendance days of the start of the school year and at the beginning of the semester.
- A special educator's schedule will include, as appropriate, time for consultation, case management duties, collaboration, travel time, planning time and a duty-free lunch. Assessment of students will be conducted during the school day unless otherwise arranged between the educator and his/her supervisor.
- The number of instructional minutes and the number of students served for each special educator will be determined and reviewed a minimum of two times per year with the special education supervisor.
- If a special educator believes his/her workload renders him or her unable to deliver required services, the following steps will occur:
  - 1) The special educator will schedule a meeting with his/her direct supervisor to discuss the concern.
  - 2) The special educator will bring to the meeting the data, including service minutes, consultation time, and other elements that they believe make the workload unmanageable.
  - 3) Through a discussion with the supervisor, the supervisor and special educator will develop written options and strategies to address the concern.
  - 4) A review will occur within 20 school days to determine if the strategies are effective. If the special educator is still unable to manage the workload to meet IEP requirements, a contact with the Assistant Superintendent for Student Services will be made for the purpose of scheduling a Student Services Council meeting. The details of the workload concern will be shared with the Student Services Council within 10 school days of receipt by the Assistant Superintendent to determine a solution.

This plan was developed in collaboration between CUSD #303 administration  
and the St. Charles Education Association.