

603: Workload Policy for Special Education Staff at Stonebridge World School

Workload Policy

Stonebridge World School will consider both caseload and workload when analyzing special education teaching staffing within the school. For students that spend less than 50% of their day in special education, the school will calculate a ratio using method below to determine a workload that falls within the state recommended guidelines for effective workload in special education. Individual IEP needs may play a factor in veering from this process and the administration maintains discretion to veer from the policy with adequate documentation tied to student need as in the case of paraprofessional staffing, both program and 1:1 paraprofessionals.

Caseload Model:

This model will be used when determining the caseload of a special education teacher, when they serve students who receive special education support 50% or more of their educational day (federal setting 3 & 4) per Minn. R. 3525.2340, subp.4(A)(1).

- A. the maximum number of school-age pupils that may be assigned to a teacher:
 - (1) 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, developmental cognitive disability: severe-profound range, or severely multiply impaired, three pupils;
 - (b) deaf-blind, autism, 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 on program support assistant, 15 pupils;
 - (e) all other disabilities with one program assistant, ten pupils; and
 - (f) all other disabilities with two program support assistant, 12 pupils.

Workload Model:

This model will be used when analyzing the workload of a special education teacher, when they serve students who receive special education support 49% or less of their educational day (federal setting 1 & 2).

Areas to determine the workload will consist of:

- Direct and Indirect Minutes on Student IEP's
- Evaluations and Re-Evaluations that need to be completed in the school year
- Preparation Time as established by agreement/ contract
- Other Due Process Requirements

Direct and Indirect Minutes on Student IEP's

Direct Service as defined by Minnesota Rule 3525.0200, subp.2b
....special education services provided by a teacher or a related service professional when the services are related to instruction, including cooperative teaching.

Indirect Service as defined by Minnesota Rule 3525.0200, subp. 8c
....on-going progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with the student to monitor and observe. Indirect services may be provided by a teacher or related service professional to another general education teacher, special education teacher, related service professional, paraprofessional, support staff, parents, and public and non-public agencies to the extent that the services are written in a student's IEP....

To calculate this area, each teacher will submit annually a completed workload grid including the direct and indirect minutes provided by the special education teacher as described on each student's IEP (See attached Workload Analysis).

Evaluations and Re-Evaluations

A special education evaluation and re-evaluation typically averages approximately eight hours per student. The eight hours consist of evaluation planning/ meeting, testing, observations, gathering of student records, managing the outside agencies testing, report writing, and evaluation results meeting.

To calculate this area, the total number of evaluations and re-evaluations is multiplied by eight hours. In the 2017/2018 school year, SBWS will complete approximately 40 evaluations x 8 hours = 320 hours

Preparation Time

Preparation time (prep) is the allotted time agreed upon during hiring. This time may consist of, but not limited to: curriculum modification, grading, data collection, preparing materials for teachers or paraprofessional, developing methods of instruction, and researching assistive technology, adaptations, and interventions.

To calculate this area, multiply the amount of prep time by the contract days. In the 2017/2018 school year, teachers receive 80 minutes of prep each day for 190 contracted days = 253.33 hours.

Other Due Process Requirements

This time may consist of, but not limited to: meetings for IEP's and periodic reviews, development and writing of the IEP, and the overall "paperwork" requirements. This time typically averages to about two hours per student. To calculate this area, multiply the number of students on the teacher's caseload by two hours. In the 2017/2018 school year, SBWS has 45 students

on caseload x 2 hours = 90 hours (5,400 minutes per year or 142 minutes per week)

Workload Analysis

To determine the workload, the total number of teacher-contracted days (190 days) is multiplied by the contracted hours per day (8 hours) to arrive at the number of teacher contracted hours in the school year.

Teachers at Stonebridge World School are contracted for 190 (38 weeks) days x 8 hours per day = 1,520 hours contracted per year. They receive a twenty-minute lunch period and an eighty-minute prep period, which results in a six-hour (360 minute) workday.

“Areas to Determine Workload” are added together as described above.

Direct/ Indirect Total	Evaluation/ Re- evaluation Total Approx. 40 per year	Other Due Process Totals	Total Minutes per week	Instructional Minutes per Week (minus 40 min lunch and 80 min prep) = 6 hours per staff	FTE 17,984/5400
17,472 minutes per week	370 minutes per week	142 minutes per week	17,984 min/week	1,800min/week per staff (5,400 for 3 staff)	4.0 FTE (3.33)

To calculate the workload, the total direct/indirect service minutes per week are added to the evaluation/re-evaluation and other due process totals per week. This total is then divided by the instructional minutes per week. Given the current enrollment and in order to effectively plan for new enrollees, SBWS has determined that 4 FTE are needed to provide direct and indirect special education services for the 2012/2013 school year.

According to the workload considerations for Effective Special Education from MDE, a suggested caseload for high school students is between 17 and 21. This does not take into consideration the number of high federal setting 2 (18) and 3 (1) students.

Related Services and other Providers:

If the IEP team determines that a student is in need of a one to one paraprofessional, the direct and indirect minutes that the paraprofessional provides would be calculated individually.

If the IEP team determines that paraprofessional support is necessary in general or special education, the minutes and description of support will be described in the IEP. The paraprofessional may be assigned to work with up to

3 students at a time in a class. During the 2017/2018 school year, SBWS will have 15 full-time paraprofessional (contracted for 180 school days). The paraprofessional is contracted for 8 hours per day (exclusive of 20 minutes for lunch).

School psychological services are required as part of routine initial and 3-year re-evaluations. The school will contract or employ a school psychologist based upon the number of evaluations that need to be completed within the coming school year as well as any direct service minutes the psychologist might provide to students based upon the IEP. A typical psychological evaluation is estimated at 4 hours for testing, observation, and report writing. In 2017-2018, approximately 40 evaluations will be completed requiring at least 160 hours of school psychologist services.

If the student receives related services (Occupational Therapy, Speech, Physical Therapy, social work, nursing, etc.), the direct and indirect minutes that the related service provider provides would be calculated separately with consideration given to ASHA (American Speech Language Hearing Association) guidelines on caseload for speech providers (no more than 40 students per caseload) and a reliance on professional standards for other related and itinerant service providers including (Deaf Hard of Hearing, Physical Impairment, Audiology, Autism Spectrum Disorder specialist, Developmental Adaptive Physical Education, etc.). The staffing requirement is determined based on available minutes in a student day.

SBWS requires the following related services as stated on students' IEPs:

SERVICE REQUIRED	SERVICE TIME
Speech	30-60 minutes per week
School Psychologist	160 hours for evaluations/reevaluations
Occupational Therapy	20-40 minutes per week
DAPE	20 minutes per week
Early Childhood Consultant	30 minutes per year
Social Work	30-60 minutes per week

Additional related services time will be required for those students who will be evaluated or re-evaluated during the school year. Currently, additional time from the Speech Clinician and the Occupational Therapist is needed to complete evaluations.

Director of Special Education support is a given at all public schools in the state of Minnesota. Charter Schools generally contract for these services from a providing agency. Stonebridge World School contracts for their director of special education through Indigo Education of MN. The Director of Special Education is at SBWS meets with the Special Education Coordinator monthly and is available via phone and electronically daily. School visits are determined by unique need (conflict resolution and meeting requirements) as

well as contracted meeting times. Duties of the Director of Special Education include but are not limited to the following:

Due Process

Due process procedure and policy training; special education training to address program needs of individual schools.

- Guidance and support in due process compliance monitoring, including designing and implementing positive results plans.
- Guidance and support in responding to complaints and arranging mediation services.
- Support in program-wide and individual student discipline due process and problem-solving.
- Support in conducting complex or problematic meetings for evaluation planning; evaluation reporting and IEP development.
- Guidance in interpretation and implementation of mandates and policies related to disability issues in public schools beyond special education.
- Review status of school's special education programming and support in developing a special education improvement plan.
- Support in hiring and retaining staff as needed including staff evaluation, and mentoring services.
- Guidance and support in developing the school's Total Special Education System (TSES) manual.

Fiscal

Information on state special education aid and federal special education funds
Guidance on state required special education reporting (e.g. Special education applications, Child Count, EDRS, SERVS, STAR)

- Guidance/support in fiscal monitoring
- Guidance in budget development and allowable special education state and federal expenditures
- Support and guidance in the tuition billing process
- Guidance in implementing mandated requirements such as interagency plans and third party Medicaid and insurance billing

The Coordinator of Special Education positions are determined by school administration and the Director of Special Education based upon the school's identified individual needs in program development and completion of monitoring process.

A charter school may have a combination of federal settings from level I to III. In such a case, the administrative team may use a combination of all models to determine the appropriate case/ workload for a special education staffing. These procedures are intended to reflect that our staffing practices comply with Office of Management and Budget practices outlined in Circular A-87 parts a-c.

Approved: 12/19/2017

Revised: