

Norridge SD #80 Special Education Workload Plan Analysis

Position	Individual Instruction	Consultative Services and Collaboration	Supervision	Attendance at IEP Meetings & Staff Conferences	Data Analysis, Paperwork & Reporting
<u>Special Education Co-Teacher</u>	<p>-4 to 6 hours per day in co-taught gen. ed. setting</p> <p>-Co-Plan and modify instruction and assessments in all core subject areas</p>	<p>-Case management for up to 10 students.</p> <p>-Collaboration with paraprofessionals and related service staff assigned to students on caseload</p> <p>-Consultation with School Psychologist regarding FBA/BIP and/or informal behavior plans</p> <p>-Consultation with Gen. Ed. students in Co-Taught Classroom</p>	<p>-Recess, lunchroom duty, morning supervision, etc.</p> <p>-Additional individual student support at arrival, dismissal, times of transition, etc.</p>	<p>-A minimum of 1 IEP meeting per student on caseload per year</p> <p>-Parent conferences two nights per year</p> <p>-Weekly department and building meetings</p>	<p>-A minimum of 1 IEP developed per year per case managed student</p> <p>-Present levels of functioning/performance collected from general education teachers at least once per year</p> <p>-Data collected to determine trimesterly updates on IEP goals</p> <p>-IEP disseminated to gen. ed. teacher/s upon development and filed with Spec. Ed. Admin. Assistant</p> <p>-Parent phone calls/emails</p>

Special Education Co-Teacher:

Descriptions: 1.) **Individual Instruction:** The range in this data reflects the varying needs of students as well as the variation in the number of students with IEP's within this setting. 2.) **Consultative Services and Collaboration:** Consultation given to Gen. Ed.

teachers and paraprofessionals that 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, IEP accommodations and/or modifications. This also includes collaboration with other special education teachers who provide direct instruction to 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. **3.) Supervision:** Students with special needs often require more supervision than other students during times of transition, arrival and dismissal, assemblies and/or field trips, for example. This supervision is required to maintain student safety and confidentiality within the building and community. **4.) Attendance at IEP Meetings & Staff Conferences:** Special education teachers are required to develop individualized education plans for each student on their caseload. Specific knowledge related to legal guidelines, procedures, and best-practice is necessary and requires a high level of proficiency in order to maintain compliance with ISBE, which requires ongoing professional development and training. Staff are also encouraged to serve on the SD #80 EPEC Committee (Exceptional Parents, Partnerships, People and Programs for Exceptional Children) and participate in program planning and presentations. **5.) Data Analysis, Paperwork & Reporting:** This includes developing systems to collect and track data as well as time spent meeting with MTSS or IEP team members to review data. Data collection & analysis occurs with students who have not yet been identified for special education as well as those who have. Data can be tracked daily, weekly, or more often as needed, and is reported to the school team as well as parents.

Position	Individual Instruction	Consultative Services and Collaboration	Supervision	Attendance at IEP Meetings & Staff Conferences	Data Analysis, Paperwork & Reporting
<u>LEAP Teacher</u>	<ul style="list-style-type: none"> -6 hours per day of small group special education instruction -Plan and prepare alternate individualized lessons in all core subject areas -Plan and prepare extended lessons in functional, community, and pre-vocational areas 	<ul style="list-style-type: none"> -Case management for 2-5 students (8 max) -Collaboration with paraprofessionals and related service providers -Consultation with School Psychologist regarding FBA/BIP and/or informal behavior plans 	<ul style="list-style-type: none"> -Recess, lunchroom duty, morning supervision, etc. -Additional individual student support at arrival, dismissal, times of transition, etc. 	<ul style="list-style-type: none"> -A minimum of 1 IEP meeting per student on caseload per year -Parent conferences two nights per year -Weekly department and building meetings 	<ul style="list-style-type: none"> -A minimum of 1 IEP developed per year per case managed student -Present levels of functioning/performance collected from general education teachers at least once per year -Data collected to determine trimesterly updates

					<p>on IEP goals</p> <p>-IEP disseminated to gen. ed. teacher/s upon development and filed with Spec. Ed. Admin. Assistant</p> <p>-Parent phone calls/emails</p>
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Special Education Teacher / LEAP Program:

Descriptions: **1.) Individual Instruction:** The range in this data reflects the varying needs of students as well as the variation in the number of students with IEP's within this setting. Students within the LEAP setting typically require an alternate curriculum as well as a functional, community, and pre-vocational curriculum to address specific needs. Lessons require a great deal of individualization and supplemental aids (i.e. modifications, visuals, checklists, etc.) **2.) Consultative Services and Collaboration:** Consultation given to Gen. Ed. elective teachers and paraprofessionals that occurs outside of the delivery of instruction and may include, but is not limited to, directions for use of visual schedules, management of Behavior Intervention Plans, data collection techniques and requirements, IEP accommodations and/or modifications. This also includes collaboration with other special education teachers who provide direct instruction to 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. **3.) Supervision:** Students with special needs often require more supervision than other students during times of transition, arrival and dismissal, assemblies and/or field trips, for example. This supervision is required to maintain student safety and confidentiality within the building and community. Additional individualized supervision may also require paraprofessional support. **4.) Attendance at IEP Meetings & Staff Conferences:** Special education teachers are required to develop individualized education plans for each student on their caseload. Specific knowledge related to legal guidelines, procedures, and best-practice is necessary and requires a high level of proficiency in order to maintain compliance with ISBE, which requires ongoing professional development and training. Staff are also encouraged to serve on the SD #80 EPEC Committee (Exceptional Parents, Partnerships, People and Programs for Exceptional Children) and participate in program planning and presentations. **5.) Data Analysis, Paperwork & Reporting:** This includes developing systems to collect and track data as well as time spent meeting with IEP team members, parents, and outside service providers to review data. Data can be tracked daily, weekly, or more often as needed, and is reported to the school team as well as parents.

Position	Individual Instruction	Consultative Services and Collaboration	Supervision	Attendance at IEP Meetings & Staff Conferences	Data Analysis, Paperwork & Reporting
<p align="center"><u>Speech Language Pathologists</u></p>	<p>-Individual and group therapy to support articulation, receptive and expressive language deficits</p> <p>-Service can be delivered via push-in or pull-out model</p>	<p>-Consultation / Collaboration with teachers, other related service providers and parents</p> <p>-SLP #1: 41 IEP/12 MTSS students on caseload</p> <p>-SLP #2: 45 IEP students/EC Screening Team</p>	<p>-No supervision</p>	<p>- A minimum of 1 IEP meeting per student on caseload per year</p> <p>-Speech and language assessments</p> <p>-Monthly department and building meetings</p> <p>-Participation in monthly EC screening process</p>	<p>-A minimum of 1 IEP per year per caseload student, IEP information shared with general education teachers at least twice per year, quarterly updates on IEP goals.</p> <p>-Data collected to determine trimesterly updates on IEP goals</p> <p>-IEP disseminated to gen. ed. teacher/s upon development and filed with Spec. Ed. Admin. Assistant</p> <p>-Parent phone calls/emails</p>

Speech Language Pathologists:

Descriptions: **1.) Individual Instruction:** This includes small group speech therapy for students within the special education program as well as 1:1 speech therapy. This sometimes occurs in conjunction with other related services such as social work and can occur within the gen. ed. classroom or outside of the gen. ed. setting. **2.) Collaborating with Staff:** Collaboration typically occurs regarding a direct service or in preparation for an eligibility or IEP meeting. This could also include discussing autism considerations, a specific learning disability, classroom accommodations or parent concerns. **4.) Attendance at IEP Meetings:** At an IEP meeting, an SLP would identify, plan for & address students’ speech and/or language needs through the IEP process. This could also include attendance at Spec. Ed. PLC, Problem Solving Team, department meetings, post-hospitalization re-entry meetings, post-vention meetings, etc. **5.) Data Analysis, Paperwork & Reporting:** The includes a critical

review of available data in order to make informed decisions regarding students' needs and supports. This also includes conducting file reviews and reviewing private evaluations in preparation for referral, eligibility, or IEP meetings.

Position	Individual Instruction	Consultative Services and Collaboration	Supervision	Attendance at IEP Meetings & Staff Conferences	Data Analysis, Paperwork & Reporting
<u>Psychologists</u>	<ul style="list-style-type: none"> -Tier 1 SEL Instructor -Small Group/Individual therapy (Tier 2 Intervention) 	<ul style="list-style-type: none"> -Consultation / Collaboration with teachers, other related service providers, parents, and administrators -Coordination of referral process for initial evaluations and re-evaluations for special education -Consultation with outside service providers, medical professionals, & program administrators -Crisis Responder, provides support to classroom teachers, participates in post-vention meetings after a crisis 	<ul style="list-style-type: none"> -504 Plan Supervisor -Additional responsibilities delegated by building principal 	<ul style="list-style-type: none"> - A minimum of 1 re-evaluation meeting every 3 years for students currently eligible for special education -Cognitive, academic and functional assessments -Monthly district, department, and building meetings -Participation in monthly EC screening process -Serves as LEA rep at all domain meetings and can also serve as LEA rep at IEP and eligibility meetings as needed 	<ul style="list-style-type: none"> -Coordination of building-level problem solving (MTSS) -Critical analysis of progress monitoring data needed to guide decision-making -Collaboration with spec. ed. case managers to determine IEP goals based on available data -Conducts functional behavior analyses to assist in the development of behavior intervention plans

Psychologists:

Descriptions: 1.) **Individualized Instruction:** This occurs across the building as a Tier 1 SEL Intervention using the research-based curriculum,

Second Step. Small group or 1:1 counseling can also be provided as a Tier 2 Intervention as identified through the MTSS process. **2.) Consultation Services and Collaboration:** Collaboration occurs with administrators, counselors, teachers, related service personnel, Title 1 aides, ELL etc. regarding general education students as well as special education students. **3.) Supervision:** Psychologists provide case management for all 504 Plans and regularly communicate with parents and staff regarding these plans. **4.) Attendance at IEP Meetings:** This includes attendance at any meeting where IEP paperwork is discussed or completed. Duties include collaboration with teachers and related service personnel on FBA's, BIP's, goals, data, programming etc. across settings. Attendance at team meetings includes problem-solving team meetings (MTSS), re-entry meetings for hospitalized students, post-vention meetings following a student crisis, and problem solving meetings, among others. **5.) Data Analysis, Paperwork & Reporting:** This includes conducting file reviews and the review of private evaluation data for both special education and regular education students. Progress monitoring and benchmark data is analyzed to inform and improve decision making related to academic, social/emotional and h=behavior interventions.

Position	Individual Instruction	Consultative Services and Collaboration	Supervision	Attendance at IEP Meetings & Staff Conferences	Data Analysis, Paperwork & Reporting
<u>Social Workers</u>	<ul style="list-style-type: none"> -Small Group/Individual social work services per student IEP -Service can be delivered via push-in or pull-out model 	<ul style="list-style-type: none"> -Consultation / Collaboration with teachers, other related service providers, parents, and administrators regarding students' emotional functioning and behavior in the school setting -Consultation with students, teachers, parents, related service providers and outside service providers as part of the referral process for initial evaluations and re-evaluations for special education 	-No Supervision	<ul style="list-style-type: none"> -A minimum of 1 IEP meeting per year for each student who currently receives social work services or is being recommended for services -A minimum of 1 re-evaluation meeting every 3 years for students currently eligible for special education -Attends domain, IEP and eligibility meetings of students on 	<ul style="list-style-type: none"> -Collaboration with spec. ed. case manager, gen. ed. teachers, related service providers and parents to determine IEP goals based on available data -Review data such as discipline referrals and attendance to identify areas of concern or patterns of behavior in students -Data collection using formal assessments and

		<ul style="list-style-type: none"> -Consultation with outside service providers, medical professionals, and hospital tutors during student psychiatric hospitalizations -Collaboration with community service providers as needed -Crisis response and post-vention participation following a student crisis 		<ul style="list-style-type: none"> caseload -Monthly department and building meetings -Parent meetings to discuss student social and emotional functioning 	<ul style="list-style-type: none"> screening tools to identify social/emotional needs
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Social Workers:

Descriptions: **1.) Individual Instruction:** This includes social work groups for students within the special education program and sometimes occurs in conjunction with other related services. **2.) Collaborating with Staff:** Collaboration typically occurs regarding a direct service or in preparation for an eligibility or IEP meeting, but can also occur when sensitive information regarding a student needs to be shared with staff. This could also include discussing an FBA/BIP, discipline issues, autism considerations, parent concerns, at-risk students, 504 students, or outside services. **4.) Attendance at IEP Meetings:** Identify, plan for & address students’ social and emotional needs through the IEP process. This could also include Problem Solving Team, lesson planning, department meetings, post-hospitalization re-entry meetings, post-vention meetings, etc. **5.) Data Analysis, Paperwork & Reporting:** The includes a critical review of available data in order to make informed decisions regarding students’ social, emotional, or behavioral needs and supports. This also includes conducting file reviews and reviewing private evaluations for both special education and regular education students and sharing pertinent information with the IEP team.