

AFSA High School

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Revised:

District 4074

624 WORKLOAD ANALYSIS FOR SPECIAL EDUCATION TEACHERS

AFSA will use two separate models when looking analyzing a special education teacher's caseload/ workload. Please also note that individual IEP needs may play a factor in veering from this analysis. If this is the case, the administrative staff will make the final decision and document the alterations to this analysis.

The two models:

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 service 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, add up the direct and indirect minutes provided by the special education teacher as described on each student's IEP and turn into hours/ per year. For example:

Student	Total direct and indirect minutes per week from IEP	Hours per week (min/60)	Hours per year (hours per wk x wks per year) 2.5 hours x 32 weeks
John S	150 min.	2.5 hours	80 hours
Susie K	200 min.	3.3 hours	105.6 hours
Kelly K	150 min.	2.5 hours	80 hours
Sam L	150 min.	2.5 hours	80 hours
Peter J	200 min.	3.3 hours	105.6 hours
Sue W	175 min.	2.9 hours	93.3 hours
John M	150 min.	2.5 hours	80 hours
Jennifer H	200 min.	3.3 hours	105.6 hours
Ashley T	150 min.	2.5 hours	80 hours
Colin T	150 min.	2.5 hours	80 hours
Seth R	200 min.	3.3 hours	105.6 hours
Adam N	175 min.	2.9 hours	93.3 hours
		Total	1089 hours

Evaluations and Re-Evaluations

A special education evaluation and re-evaluation typically averages approximately five hours per student. The five 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, multiple the total number of evaluations and re-evaluations by eight hours. For example: 5 evaluations and re-evaluations x 5 hours = 25 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. For example: one hour of prep for 180 contracted days = 180 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, multiple the number of students on the teacher’s caseload by two hours. For example: 12 students x 2 hours = 24 hours.

Determining a Workload

First you must determine the total hours in a school year by looking at the teacher contracted days (180 days) and multiply that by the contracted hours per day (7.5 hours). For example 180 hours x 7.5 hours per day = 1350 hours contracted per year.

Then add up “Areas to Determine Workload” as described above. For Example:

Direct/ Indirect Total	Evaluation/ Re-evaluation Total	Preparation Time	Other Due Process Totals	Workload Total
1089 hours	25 hours	180 hours	24 hours	1318 hours

Finally, divide the workload total by the total contracted hours per year. A percentage at or above 95% would be considered an appropriate workload.

Note:

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 not be included in this formula.

If the student receives related services (OT, Speech, PT, etc.), the direct and indirect minutes that the paraprofessional provides would not be included in this formula.

A charter school may have a combination of federal settings from level I to III. In such as case, the administrative team may use a combination of both models to determine the appropriate case/ workload for a special education teacher. Such exceptions will be discussed and documented.

Program Paraprofessional

If the IEP team determines that a special education program paraprofessional is needed to support the student in the general education setting, you would subtract 300 hours for a full time paraprofessional and 150 hours for a part time paraprofessional from the final total. For example: If the total is 2000 hours, and a full time paraprofessional is hired, then you subtract 300 from 2000, then your new total is 1700 hours for the special

education teacher. Keep in mind the 95% workload is needed for the special education teacher to have an appropriate workload.

Workload

Maximum number of students for one teacher will be 25. Determination of the need for a second teacher will start when a caseload exceeds 18 students and will depend upon the disabilities of the students.

Caseloads are determined on August 1 of each school year and then adjusted as enrollment changes throughout the year.

If no suitable part-time teacher is available by August 1 of each school year, a full-time position will be advertised.

AFSA's staffing ratio of students to licensed staff is 17:1, class sizes are 25 or less if possible.