

Mid-Valley Special Education Cooperative
Workload Plan for Special Educators
for Special Educators with IEP Responsibilities
Draft 10-19-16

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

1. Mid-Valley 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.
2. Each year, the case manager will review all of his/her students' IEPs and be sure that pertinent general education staff are aware of critical aspects of a student's IEP, confirm that all related services are scheduled, and required technology and/or equipment is available. Supervisors will meet individually with case managers if there are any scheduling concerns.
3. Special educators shall submit a schedule to the supervisor within 15 student attendance days of the start of the school year (within reason) or when schedule changes are necessary. Staff members should begin serving students as soon as possible after the beginning of the year.
4. 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.
5. The number of instructional minutes and the number of students served for each special educator will be reviewed monthly by the special education supervisor.
6. 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: service minutes, consultation time, weekly schedule, and other information 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 no later than 20 school days to determine if the strategies are effective. If the special educator is still unable to manage the workload, a meeting will be scheduled with the Executive Director and his/her supervisor. The final determination of the workload concern will be shared with the staff member within 10 school days of the discussion. The staff member is encouraged to invite a colleague to the meeting.

This plan was developed in collaboration between Mid-Valley administration and the Mid-Valley Education Association.