

## **NDSEC Workload for Special Educators**

This plan is a joint effort of the NDSEC administration team and the NEA. Education Association, who review it periodically. This plan defines a special educator as any member of the NEA. bargaining unit. This is in compliance with 23 Illinois Administrative Code section 226.735.

1. Districts will ensure that there is sufficient staff available to provide all services required by their students' IEPs, 504, or RTI/MTSS plans, and to provide those services at the requisite level of intensity.
2. NDSEC and its member districts will not exceed class sizes established by ISBE 23 Illinois Administrative Code section 226.730.
3. Each semester, case managers and program coordinators will review all their students' IEPs and ensure:
  - A. all regular education staff members receive a copy of the students IEP (or IEP at a glance);
  - B. all related services are scheduled; and
  - C. all required technology, equipment and supports/training for school personnel is available.
4. Each special educator shall submit a schedule to the supervising administrator and NDSEC office within 15 days of the start of the school year or beginning of the semester. Please notify any changes to your supervising administrator quarterly.
5. Each special educator's schedule will allow for observation, evaluation, and screening as required by the special educator's position.
6. Special educators working part-time is an employment privilege and an asset to NDSEC. A reasonable amount of flexibility is expected when establishing staff schedules and to accommodate issues that may arise during the course of the school year.
7. A special educator's schedule will allow for consultation and collaboration among staff members, planning time, and a duty-free lunch as per the CBA. NDSEC administration will confirm this with staff annually.
8. The special education administrator will upon request and in collaboration with staff, calculate the number of instructional minutes or number of students served by each special educator.
9. When special educators believe their workload is difficult to manage:
  - A. The special educator will schedule a meeting with his/her direct supervisor and/or special education administrator to discuss the concern.
  - B. The special educator will bring supporting data that clearly indicates a workload concern.
  - C. After a discussion, the supervisor and special educator will develop written options and strategies to address the workload concern.
  - D. After 4-6 weeks, the special educator, supervisor, and/or special education administrator will revisit the situation. If the identified strategies have not been effective, they will contact the next level of administration and further pursue resolution.
10. This plan was developed in collaboration between NDSEC administration and the NEA Educational Association.