

STAFFING AND WORKLOAD ANALYSIS

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WHAT IT IS AND WHAT IT ISN'T

- This is not intended to be a fast hard indicator.
- Responsibility within Special Education to be efficient and fiscally responsible
- Starting point for discussion

STAFFING:

- Purpose of license
 - More than just compliance
 - Guidance and consultation for disability specific needs
- FAPE
 - What does that look like
- Specialized Instruction
- Paraprofessionals versus teacher
 - Cost analysis of each position
 - Use and programmatic implications

FUNDING CONSIDERATIONS

- UGG requirements state an LEA must have a process in place to determine staffing (Fiscal Monitors will review)
- Federal Setting I, II, III and IV
- "Anchor License"
- ABS license

WORKLOAD VERSUS CASELOAD

- At your tables, discuss what you believe to be the difference between the two

KEY DEFINITIONS

- Specially Designed Instruction:
 - includes **direct instruction** to meet the individual needs of students related to IEP goals/objectives. Includes **indirect service**, such as consultation with general education teachers, modification/adaptation of curriculum, demonstration teaching, planning with related service staff, etc.
- Evaluations and Re-Evaluations
 - Initial and re-evaluations average at least 10-20 hours per typical evaluation for a special education teacher.

KEY DEFINITIONS

- Due Process Procedures & IEP Management Responsibilities
 - IEP management includes all aspects of program development and coordination of services, parent communication related to the IEP, annual review, progress monitoring, progress reporting, functional behavioral assessments, manifestation determinations, and behavior intervention plans.
- Preparation Time
 - This is time provided within the instructional day to prepare instruction and includes finding materials related to students' needs, devising/creating specific materials, etc. Workload Considerations for Effective Special Education Prologue iii Six Elements Description

KEY DEFINITIONS

- Directing the Work of Paraprofessionals
 - One-to-one, due process, program/resource paraprofessionals require supervision, training, and regular planning time.
- Other Assignments
 - These are regularly and intermittently scheduled non-special education assignments, such as a daily supervision, study hall supervision, homeroom duty, advisories, bus duty, field trips, etc

STATE RECOMMENDATIONS

- The state recommends that a **workload** for elementary special education teachers be in the **12-16 student range**. The **workload** ranges for **high school students** recommended by the state is 17-21 student ranges.
- There are many variables that go into a special education workload. The numbers in this report reflect those variable. DCD programs in which students are at a setting 3, generally have a **Caseload** of no more than 12 students.

MINNESOTA WORKLOAD ANALYSIS MODEL

- Contact minutes + Assessments + IEP served = Workload
- How would you go about calculating contact minutes?
- MDE Workload Analysis Manual (OLD SCHOOL)
 - Sets fourth a process to start with and work from

WHAT VARIABLES ARE MISSING FROM THIS DATA?



EXAMPLE OF WORKLOAD

- Individual Workload Sample
- Building Workload Sample

MOST IMPORTANT THING TO REMEMBER....

- The data is a starting point of discussion
- Garbage in=Garbage out
- Explain the why to your staff