

## Non-Public IEP Survey of Intervention Specialists – 67 Responses – April 2016

### Have you been given Non-Public IEPs to do in past years?

Yes	21
No	38
Don't Recall	8

### If completing Non-Public IEPs was voluntary and compensated at \$23/hour how many of these additional IEP's would you consider taking on per year??

I would not consider taking any	26
1 to 5	30
6 to 10	6
As many as they can give me	5

### How many Non-Public IEPs have you been asked to complete this year?

I have not been asked this year	43
1 to 4	23
more than 8	1

### We were told that it would probably take 2 to 3 hours to complete one of these Non-Public IEP's for a student you don't know (probably not all at once). What is either your guess or estimate based on your experience for how long it might take to complete one of these IEPs including arranging the IEP meeting, but not attending.

No idea.	3
less than 3 hours	6
3 to 4 hours	33
5 to 6 hours	15
more than 6	10

### Do you agree that if you are assigned to a caseload in a building that completing Non-Public IEPs is outside of your regularly assigned work?

Yes	63
Not sure	4

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### **Comments:**

A bigger concern is the inequality with which caseloads are determined. The other IS in my building and I have each had 14-16 kids on our caseload all year. There are some IS in the district with about 5 or 6. If that person isn't going to have as many assigned to their caseload, why don't they take more of the non-public IEPs if we won't be compensated for our time?

In the past they have been better about distributing caseloads evenly. For example, if a new student on an IEP moves to my school they might be assigned to the school/case manager that only has 5 students as opposed to my 15. I understand that it costs money to transport kids but it really isn't fair and my additional work compared to the other IS is never recognized or compensated. This arrangement definitely isn't making people want to work at the needier buildings.

A few years ago, the district had an influx of nonpublic IEPs at the end of the year and asked for people to write and arrange meetings. I did volunteer to do so at that time since we were being compensated. 2-3 hours is a good estimate of how long it takes. If that opportunity came up again, I would volunteer to take a few cases, not many as I don't have as much time now, but it's not terrible work if you are being paid for it.

At the state max I have no free time that I am willing to offer outside of school. No monetary compensation would be acceptable for me personally.

Availability of review data based on current IEP is a big obstacle and chasing current teachers for their input can be a nightmare and hard to do within the constraints of an already full school day. The other thing is once again it's a slap in the face to hard working ISs because the purpose of the IEP is for the parent to refuse the IS services and take their kid to a nonpublic.

Having written IEP's on students I have not met, it takes twice as long to write than an IEP on a current student. We have to go through the ETR and Previous IEP, all progress monitoring and hope that the school gives us the correct assessment information to write a profile, goals and objectives. This is if it is done correctly. If the district was will to pay home instruction pay it would make me think about writing these.

I always wondered why the differentials were so much bigger than ours - \$500 extra for Intervention Specialists when more and more work is being expected of us.

I have been asked to write these before in the past. A major part of the problem is that the private schools do not always send data that is appropriate or useful when writing the IEPs. Some private schools don't send it in a timely manner (like one day before the meeting) and then it is very difficult to compose a legal document with perfunctory data and still provide services for the students who are currently on your caseload. Furthermore, I've been asked to do as many non-publics as I have had on my caseload with no additional compensation. One time I was allotted one extra IEP day. However, this practice had occurred for years before I complained about it. Not to mention, when non-public parents don't like you or what you write and then start making trouble for you in YOUR OWN district.

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I have completed non-public IEPs in the past. One alarming change that happened this year was the lack of time we were given to complete the documents. For instance I was assigned an IEP that was due in 3 weeks. It is impossible to write a compliant IEP in three weeks as the parents need a minimum of a month's notice before a compliant meeting can be planned. Though some of these meetings are quick, other cases are very time consuming due to the fact that we have to track down people at multiple agency to get the data needed for the paperwork and are left to piece together information if those agencies do not comply.

I just feel that it is a difficult task that takes away from my students. I am spending time trying to arrange meetings and get data/information and it is not easy. This is time that I can spend on my own students.

I just finished my first non-public IEP for an initial IEP. I had to dig through the ETR to find the data, write the IEP, and arrange the meeting. (We have not had the meeting yet.) I believe I spent at least 5 hours on this initial IEP so far.

I personally feel by not replacing two Special Ed. Coordinator positions at the Board, they have added more to our work loads. The amount of paperwork we have to do consume more of our time at home than creating engaging lessons for our students. Students who have learning disabilities, subject-area deficits who really need support, are suffering. How effective are we when more time is spent on paperwork, instead of students? Yet, each year, more and more job requirements are placed upon us as teachers. We have a lot of limitations, but high expectations are expected from us. We are provided three IEP writing days per year and they must be on district premises. To write one IEP, it takes relatively 3 hours, along with contacting parents, mailing invites, and a list of other things, that our IEP writing days need to increase to at least five per year. Along with more IEP writing days, being able to leave the premises to work in a comfortable environment would be nice. Let's keep in mind, IEPs are lengthy and time consuming. Again, limitations, but high expectations.

I think it depends on my caseload size. Since mine was the lowest it has ever been, I think it was fair that I was assigned one of the Non-Public IEP's. If it was more than one, it might have created more of a problem.

I think that if there is someone else hired to do these non-public IEPs then we should not have too. However, I feel like IEP caseloads need to be more proportional.

I voluntarily wrote about 3 IEP's for non-public schools a couple years ago. The data given by the non-public schools was poor and difficult to use to create an IEP from. I didn't find the non-public schools supportive in providing information I needed. One of the non-public school personnel told me they "didn't care" about the IEP's. I think of it only as an opportunity for extra pay, which is why I would do it. I would try to write 1 or 2 per week. More than that would burn me out.

I think there should be one or two IS's hired to strictly work on the IEP's from non-public schools so they can visit the students at their schools and gather the information they need much more easily.

I would consider writing non-public IEP's if I had a smaller caseload. This year I have written over 15 IEPs. In the past, psychologists have written some IEPs. If they have done the testing they would know the student a little more.

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I would volunteer but need more info. How do they arrive at it only taking 2-3 hours to complete the iep? It currently takes me 15 or more hours from start to finish ( testing, sending out forms, the actual meeting, filling out forms afterwards ) Are these IEP's different? Do we hold the meetings? If there were clear expectations, i would do one a week. On a related note. Is there any way we can get paid for the extra time we put into IEPs rather than get the IEP writing days.

If I did not have a full caseload I might consider it, but I always have several students.

In addition to arranging the IEP meeting and writing the IEP there is usually an amount of time spent trying to get adequate data from the school of attendance. Often good data is not kept or supplied and it can be very time consuming trying to figure out the student's needs and then support that with the data.

The other concern I've had is that I do not feel comfortable attaching my name to an IEP, which is a legal document for a student when the data is lacking and it is not up to my standards. I would be ok with writing the IEP, but I do not want to be listed as "Case Manager" or be required to attend the IEP or sign the document.

Finally, I've heard that the district wants to assign us non-publics if we do not have a full case load. For example, the state maximum is 16 students and I only have 14 students so the district may assign me 2 non publics. My concern with this is that our caseloads fluctuate throughout the year and while I may not have a full caseload now, it is likely that will change. Therefore I think payment for additional services is the only fair way to manage this situation. Payment should include the time it takes to collect and analyze the data provided, schedule the meeting, write the IEP and conduct the meeting (if we are still required to do that).

In buildings where the caseload is light (probably not happening in 2016-2017) the building could complete (paid) as a part of the caseload...

If this does go forth we need specific and additional training as the administration can use non-compliance as a reason for termination.

It is difficult to know how much time it will take to complete a non-public IEP without knowing what data I will be provided with.

It is extremely difficult to complete an IEP for a student who does not attend the school building within which we teach, let-alone is not in one of our classes (or seen throughout the school day). It seems counter-productive and non-sensible to write such an important, legal, state document. I personally, would NOT be comfortable with doing so.

It's hard enough to write IEP's and teach with the caseload you have. Even with three days to write IEP's it takes at least a day to write a complete IEP, arrange the meeting and have the meeting. So in reality that only covers three IEP's where you can have up to 16 on a caseload. Then having to write IEP's for kids that were identified in your building. That does not include any ETR's that you have for the year. I have no interest in writing additional IEP's at the rate of \$23. By the time taxes are taken out it's just not worth my time. Plus arranging the meeting that would probably have to take place during planning time, or the times before school or after school. And if the meeting goes past the contractual hour are they going pay for that as well??

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My biggest concern with the non-public IEPs is the extra work they add to my caseload. I typically have a large caseload of 12-14 students. Although this is less than the maximum allowed by law it isn't so by much...only by a few students. Writing a few non-public IEPs pushes me to the maximum. Also, what about IEP writing days? I already schedule mine out so I can get a bulk of my IEP writing done during those days but I still have to write some of them (or at least some parts of them) during my planning time and during my own personal time outside of work. And now they want to add to that???? It sounds like they are trying to push more and more onto teachers to get work done at a bargain rate. Offering me \$23.00 an hour to write these additional IEPs is like offering me \$23.00 an hour to cover a teacher's class: not worth my time or aggravation.

My meeting took me an hour from start to finish which cut into my teaching time. OBVIOUSLY!!!

Taking this added responsibility on would depend on the caseload which I would carry. If I have a caseload which is already high, then there isn't enough money to encourage me to take on this added responsibility.

Thank you.

The difficult job would be to gather information on that student outside of our building. It is very time consuming for the IS to gather this data and personal information on students let alone those students that are outside of our building.

The issue is finding the time to meet with the out of district student. When is this to be done? During the school day? Evenings? weekends? Many staff do not live in this area so should they be compensated for coming back to the Heights area to conduct interviews and assessments in off hours?

The time quoted of 2-3 hours to complete a non-public IEP does not place consideration on how much time it takes to contact parents to schedule and confirm a meeting, communicate with the school the child attends, attempt to gain any useful information concerning the student, writing of the IEP, the meeting time itself, and the follow up corrections and paperwork if any.

There is much more involved in writing an IEP for non-public students than there is for writing public IEPs. Based on the previous experiences of past colleagues, many if not most of the non-public IEPs take much longer than the IEPs we write for our students getting services in our schools. This includes multiple IEP meetings that take longer than 2 hours each. Since we have the meetings during school hours, we need to get coverage for our classes which require us to create lesson plans for our time missed in class. Also, many of the meetings result in due process or require multiple people from the board office, which requires more planning for the actual IEP meeting.

There should just be a person at the BOE whose job it is to arrange and complete these.

This work is also done in the summer by a paid team, much like summer school. This seems to set a precedent that this is work that deserves compensation. Also, I feel that not every I.S. has the same "odds" of being "selected" to complete these extra IEPs, although this is unconfirmed.

We have to attend the IEP meeting.