



# Special Education caseload information

## History

Before the teacher shortage, Special Education classrooms had one teacher for one class, sometimes with the help of an EA. As the shortages increased, ATF and APS negotiated contract language to ensure teachers were paid for extra work. There are two different ways to get compensated.

First, our agreement states, "A posted 1.0 vacancy at a school with no acceptable applicants can be traded for up to five .2 contracts to other special education teachers in that same type of classroom, at the discretion of the principal. This also applies if a school has a half time (.5) vacancy but nothing smaller than a .5 will be considered."

The second option is applicable when a teacher is doing the IEP work for any student that is added to your caseload, over your 1.0 or 1.2. That process is called the "Overload Compensation Formula." We want you to understand this process—which is what this flyer focuses on.

## My caseload was changed before the count day, what do I do?

If a person's caseload is reduced prior to any of the official count days that person may submit a time sheet to their site admin and HR to be paid for the work that has already been completed.

If site administration rejects the time sheets contact your assigned ATF Staff Rep.

## Does your school have a Special Ed Vacancy?

- If yes, then up to 5 staff at your school can opt to take .2 extended contracts to cover the vacant position. **The school can keep the vacancy posted until it's filled.**

If and when the vacancy is filled, the caseload and FTE return to their original state.

- If no, the overload formula applies.

## Overload Compensation Formula

During the 19-20 school year the Overload compensation formula was bargained. It automatically pays teachers according to their case-load on the 40th, 80th, 120th day and EOY.

This formula was intended to replace the prior year's process that required staff to fill out a form and turn it into the APS Special Education department in order to be paid for additional IEP and related work.

Staff that have already been assigned a .2 extended contract can also be eligible for compensation through the formula. For example, a person took on the initial .2 but the school gained some enrollment and their caseload increased to 1.25. The .05 of additional caseload would be paid on the count days through the formula.

The formula is also intended to compensate those with caseload overage at schools that don't have a vacancy. Example; a 1.0 fulltime teacher ends up with a 1.12 caseload. That .12 overage would automatically be paid on the count days.

## How to determine a 1.0 FTE caseload

To figure out what constitutes a full case load (or a **1.0** FTE), you need to figure out who (by funding level) is in your classroom:

A level minimum is 35 students. Each A level student is .03  
B level minimum is 24 students. Each B level student is .04  
C level minimum is 15 students. Each C level student is .07  
D level minimum is 8 students. Each D level student is .13

Refer to Appendix C of the ATF/APS Negotiated agreement for the full Special Education Caseload table.

## Here's an example:

It is common for caseloads to have a mix of A, B, C and D level students.

Let's say this classroom has:

- 3 D levels (3 x .13 = **.39**)
- 1 C level (1 x .07 = **.07**)
- 13 B levels (13 x .04 = **.53**)

Add up your **totals**, which, in this example = **.99**