Dear <insert name of principal or special education administrator>:

I would like to discuss updates to the provision of speech-language services for students on my current caseload. This year, I have <insert number> students on my caseload. I am contracted to work <insert hours> per week. In addition to providing direct services to these students, I must complete required workload tasks to comply with federal, state, and district mandates. These tasks include the following: case management responsibilities, documentation of student progress, and collaboration with teachers and staff. Currently, I spend <insert number of hours per week/month> providing direct services to students and <insert number of hours per week/month> providing indirect services.

I gathered detailed information about my workload responsibilities using a tool developed by the American Speech-Language-Hearing Association (ASHA), which is the national certification and membership association for audiologists and speech-language pathologists (SLPs). The association advocates for school-based SLPs to consider workload, rather than just caseload, as a full reflection of the scope of their responsibilities. ASHA defines *workload* as all the activities required and performed by SLPs in schools. It includes time spent doing the following tasks to support students who have speech and language impairments:

* providing face-to-face direct services to students
* performing other activities necessary to support students’ education programs
* implementing best practices for school speech-language services
* ensuring compliance with the [Individuals with Disabilities Education Improvement Act of 2004](http://idea.ed.gov/) (IDEA, 2004) and other mandates

ASHA’s Workload Calculator (AWC) helped me analyze my unique workload tasks. I used the AWC to identify the time I spend providing direct and indirect services inside and outside the general education setting, addressing compliance requirements, and completing other activities. After entering my specific responsibilities, the tool generated two graphics that show how I utilize time during contractually obligated work hours. Attached you will find a spreadsheet and graphics that show the breakdown of my workload responsibilities.

I would like to meet with you to go over the data that I gathered from the AWC, highlight results, and identify next steps to address my workload successes and challenges. I would like to discuss strategies and suggestions to assist me with workload management in the following ways:

* consider varied service delivery model methods (seeing students inside the classroom, co-teaching [inclusionary based services], implementing stations)
* vary my scheduling approaches (using [3:1 model,](https://leader.pubs.asha.org/doi/full/10.1044/leader.SCM.24052019.36) A-B weeks, change services from hours/minutes per week to hours/minutes per month)
* reexamine eligibility and dismissal criteria for students on my caseload
* <Insert additional suggestions for support here (if appropriate)> ADD additional idea (if appropriate)

The inability to complete responsibilities associated with my caseload and workload adversely affects my service delivery in the following ways (SELECT ALL THAT APPLY AND DELETE OTHERS):

* missed sessions or interruption of speech-language services
* delayed submission of compliance paperwork needed for Medicaid reimbursement
* risk for increased parent complaints or hearing of determination meetings (HODs)
* reduced student progress or outcomes toward individualized education program (IEP) goals
* decreased time for collaborating with general education teacher and IEP team
* burnout resulting in retention or performance issues
* ADD additional suggestion (if appropriate)

In order to review the specific factors of my workload and address the possible adverse effects of high workload demands, I would like to meet with you in the next <insert timeframe>. I look forward to reviewing this data and discussing next steps with you.

Best regards,

<Insert name>