



MID-STATE SPECIAL EDUCATION

202 Prairie St; PO Box 46

Morrisonville, IL 62546

PH (217) 526-8121; FAX (217) 526-8205

www.midstatespec.org

STRONGER TOGETHER SUPPORTING ALL STUDENTS

WORK LOAD LIMITS FOR SPECIAL EDUCATORS

November 21, 2023

Introduction: As required by the rules and regulations promulgated by the Illinois State Board of Education, Mid-State Special Education Joint Agreement (the “MSSE”), in cooperation with the affected employees have analyzed the work load demands of it special educators. Accordingly, this document is intended to serve as a guideline for the MSSE and its participating member school districts. Because flexibility and adaptability are keys to the provisions of services to special education eligible students, this guideline is not intended to be contractual in nature or otherwise rigid in its application.

Definitions: Certain terms are used throughout this plan. When certain terms are used throughout this plan, they will have the following definitions:

Case Load: The number of students served by a Speech Language Pathologist.

Collaboration: Collaboration is the act of working together with another to ensure that special education students receive a “free appropriate public education”. Collaboration may be the certified employees, including support service providers, administrators, and parent(s)/guardian(s). Collaboration may include participation in the MTSS/RtI process.

Consultative Services: Consultative services is the amount of minutes, as delineated in the student’s IEP, to consult with other service providers and private providers on behalf of the student and as required by the student’s IEP.

Free Appropriate Public Education or FAPE: The special education and related services, at the requisite levels of intensity, which is reasonably calculated to allow the student to make meaningful educational progress. FAPE does not guarantee that a student makes required progress, nor does FAPE require that the student attain maximum educational benefit. The IEP shall define the services (at the requisite levels of intensity) required to allow the student to receive FAPE.

Individualized Instruction: Individualized instruction is the amount of student contact time needed to provide instructional services and/or individual/group counseling which meet the individual needs of each student. All individualized instruction shall be stated on the IEP.



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Paperwork and Reporting: Paperwork and reporting includes all IEP data collection, required progress reports and other communication or correspondence as required by a student's IEP.

Special Educator: Special educators shall mean certified/licensed staff which include, but is not limited to: certified teachers for the Visually Impaired, certified teachers for Deaf/Hard of Hearing, School Psychologists, School Social Workers, Speech and Language Pathologists, Occupational Therapist Assistants, Board Certified Behavior Analysts, Registered Behavior Technicians, and Transition Specialists that are employed by MSSE. Special Educator does not include contracted for services. A certified special educator is a special educator that meets the definition of teacher or service personnel under the Illinois School Code.

Technical Assistance: Technical assistance is needed support for the special educator in meeting his or her work load demand. Technical assistance may include recommendations on simplified data and record maintenance, parent communication, and delivery of service.

Work Load: The amount of work a special educator is expected to perform as a part of the special educator's job. The job expectations include those specified in the student's Individualized Education Program (the "IEP") for which the special educator is responsible for implementing.

Participants: This guideline was developed by MSSE in cooperation with MSSE's affected employees.

Work Load Analysis: Prior to the beginning of each school year, MSSE administration will review and analyze the following factors to determine the appropriate special educator work load limit for the following school year:

The Work Loan Limit will be based on the analysis of:

1. Individualized instruction
2. Consultative services and other collaborations among staff members
3. Attendance at IEP meetings and other staff conferences
4. Paperwork and Reporting



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WORK LOAD LIMIT

- Class Size:** All class sizes must be in compliance with 23 Ill. Adm. Code 226.730.
- Case Load:** The case load for a Speech and Language Pathologist will not exceed 60 students.
- Individualized Instruction:** Each special educator is required to provide the services as required by the IEP of each student. Any changes in an IEP shall be submitted to the MSSE office student data staff.
- Consultative Services:** All consultative services required for a special education student shall be listed on the student's IEP and be implemented by the responsible special educator(s). All consultative services shall be analyzed annually MSSE administrative Personnel.
- Attendance at IEP mtgs:** Certified Special Educators are required to attend IEP meetings for those students in which notice is given. It is the goal of MSSE to reduce the number and length of IEP meetings. To minimize time for attendance at IEP meetings, the certified special educator is required to send a draft IEP to the parent in advance of each annual review.
- Paperwork & Reporting:** Each certified or licensed special educator shall maintain all required data and correspondence as required by the student's IEP. Each certified special educator must also complete all required progress reports.
- Collaboration:** It is expected that each special educator collaborates with his/her peers and colleagues to ensure that FAPE is provided to special education students. Collaboration may include participation in the MTSS/RtI profess. It is recognized that the amount of time spent in collaboration varies and is influenced by numerous factors. If the special educator needs technical assistance managing collaboration, he/she should contact the appropriate MSSE administrator for such assistance.



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Technical Assistance: To reduce the day-to-day demands on its special educators, the MSSE administrators are there to assist staff members in minimizing the special educator's work load. If a special educator needs such technical assistance, it is important that the special educator contact the appropriate administrator for assistance.

Professional Development: Special Educators will be informed of required attendance at professional development meetings and/or in-services. Attendance at required professional development meetings is mandatory. Other professional development meetings shall be attended only after approval by the Director.

Administrator Assistance: Director and Program Coordinators will review the Work Load Summary completed annually by special educators. If the information provided is substantially greater than other professionals in the same field, the employee will receive administrator assistance to problem-solve how to alleviate the work load.

Adoption: This plan is adopted by the MSSE Executive Committee on:
12/13/23.

Melissa Ketter

Chairperson

12/13/23

Date

Robert Thorne

Secretary

12/13/23

Date