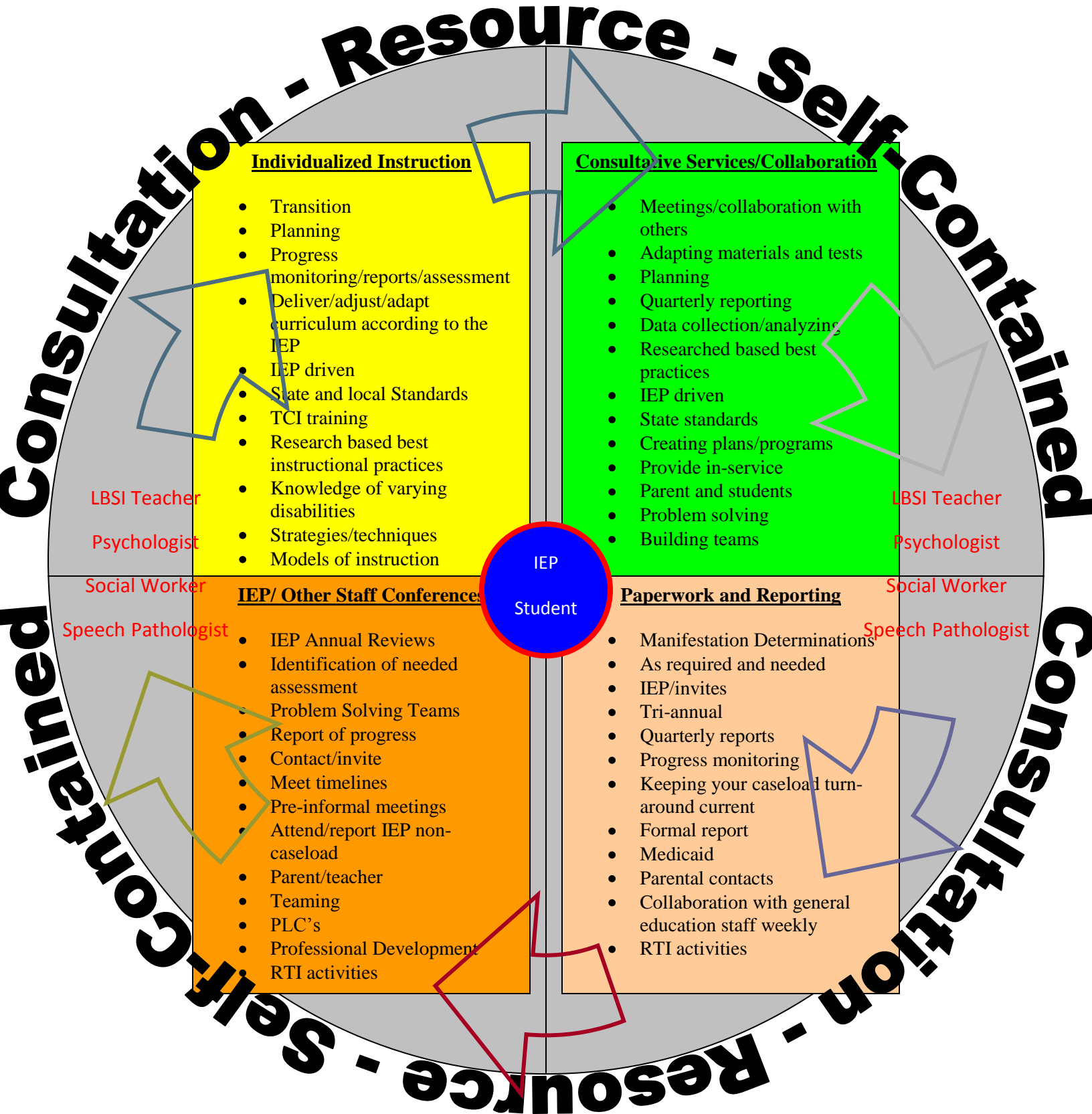


# Mattoon Community Unit School District #2

## Workload for Special Educators



## Mattoon Workload for Special Educators

1. Mattoon Community Unit School District #2 will work to ensure that there is sufficient staff available so that all services required under students' IEPs can be provided at the requisite level of intensity. Requisite level of intensity is defined as the
2. Mattoon Community Unit School District #2 will not exceed class sizes established by ISBE.
3. Mattoon Community Unit School District #2 will review its targeted staffing patterns annually [in conjunction with annual reviews](#).
4. Each semester, the case manager will review all his/her students' IEPs and be sure that all regular education staff receive a copy of the student's IEP's modifications and adaptations, all related services are scheduled, and all technology and/or equipment is available.
5. Each special educator (which shall include an employee hired to instruct or support instruction of special education students) and related service provider (which shall include staff hired to offer related services or consultative services to support educational progress) shall submit a schedule to the administrator within 10 days of the start of the school year, at the beginning of the semester, ***or other times as requested***.

These schedules shall include (but are not limited to) the following

### Special Educator

Small group specialized instruction  
Consultation/Collaboration  
Planning Time  
Duty Free Lunch  
Paperwork, reports  
Other duties assigned as per job description  
Travel (if required)

### Related Service Provider

Direct or small group therapy  
Consultation/Collaboration  
Intervention services  
Duty Free Lunch  
Paperwork, reports  
Travel ***(if required)***  
Other duties assigned as per job description

6. If a special educator has concerns regarding his/her schedule and ability to meet their workload, the following will occur:
  - a. The special educator will schedule a meeting with his/her direct supervisor to discuss the concerns.
  - b. The special educator will bring to this meeting sufficient schedule samples, including service minutes, consultation time and other requirements that gives the special educator concern regarding his/her workload.
  - c. Through a discussion with the supervisor, the supervisor and special educator will develop written options and strategies to address the concern.
  - d. A District Special Education Director will review and approve the written options before they are implemented.

Special Education Teachers in Settings that are 100% Special Education

	<b>Class Size Limit with teacher only</b>	<b>Class Size limit with teacher and a classroom paraprofessional</b>
Early Childhood Education	5	10
Students with 20% or less Special Education Services	15	17
Students with 21-60% Special Education Services	10	15
Students with 61% or more Special Education Services	8	13

Related Service Providers Guidelines

<b>Position</b>	<b>Typical number of students serviced</b>	<b>Recommendation of Professional Organizations</b>
Speech and Language Therapist	1:60	1:60
Occupational Therapist	Determined annually based on location and program needs	
Physical Therapist	Determined annually based on location and program needs	
School Social Worker	1:1000- <b>1300</b>	1:400 – 1:900
School Psychologists	1:1000- <b>1300</b>	1:1000
Vision Teacher	Determined annually based on location and program needs	

Mattoon Community Unit School District #2 Building Workload Guides

The attached forms serve as a guide to assist each building in describing activities that align to the identified areas required in Section 226.735 of the Illinois Administrative Code, titled Work Load for Special Educators. The activities listed only serve as suggested actions and may change from time to time based upon the needs identified in each student's IEP, [the area of responsibility of the certified staff member](#), as well as the programs provided for students with IEP's in each building throughout Mattoon Community Unit School District #2.

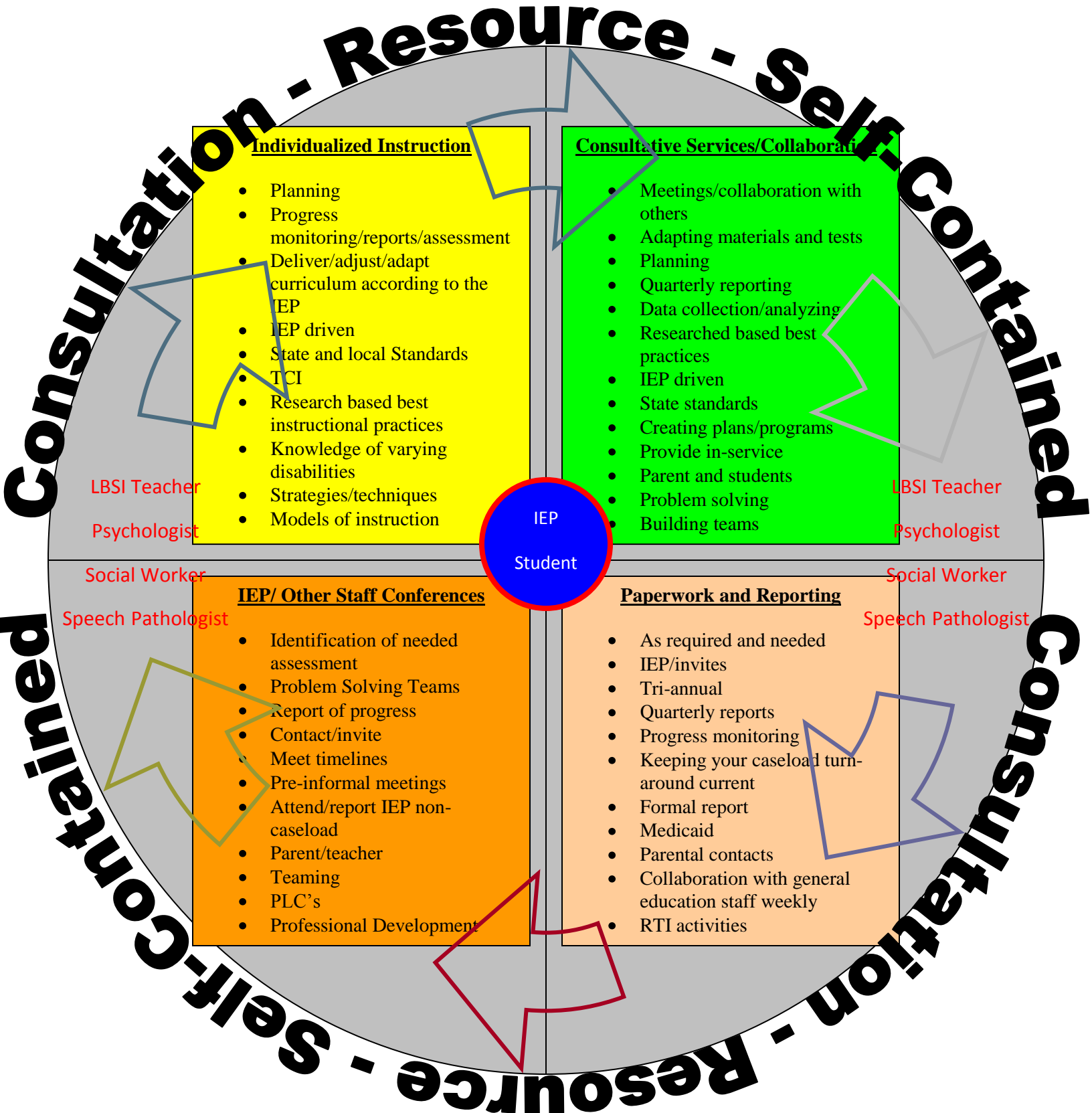
Neil Armstrong Program at Hawthorne School



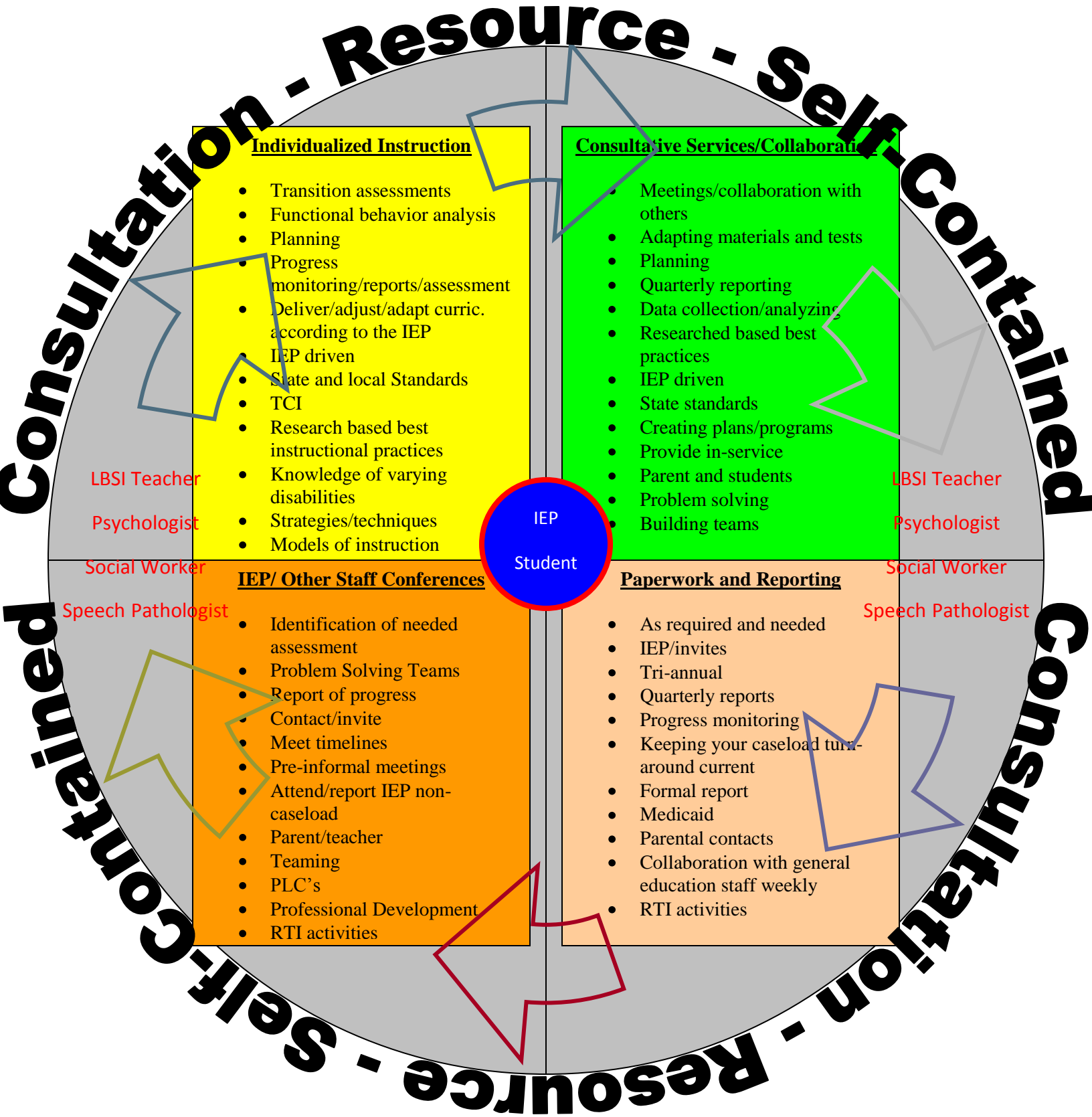
**Riddle Elementary School**



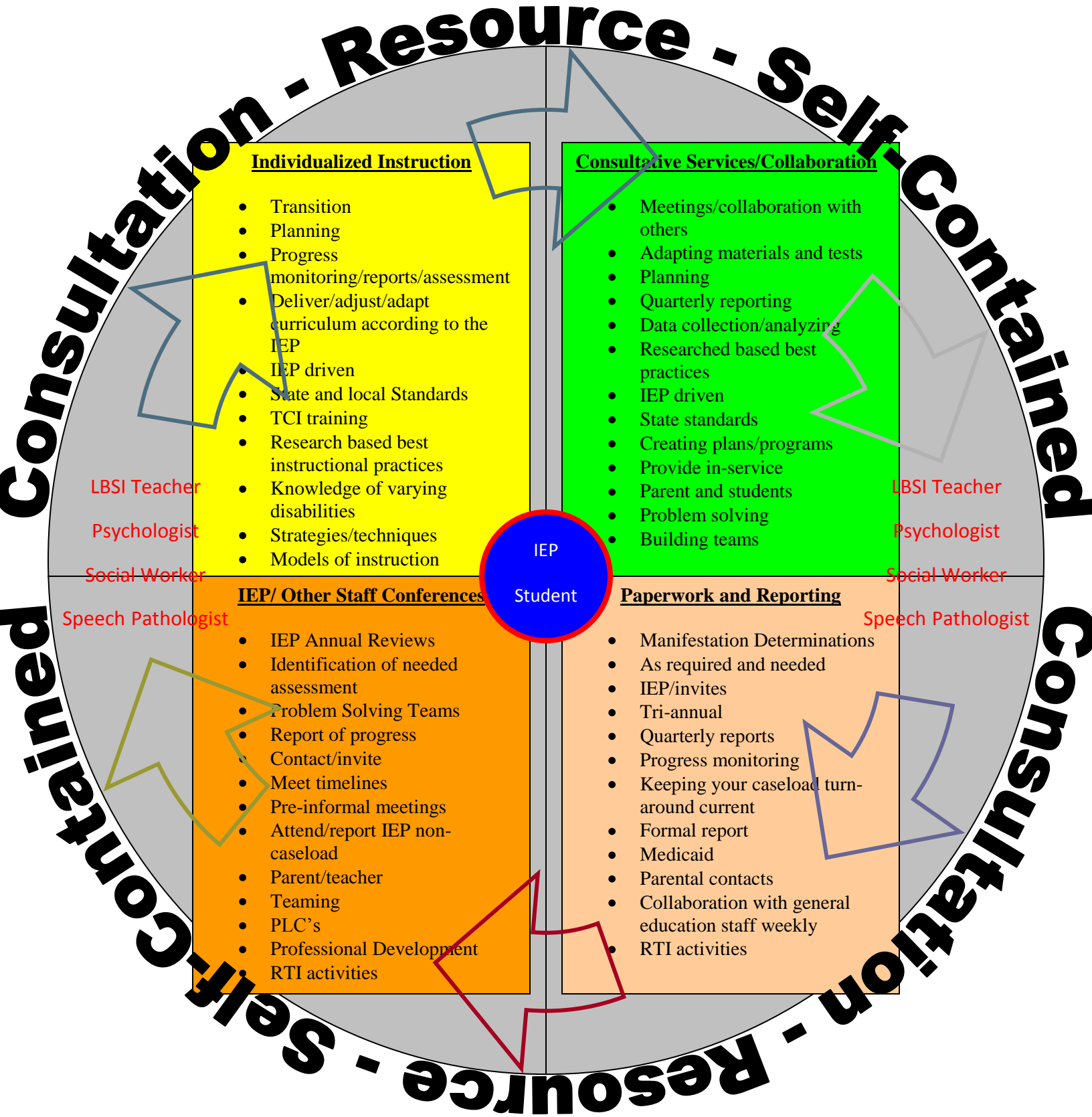
**Williams Elementary School**



**Mattoon Middle School**



Mattoon High School



**Individualized Instruction**

- Transition
- Planning
- Progress monitoring/reports/assessment
- Deliver/adjust/adapt curriculum according to the IEP
- IEP driven
- State and local Standards
- TCI training
- Research based best instructional practices
- Knowledge of varying disabilities
- Strategies/techniques
- Models of instruction

**Consultative Services/Collaboration**

- Meetings/collaboration with others
- Adapting materials and tests
- Planning
- Quarterly reporting
- Data collection/analyzing
- Researched based best practices
- IEP driven
- State standards
- Creating plans/programs
- Provide in-service
- Parent and students
- Problem solving
- Building teams

**IEP/ Other Staff Conferences**

- IEP Annual Reviews
- Identification of needed assessment
- Problem Solving Teams
- Report of progress
- Contact/invite
- Meet timelines
- Pre-informal meetings
- Attend/report IEP non-caseload
- Parent/teacher
- Teaming
- PLC's
- Professional Development
- RTI activities

**Paperwork and Reporting**

- Manifestation Determinations
- As required and needed
- IEP/invites
- Tri-annual
- Quarterly reports
- Progress monitoring
- Keeping your caseload turn-around current
- Formal report
- Medicaid
- Parental contacts
- Collaboration with general education staff weekly
- RTI activities

IEP  
Student

LBSI Teacher

Psychologist

Social Worker

Speech Pathologist

LBSI Teacher

Psychologist

Social Worker

Speech Pathologist