

CASE Workload for Special Educators

This plan is a joint effort of the CASE administration team and the CASE Education Association, who review it periodically. This plan defines a special educator as any member of the CASE bargaining unit. This is in compliance with 23 Illinois Administrative Code section 226.735.

1. Districts will ensure that there is sufficient staff available to provide all services required by their students' IEPs, 504 or MTSS plans, and to provide those services at the requisite level of intensity.
2. CASE and its member districts will not exceed class sizes established by ISBE 23 Illinois Administrative Code section 226.730
3. Each term, case managers will review all their students' IEPs and ensure:
 - A. all regular education staff members receive a copy of the students IEP (or IEP at a glance);
 - B. all related services are scheduled;
 - C. all required technology, equipment and supports/training for school personnel is available.
4. Each special educator shall submit a schedule to the supervising administrator and CASE office within 15 days of the start of the school year or beginning of the term. Please submit any changes to your supervising administrator.
5. Each special educator's schedule will allow for observation, evaluation, and screening as required by the special educator's position.
6. A reasonable amount of flexibility is expected when establishing staff schedules and to accommodate issues that may arise during the course of the school year.
7. A special educator's schedule will allow for consultation and collaboration among staff members, planning time, and a duty-free lunch.
8. The local special education administrator will periodically review the workload of each special educator.
9. When special educators believe their workload is difficult to manage:
 - A. The special educator will schedule a meeting with his/her direct supervisor and/or local special education administrator to discuss the concern.
 - B. The special educator will bring supporting data that clearly indicates a workload concern.
 - C. After a discussion, the supervisor and special educator will develop written options and strategies to address the workload concern.
 - D. After 4-6 weeks, the special educator, supervisor, and/or special education administrator will revisit the situation. If the identified strategies have not been effective, they will contact the next level of administration and further pursue resolution.
10. This plan was developed in collaboration between CASE administration and the CASE Educational Association.

Revised: October 2019