


**MEMORANDUM OF UNDERSTANDING
WORK LOAD PLAN FOR SPECIAL EDUCATORS**

In order to provide students with IEPs the free, appropriate education to which they are entitled, The Education Association of Pekin and the Pekin Public School District 108 Board of Education agree to the following plan related to the work load of special educators, so that all services required under students' IEPs, as well as all needed ancillary and support service, can be provided at the requisite level of intensity.

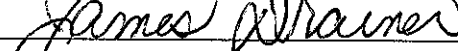
Pursuant to section 226.735 of the Illinois Administrative Code, the plan is as follows:

- A. Must follow state guidelines for special education. Follow the current practice of using class size, Illinois Administrative Code 226.730, as the definition for caseload for special educators that are teachers. Work load will be defined by state guidelines established in the Illinois Administrative Code, 226.735a.
- B. Form District Work Load Committee whose membership will consist of an early childhood educator, K-3 special educator, 4-6 special educator, junior high special educator, speech and language pathologist, Director of Human Resources, building principal, and Special Education Coordinator. Special educators and the speech and language pathologist will be appointed by the Association.
 - 1. Responsibilities:
 - a. The Director of Human Resources and an identified Association member will co-facilitate the committee
 - b. Meet 3 times a year: by September 30, January 30, and May 30
 - c. Review data collected prior to September, January, and May meetings.
 - d. Determine work load ranges for early childhood, grade K-3, grade 4-6, junior high, speech and language pathologist, and other ancillary special educators at the September and January meetings.
 - e. Communicate work load ranges to all special educators
 - f. Assist in monitoring district work load and function as a resource for problem-solving concerns that develop
- C. Problem-solving process:
 - 1. If a special educator feels his/her work load is above the range established by the District Work Load Committee, he/she contacts a District Work Load Committee Representative to review his/her data within 10 working days from date of work load range publication or when a change in special educator's workload exceeds the range.
 - 2. After the representative and special educator review the data, and if a problem has been identified, both the teacher and the representative will meet with the building principal to resolve the problem within 10 working days from the time of request to meet.
 - 3. If the identified problem cannot be resolved at the building level, all concerned (e.g. special educator, committee representative, and principal) will meet with the Special Education Coordinator within 10 working days of request to meet.
 - a. Speech and language pathologists and all ancillary special educators will begin at this level.
 - 4. If the above steps leave the problem unresolved, the concern will go to the District Communication Committee at their next monthly meeting for final resolution.
 - 5. Once resolution is agreed upon, it must be put into progress within 10 working days.

PEKIN PUBLIC SCHOOLS
DISTRICT 108

By: 
Title: Board President
Date: 5/18/09

EDUCATION ASSOCIATION OF PEKIN
IEA/NEA

By: 
Title: President of EAP
Date: 5/19/09