

Great Oaks Academy

Workload Limits for Certain Special Education Teachers Policy No. 427

I. Purpose.

The purpose of this policy is to establish general parameters for determining the workload limits of special education teachers and staff, as required by Minnesota Rule 3525.2340, subparagraph 4B.

II. General Statement of Policy.

- A. Workload limits for special education teachers, who provide services to eligible students with special education needs receiving direct services 60 percent or less of the instructional day, shall be determined by the appropriate special education administrator, in consultation with the executive director of Great Oaks Academy.
- B. In setting and reviewing workloads, the appropriate special education administrator will take into account the eligible student and family needs as well as the following general parameters: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, travel time, and other services required for eligible students.

III. Definitions.

- A. “Special education staff” and “special education teacher” both mean a teacher employed by the school district who is licensed under the rules of the Minnesota Professional Educator Licensing Standards Board to instruct children with specific disabling conditions.
- B. “Direct services” means special education services provided by a special education teacher when the services are related to instruction, including cooperative teaching.
- C. “Indirect services” means special education services provided by a special education teacher which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with children with disabilities to monitor and observe.
- D. “Workload” means a special education teacher’s total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.

IV. Collective Bargaining Agreement and Certain Managerial Rights Unaffected.

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers’ exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employers Labor Relations

Adopted: 00/00/0000
Revised:

Act (PERLA, Minnesota Statutes Section 179A.07) or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

Legal References:

Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)

Minn. Rule 3525.0210, Subps. 14, 27, 44, and 49 (Definitions of "Direct Services," "Indirect Services," "Teacher," and "Workload")

Minn. Rule 3525.2340, Subp. 4.B.(Case Loads for School-Age Educational Service Alternatives)

Cross References:

MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)

MSBA/MASA Model Policy 608 (Instructional Services – Special Education)