

# NEW HEIGHTS SCHOOLS, INC.

## **POLICY 427**

### **WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS**

#### **POLICY MANAGEMENT**

Adopted: 07/2018

Reviewed/ Revised\*: 08/20\*, 9/23, 9/26\*

Mandatory: Yes

Frequency: Every 3 years

Distribution: Website

#### **I. PURPOSE**

The purpose of this policy is to establish general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services 60 percent or less of the instructional day.

#### **II. DEFINITIONS**

##### **A. Special Education Staff; Special Education Teacher**

“Special education staff” and “special education teacher” both mean a teacher employed by the school who is licensed under the rules of the Minnesota Board of Teaching to instruct children with specific disabling conditions.

##### **B. Direct Services**

“Direct services” means special education services provided by a teacher or a related service professional when the services are related to instruction, including cooperative teaching.

##### **C. Indirect Services**

“Indirect services” means special education services, 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. Indirect services may be provided by a teacher or related services professional to another regular education teacher, special education teacher, related services professional, paraprofessional, support staff, parents, and public and nonpublic agencies to the extent that the services are written in the pupil’s IEP or IFSP.

D. Workload

“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.

**III. GENERAL STATEMENT OF POLICY**

- A. Workload limits for special education teachers shall be determined by the building principal who may also consult with the Special Education Director.
- B. In determining workload limits for special education staff, the school shall take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, travel time, and other services required in the IEPs of eligible students.

**IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED- NA**

- Legal References:*** Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)  
Minn. Rule 3525.0210, Subps. 14, 27, 44, and 49 (Definitions)  
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)