

Policy #: 427
Title: WORKLOAD LIMITS FOR SPECIAL EDUCATION/SPECIAL TEACHERS
Date of Initial Approval: 11-24-2015
Revision/Re-authorization Dates: 01-21-2016; 03-28-2019
Reviewers: MSA Human Resources Office; MSAB/MSAD Directors; MSA Director of Student Support Services.

I. PURPOSE

The purpose of this policy is to establish general parameters for determining the workload limits of special education staff at the Minnesota State Academies (MSA).

II. DEFINITIONS

- A. **“Special Education Staff; Special Education/Special Teacher”** means a teacher or support services staff member employed by MSA who is licensed under the Professional Educator Licensing and Standards Board (PELSB) to instruct children who are Blind/Visually Impaired (B/VI), Deaf/Hard of Hearing (D/HH), or DeafBlind (DB), including those with additional challenges/needs.
- B. **“Direct Services”** means special education services provided by a special education/special teacher when the services are related to instruction, including cooperative teaching and support services as indicated in the student’s Individual Education Programs (IEPs).
- C. **“Indirect Services”** means special education services provided by a special education/special 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/special teacher’s total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of IEPs, travel time, parental contact, and other services required in the IEPs.

III. GENERAL STATEMENT OF POLICY

- A. The workload limits for special education/special teachers are based on the needs of students and accommodations identified in their IEPs and shall be determined by the directors of each campus and the director of student support services, in consultation with the superintendent.
- B. In determining workload limits for special education staff, MSA 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

This policy shall not be construed as a reopening of negotiations between MSA and the special education/special teachers’ exclusive representative, nor shall it be construed to

alter or limit in any way the managerial rights or other authority of MSA set forth in the Public Employers Labor Relations Act or in the collective bargaining agreement between MSA and the special education/special 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/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 IEPs)

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