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TO: School Board Members

FROM: Sara Lein, Director of Special Education

DATE: August 18, 2025

SUBJECT: Review of Policy 427, Workload Limits for Certain Special Education Teachers

BACKGROUND:

An administrative review of Policy 427, Workload Limits for Certain Special Education Teachers, has been performed and the current policy adheres to the district's processes and procedures currently in place. This is a mandatory policy for school districts. It was last reviewed and approved in August of 2022. The district's current policy was reviewed against MSBA's model policy and was modified with a minor change under "Direct Services."

School District 197 reviews its policies on a 3-year cycle unless otherwise required by law. Typically, recommended policy changes are brought to the school board for three readings, with approval at the third reading. However, when the administration is recommending minor or no changes to the policy, it is labeled as an "administrative review." Consistent changes the board has asked to be applied to policies are considered minor. One example is using more inclusive language such as using "parent/guardian" instead of just "parent."

When labeled an "administrative review" the policy is placed on the consent agenda for a single reading with a recommendation to approve the policy as presented. As a reminder, board members always have the opportunity to remove a policy from the consent agenda to discuss it as part of the main agenda.

This policy was reviewed using the district's Four-Way Equity Test. 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. Guidance from federal regulations and state rules drives the policy, however as a district we have elected to determine workload limits on an individual level. Recognizing the complex and varied needs that students with disabilities bring, consideration for student contact time, evaluation/reevaluation time, indirect services, management of IEPs, travel time and other services required in the IEPs of eligible students ensures equitable practices across the district. Input from building administrators and special education staff are valuable in determining workloads.

RESOLUTION:

BE IT RESOLVED by the School Board of School District 197 to approve Policy 427, Workload Limits for Certain Special Education Teachers, as presented.