

Education Programs

Workload Limits for Certain Special Education Teachers

I. Purpose

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

II. General Statement of Policy

- A. Workload limits for special education teachers will be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.
- B. In determining workload limits for special education staff, the school district will take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of [individual education plans \(IEPs\)](#), travel time, and other services required in the IEPs of eligible students.

III. Definitions

For purposes of this policy, the definitions included in this section apply.

- ~~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 and Standards Board to instruct children with specific disabling conditions.
- AB.** “Direct services” means special education services provided by a special education teacher or a [related service professional](#) when the services are related to instruction, including cooperative teaching.
- BG.** “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~~ [the student with disabilities](#) to monitor and observe. [Indirect services may be provided by a teacher or related services professional to another regular education, 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 student's IEP and individualized family service plan (IFSP).

- C. "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 and Standards Board to instruct children with specific disabling conditions.
- 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 Unaffected

This policy will not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor will it be construed to alter or limit in any way the managerial rights or other authority of the district set forth in the Public Employment Labor Relations Act or in the collective bargaining agreement between the 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:

Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)

Policy 608 (Instructional Services – Special Education)

Policy

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INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota