

Swan River Montessori Charter School

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MSBA/MASA Model Policy 427 Charter
Orig. 2015 (as ISD Policy)
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427 WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS

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 sixty (60) percent or less of the instructional day.

II. DEFINITIONS

A. Direct services

"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.

B. Indirect services

"Indirect services" means special education services provided by a special education teacher or a related service professional which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with the pupil to monitor and observe.

C. Special Education Staff; Special Education Teacher

"Special education staff" and "special education teacher" both mean a teacher employed by the charter school who is licensed under the rules of the Minnesota Professional Educator Licensing and Standards Board to instruct children with specific disabling conditions.

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 appropriate special education administrator, in consultation with the building principal and the executive director.
- B. In determining workload limits for special education staff, the charter 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.
- C. SRMCS will ensure that special education caseloads allow special education service providers necessary time to meet due process requirements. These requirements

include:

- *Timely completion of the evaluation/re-evaluation process
- *Timely provision of notices
- *Preparation of timely progress reports that informs parents of progress toward annual IEP goals
- *Regular communication with general education teachers related to student goals and modifications to be made in the general curriculum
- *Sufficient time for IEP managers to coordinate the direct and indirect services set forth in students' IEPs

Annually, the Director, the Special Education Coordinator and/or the Special Education Director will meet to determine a reasonable workload for Special Education teachers. They may use the tools provided in the MDE Workload Considerations for Effective Special Education Manual or other comparable tools to assist in determining reasonable teacher workload.

IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED

This policy shall not be construed as a reopening of negotiations between the charter school 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 charter school set forth in the Public Employment Labor Relations Act or in the collective bargaining agreement between the school 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)
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)