

Parnassus Preparatory School

Executive Limitations Policies Group

WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS - EXEC 427

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 district 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 special education teacher when the services are related to instruction, including cooperative teaching.

C. Indirect Services

“Indirect services” means special education services provided by a special education teacher which include ongoing progress reviews; cooperative planning, consultation; demonstration teaching; medication and adaptation of the environment, curriculum, materials, or equipment; and direct contact with children with disabilities to monitor and observe.

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 individual education programs (IEPs), travels time, parental contact, and other services required in the IEPs.

III. GENERAL STATEMENT OF POLICY

- A. Parnassus Preparatory School's workload limits for special education teachers shall be determined by the appropriate special education administrator, in consultation with the building principals and the Executive Director.

- B. In determining workload limits for special education staff, Parnassus Preparatory School will 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. Parnassus Preparatory School will follow the caseload limits set forth in Minnesota Rule 3525.2340 Case Loads.

3525.2340 CASE LOADS.

Subpart 1. [Repealed, 19 SR 2432]

Subp. 2. [Repealed, 19 SR 2432]

Subp. 3. [Repealed, 19 SR 2432]

Subp. 4. Case loads for school-age educational service alternatives.

A. The maximum number of school-age pupils that may be assigned to a teacher:

(1) for pupils who receive direct special instruction from a teacher less than 60 percent for the instructional day, part A of the General Statement of Policy from above will apply;

(2) for pupils who receive direct special instruction from a teacher more than 60 percent of the instructional day, but less than a full school day:

(a) deaf-blind, autism spectrum disorders, developmental cognitive disability: severe-profound range, or severely multiply impaired, three pupils;

(b) deaf-blind, autism spectrum disorders, developmental cognitive disability: severe-profound range, or severely multiply impaired with one paraprofessional, six pupils;

(c) developmental cognitive disability: mild-moderate range or specific learning disabled, 12 pupils;

(d) developmental cognitive disability: mild-moderate range or specific learning disabled with one paraprofessional, 15 pupils;

- (e) all other disabilities with one paraprofessional, ten pupils;*
 - (f) all other disabilities with two paraprofessionals, 12 pupils; and*
 - (g) under special circumstances, for children who receive special education services for 60 percent or more of the instructional day, that are highly disruptive or create an unsafe environment due to the high behavioral or mental health needs of the students, districts have the option of lowering the number of such students in the classroom, so that both students and staff are safe; and*
- (3) for pupils who receive direct special education for a full day:*
- (a) deaf-blind, autism spectrum disorders, developmental cognitive disability: severe-profound range, or severely multiply impaired with one paraprofessional, four pupils;*
 - (b) deaf-blind, autism spectrum disorders, developmental cognitive disability: severe-profound range, or severely multiply impaired with two paraprofessionals, six pupils; and*
 - (c) all other disabilities with one paraprofessional, eight pupils.*

IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED

This policy shall not be construed as a reopening of negotiations between the school district 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 school district set forth in the Public Employers Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.