

## Personnel Procedures

Area Education Agencies must have procedures to provide continuous educational learning opportunities to LEA and AEA staff, as well as procedures to address monitoring personnel caseloads.

### Providing Continuing Education Opportunities

Area Education Agencies (AEAs) are required to have procedures for providing continuing education opportunities to district and AEA staff. AEAs must meet this requirement through teacher and administrator quality programs as defined in the Iowa Administrative Code 281 Chapter 83. [41.404(2)g].

Administrative Code 281—83.6 addresses professional development for teachers, including both LEA and AEA staff.

“Teacher” means an individual holding a practitioner’s license or a statement of professional recognition issued under Iowa Code chapter 272, who is employed in a non-administrative position by a school district or AEA pursuant to a contract issued by a board of directors under Iowa Code section 279.13.

Administrative Code 281—83.12 addresses professional development for administrators, including both LEA and AEA staff.

“Administrator” or “school leader” means an individual holding a professional administrator license issued under Iowa Code chapter 272, who is employed in a school district administrative position by a school district or area education agency pursuant to a contract issued by a board of directors under Iowa Code section 279.23.

For additional information on continuing education opportunities provided by the AEAs, visit [AEAlearningonline.org](http://AEAlearningonline.org)

### Monitoring Personnel Caseloads

Area Education Agencies (AEAs) are required to have procedures for monitoring the caseloads of LEA and AEA special education personnel to ensure that the IEPs of eligible individuals are able to be fully implemented. The AEA plan must include specific procedures to resolve

concerns regarding personal caseloads and paraprofessional assistance which have not been resolved at the local district level in a timely and effective manner. [41.407(2)]

## Monitoring AEA Personnel Caseloads

The AEA will monitor the caseloads of its own personnel who provide special education services to learners as specified in IFSPs and IEPs. The purpose of monitoring caseloads is to ensure that services documented on the IFSPs or IEPs can be implemented as described and are sufficient to address the learner's needs.

AEA staff, along with the AEA Special Education Director's designees, are responsible for monitoring caseloads to ensure that services are delivered.

The AEA Special Education Director's designees will:

- establish caseloads annually and
- make necessary adjustments as warranted by personnel changes, changes in programs or populations, and other circumstances.

Each AEA support staff professional will:

- monitoring their own caseload and
- report to the director's designees if circumstances related to caseload could potentially interfere with the timely completion of evaluations or the full implementation of IEPs and IFSPs.

AEA support staff professionals and director designees may, at any time, have informal discussions regarding caseload concerns. In both informal discussions and formal caseload reviews, the following will be considered:

- number of learners
- needs of learners
- type(s) of service required
- geographical size of the assigned caseload
- other applicable factors

### ***Steps to Address Unresolved Caseload Concerns***

1. The AEA staff member may request further consideration through the submission of a written notice of the concern(s) to the Special Education Director's designee. The written notice should express the specific caseload concern(s) and a suggested or preferred resolution to the concern(s).
2. Within ten working days after receiving the notice, the Special Education Director's designee will meet with the employee to discuss the concern(s) and then submit a written response to the employee.
  - a. If the employee is dissatisfied with the response, the employee has five working days after receiving the written response from the Special Education Director's designee to submit a written appeal to the AEA Director of Special Education.

- b. Within ten working days after receiving the appeal, the AEA Director of Special Education shall meet with the employee to discuss the concern(s) and submit a final written decision to the employee.

## Monitoring LEA Personnel Caseloads

Special education services are delivered by LEAs according to a plan that is approved for compliance by the AEA Special Education Director and adopted by the LEA board. Each district must develop and implement a plan, which is referred to as the District Developed Service Delivery Plan (DDSDP). The plan must include:

- A description of how the caseloads of special education teachers will be determined and regularly monitored to ensure that the IEPs of eligible individuals are able to be fully implemented [41.408(2)b(2)]
- A description of the procedures a special education teacher can use to resolve concerns about caseload. The procedures shall specify timelines for the resolution of concern(s) and identify the person to whom a teacher reports a concern(s). The procedures shall also identify the person or persons who are responsible for reviewing a concern and rendering a decision, including the specification of any corrective actions [41.408(2)b(3)]

An AEA director may grant an adjusted caseload status for good cause, if an LEA submits a request to the AEA because of class size, including the size of a class served by a teacher employed less than full-time, and exceeds those limits specified in the district's plan.

Districts will follow the caseload guidelines and monitoring systems that they developed and adopted within their DDSDP. The district's procedures for monitoring caseloads and the timely resolution of concerns must be outlined in the plan.

### ***Steps to Address Unresolved Caseload Concerns at the LEA Level***

1. If an LEA special educator or administrator has concerns that have not been able to be resolved at the local district level, a written request for review should be submitted to the Special Education Director's designee.
2. A meeting will be held with the personnel involved and a written response will be completed within 10 days of the meeting clarifying what action, if any, should be taken.
  - a. If there is dissatisfaction with the resolution proposed by the Special Education Director's designee, the personnel involved may submit a written appeal to the AEA Director of Special Education.
  - b. Within ten working days after receiving the appeal, the AEA Director of Special Education shall conduct a review of the information and submit a final written decision to the specified party.

The review process will focus on two questions:

- Did the LEA follow its AEA-approved and board-adopted procedures related to setting and monitoring caseloads and resolving concerns about caseloads?
- Given the caseloads of the affected special educator(s), are the IEPs of eligible individuals able to be fully implemented?