

**OFFICE OF INSTRUCTIONAL ENHANCEMENT & INTERNAL OPERATIONS**  
**Summary of State Board of Education Agenda Items**  
**May 20, 2011**

**OFFICE OF SPECIAL EDUCATION**

- B. Approval to begin the Administrative Procedures Act process: To revise State Board Policy 7203 – Teacher Unit Allocation

**EXECUTIVE SUMMARY**

In response to a recent review of the State Board Policies by the Office of Special Education, the following revisions to the Teacher Unit Allocation are proposed:

- Remove all repetitive content in policy.
- Insert approved methodology.

Note: Proposed language is underlined in bold. Current language to be deleted is indicated by strikethrough.

Recommendation: Approval

Backup material attached



# Mississippi Department of Education

DESCRIPTOR TERM: <b>Teacher Unit Allocation</b>	CODE: <b>7203</b>
ADOPTION DATE: <b>August 19, 1994</b>	REVISION: <b>July 18, 2003</b>

## STATE BOARD POLICY

For an electronic copy of the teacher unit allocations, go to [http://www.mde.k12.ms.us/special\\_education/TeacherUnits.htm](http://www.mde.k12.ms.us/special_education/TeacherUnits.htm). For a copy of the updated regulations, go to [http://www.mde.k12.ms.us/special\\_education/TeacherUnits.htm](http://www.mde.k12.ms.us/special_education/TeacherUnits.htm).

### Teacher Unit Allocation Methodology to Support Programs for Students with Disabilities

The Teacher Unit Allocation Methodology gives consideration to two factors:

- I. Educational Placement
- II. Levels of Support

Each student will be assigned a weighted value based on these two factors.

After calculation of the total number of weighted students, teacher units are determined by the following formula:

Pre-K: 18 weighted units = 1 teacher

K-2: 22 weighted units = 1 teacher

Gr. 3-12: 27 weighted units = 1 teacher

## **I. Educational Placement**

**The first factor in determining the teacher unit allocation is the educational placement of students with disabilities. These placements represent options along the least restrictive environment continuum.**

- **Regular Education/Early Childhood Setting**  
**Ages 3-5: Early childhood setting designed primarily for children without disabilities**  
**Ages 6-20: General/regular education classes for more than 80% of the school day. (Removed from general education for no more than 20% of the school day)**
- **Resourced**  
**Ages 3-5: Special education setting part time; remainder of time at home or in early childhood setting designed for non-disabled children**  
**Ages 6-20: General/regular education placement between 40-80% of the school day (Removed from regular education for 20-60% of the school day)**
- **Self-Contained**  
**Ages 3-5: Program designed primarily for students with disabilities**  
**Ages 6-20: General education class less than 40% of the school day (removed from regular education for more than 60% of the day)**

### **Levels of Support**

**The second factor of the proposed methodology is the intensity of specially designed instruction received by the student from an appropriately licensed special education teacher and related services received from an appropriately licensed related service provider (except for transportation services). It is proposed that the following levels of support be reflected in the teacher unit allocation methodology:**

**Minimal Support: The student receives specially designed instruction/supports for at least one period per week or less than 5 hours per week.**

**Targeted Support: The student receives specially designed instruction/supports for at least one period per day or 5 to 12.5 hours per week.**

**Sustained Support: The student receives specially designed instruction/supports for at least half of the school day or more than 12.5 to 24 hours per week.**

**Intensive Support: The student receives specially designed instruction/supports for the full school day or all but one period per day, or more than 24 to 30 hours per week or more.**

**Other Instructional Support**

- **Adaptive Physical Educators are specifically trained to make adaptations, modifications, and accommodations in order to provide a safe, successful physical education experience for students with disabilities. The ratio for Adaptive Physical Educators is 48:1 with a minimum of 25. The maximum class size is 48 students.**
- **Speech/Language Pathologists are responsible for organizing and implementing the assessment and services for communication and related disorders through various service delivery models. The ratio for Speech/Language Pathologists is 48:1 with a minimum of 25. The maximum class size is 48 students.**

<b><u>Educational Placement</u></b>	<b><u>Levels of Support</u></b>			
	<b><u>Minimal</u></b> <b><u>&lt;5</u></b> <b><u>hrs/wk</u></b>	<b><u>Targeted</u></b> <b><u>5-12.5</u></b> <b><u>hrs/wk</u></b>	<b><u>Sustained</u></b> <b><u>&gt;12.5-24</u></b> <b><u>hrs/wk</u></b>	<b><u>Intensive</u></b> <b><u>24+</u></b> <b><u>hrs/wk</u></b>
<b><u>Regular Education</u></b> <b><u>(removed less than 21%</u></b> <b><u>of the school day)</u></b>	<b><u>1.5</u></b>	<b><u>2.0</u></b>	<b><u>2.5</u></b>	<b><u>3.0</u></b>
<b><u>Resourced (removed 21-60%</u></b> <b><u>of the school day)</u></b>		<b><u>1.5</u></b>	<b><u>2.0</u></b>	
<b><u>Self-Contained (removed more</u></b> <b><u>than 60% of the school day)</u></b>			<b><u>2.0</u></b>	<b><u>3.0</u></b>

**w.u. = weighted units**