

DEPARTMENT OF SPECIAL SERVICES

MPS SPECIAL EDUCATION STAFFING GUIDELINES  
2003-04

**Cross-Categorical (CD, ED, LD, OHI) Teachers**

<u>Level of Service</u>	<u>Elementary</u>	<u>Middle</u>	<u>High</u>
1. Minimal	14-18	15-20	15-20
2. Moderate	10-14	10-15	10-15
3. Comprehensive	6-10	6-10	6-10
4. Most Restrictive Placement (MRP)	6-10	6-10	6-10

**Early Childhood/Special Education Teachers**

<u>Level of Service</u>	<u>One Session Model All Day</u>	<u>Two Session Model A.M. or P.M. Per Session</u>
1. Minimal	10-12	8-10
2. Moderate	8-10	7-9
3. Comprehensive	6-8	6-8

**Hearing Impaired (HI) Teachers**

<u>Level of Service</u>	<u>Elementary</u>	<u>Middle</u>	<u>High</u>
1. Minimal	9	10	10
2. Moderate	8	9	9
3. Comprehensive	7	7	7

**Visually Impaired (VI) Teachers**

<u>Level of Service</u>	<u>Elementary</u>	<u>Middle</u>	<u>High</u>
1. Minimal	12	12	12
2. Moderate	10	11	12
3. Comprehensive	7	9	9

**SERVICE LEVEL** is based on the number of hours of direct special education service (i.e., specially designed instruction provided by or under the direction of a qualified special education teacher) in the IEP.

<u>Special Ed Service</u>	<u>Service Level</u>	<u>LRE Code</u>
1 to 10 hours (per week)	1	Minimal
11 to 20 hours	2	Moderate
21 or more hours	3	Comprehensive
21 or more hours	3M	MRP

- NOTE**
1. Paraprofessional, educational assistant, or health care staff is usually required to support MRP/comprehensive service levels.
  2. Most educators will serve a range of learners (students with minimal, moderate, and comprehensive levels of service). Therefore, the student-to-teacher ratio must be adjusted accordingly.
  3. Students with disabilities, where there is generally not a matching categorical program, such as TBI, Autism, OI, or OHI, may be tallied according to service level required.
  4. Subtract ten percent (10%) from caseload maximum if inclusion is the dominant setting.
  5. To determine service level for Early Childhood half-day (two session model) multiply by 0.5.