

School Readiness Special Needs Rate Request Form and Matrix

TO BE COMPLETED BY ELC STAFF:

Total Ratings: _____ Level: _____

Cost Rate Approved: _____

Percent Rate Increase: _____

Approved By: _____ Date: _____

***Complete, sign and return to:*

*Melissa Hayes, Instructional Support Supervisor -
m.hayes@elcph.org***

Florida Department of Education, Division of Early Learning
Special Needs Rate Guidance for Funding under the Florida School Readiness Program¹

Date Completed: _____

Student Name: _____

Student ID: _____

Date of Birth: _____ Age: _____

School: _____

Names of Person Completing the Matrix: _____

The parent must provide documentation of diagnosis to the early learning coalition to justify this rate. Diagnosis must be validated by a licensed health, mental health, education or social service professional other than the child's parent or person employed by the child care provider.

Examples of diagnoses that may justify a Special Needs Rate include but are not limited to Autism Spectrum Disorder, Deaf or Hard of Hearing, Developmental Delay, Dual Sensory Impairment, Emotional or Behavioral Disability, Developmentally Advanced, Intellectual Disability, Language Impairment, Orthopedic Impairment, Specific Learning Disability, Speech Impairment, Traumatic Brain Injury, Visual Impairment

Instructions

1. Check services or supports to be provided by a School Readiness early learning program to student in Domain A through E.
2. Mark appropriate level (1 through 5) for each domain and record level at bottom of each domain.
3. Check applicable special consideration, if any, and record total special considerations rating.
4. Total the five domain ratings, sum the total of domain ratings and special considerations and record total in box at the top of this page.
5. Determine the reimbursement rate using the scale on the final page and record it at the top of this page.

DETAILED INSTRUCTIONS FOR USE ARE INCLUDED IN THE MATRIX OF SERVICES HANDBOOK.

Note: Each indicator is assuming that services supplied are above and beyond ADA requirements. Each indicator would be fundamentally altering the learning environment or services typically provided to children.

¹ Adapted from the Florida Department of Education Matrix of Services for funding under the Florida Education Finance Program. Available from <http://www.fldoe.org/core/fileparse.php/7690/urlt/2017MatrixServices.pdf>. Revised by ELC of Pasco and Hernando

Domain A – Curriculum and Learning Environment

| Level | Examples of services and assistance that may be required and provided |
|--|---|
| Level 1 | <input type="checkbox"/> Requires no services or assistance beyond that which is normally available to all students |
| Level 2 Inclusion requires minimal accommodations or supports to the curriculum or the learning environment | <input type="checkbox"/> Electronic tools to use independently <input type="checkbox"/> Materials to assist with accessibility <input type="checkbox"/> Accommodations on assessment or accessible assessment materials <input type="checkbox"/> Consultation monthly with teachers, family, agencies, or other providers |
| Level 3 Inclusion requires moderate accommodations or supports to the curriculum or the learning environment | <input type="checkbox"/> Electronic tools and assistive technology used with assistance <input type="checkbox"/> Alternative materials, assessments, activities, or equipment <input type="checkbox"/> Special assistance needed in learning environments <input type="checkbox"/> Direct, specialized instruction for some learning activities, which requires additional staff time ² <input type="checkbox"/> Weekly consultation and collaboration with teachers, family, agencies, or other providers |
| Level 4 Inclusion requires substantial accommodations or supports to the curriculum or the learning environment including but not limited to specialized instruction, modified curriculum or assistive technology used with supervision | <input type="checkbox"/> Extensive creation or purchase of special materials <input type="checkbox"/> Direct, specialized instruction or curriculum for most learning activities which requires additional staff time <input type="checkbox"/> Assistance for most learning activities, which requires additional staff time <input type="checkbox"/> Assistive technology used with supervision for most learning activities <input type="checkbox"/> Consultation and collaboration more than once per week with teachers, family, agencies, or other providers |
| Level 5 Inclusion requires extensive individualized modified curriculum and substantial modifications to the learning environment to meet the child's individual needs | <input type="checkbox"/> Specialized instruction for literacy, which requires additional staff time, such as braille or sign language <input type="checkbox"/> Intensive curriculum or instructional approach for most learning activities, which requires an additional staff member <input type="checkbox"/> Ongoing, continuous assistance for participation in learning activities, which requires an additional staff member <input type="checkbox"/> Daily consultation and collaboration with teachers, family, agencies, or other providers |

Below, include any additional supports currently provided, which are not included in the lists above. This may include services, fundamental alterations to the environment and/or instructional plans for the child.

DOMAIN A RATING: _____

² Requiring additional staff time is defined as any additional time needed outside of the normal educational services to provide the child's needed services and supports.

Domain B – Social or Emotional Behavior

| Level | Examples of services and assistance that may be required and provided |
|--|---|
| Level 1 | <input type="checkbox"/> Requires no services or assistance beyond that which is normally available to all students |
| Level 2 Inclusion requires minimal accommodations or supports to the curriculum or the learning environment | <input type="checkbox"/> Consultation monthly with teachers, family, agencies, or other providers <input type="checkbox"/> Specialized instruction or activities in self-advocacy and understanding of exceptionality <input type="checkbox"/> Behavior management system implemented specifically addressing the child's needs <input type="checkbox"/> Monthly counseling or guidance <input type="checkbox"/> Monthly assessment of behavior or social skills |
| Level 3 Inclusion requires moderate accommodations or supports to the curriculum or the learning environment | <input type="checkbox"/> Small-group instruction in social skills, self-regulatory behavior, self-advocacy, conflict resolution, dealing with authority and socialization, which requires additional staff time. <input type="checkbox"/> Weekly family counseling, assessment, or interventions <input type="checkbox"/> Referral and follow-up for transitions to and from community-based programs, which requires additional staff time <input type="checkbox"/> Weekly assessment of behavior as part of behavioral intervention plan <input type="checkbox"/> Weekly consultation and collaboration with teachers, family, agencies, or other providers |
| Level 4 Inclusion requires substantial accommodations or supports to the curriculum or the learning environment including but not limited to specialized instruction, modified curriculum or assistive technology used with supervision | <input type="checkbox"/> Highly structured, individualized behavioral intervention plan infused throughout the educational day <input type="checkbox"/> Daily coaching for support behavioral intervention plan <input type="checkbox"/> Consultation and collaboration more than once per week with teachers, family, agencies, or other providers specifically on growth and progress |
| Level 5 Inclusion requires extensive individualized modified curriculum and substantial modifications to the learning environment to meet the child's individual needs | <input type="checkbox"/> Intensive, individualized behavior management plan that requires very small-group or one-on-one intervention <input type="checkbox"/> Consistent daily coaching for support behavioral intervention plan <input type="checkbox"/> Daily consultation and collaboration with teachers, family agencies or other providers specifically on growth and progress |
| Below, include any additional supports currently provided, which are not included in the lists above. This may include services, fundamental alterations to the environment and/or instructional plans for the child. | |
| | |

DOMAIN B RATING: _____

Domain C – Independent Functioning

| Level | Examples of services and assistance that may be required and provided |
|--|--|
| Level 1 | <input type="checkbox"/> Requires no services or assistance beyond that which is normally available to all students |
| Level 2 Inclusion requires minimal accommodations or supports to the curriculum or the learning environment | <input type="checkbox"/> Monthly personal assistance with materials or equipment, which requires additional staff time <input type="checkbox"/> Consultation monthly with teachers, family, agencies, and other providers <input type="checkbox"/> Organizational strategies or supports for independent functioning, which requires additional staff time or additional funding <input type="checkbox"/> Special equipment, furniture, strategies or supports for motor control in the classroom |
| Level 3 Inclusion requires moderate accommodations or supports to the curriculum or the learning environment | <input type="checkbox"/> Specially designed organizational strategies or supports for independent functioning, which requires weekly planning <input type="checkbox"/> Weekly coaching in self-monitoring of independent living skills <input type="checkbox"/> Weekly coaching or assistance with independent living skills, materials, or equipment <input type="checkbox"/> Weekly consultation and collaboration with teachers, family, agencies, or other providers |
| Level 4 Inclusion requires substantial accommodations or supports to the curriculum or the learning environment including but not limited to specialized instruction, modified curriculum or assistive technology used with supervision | <input type="checkbox"/> Supervision to ensure physical safety during most activities, which requires additional staff time <input type="checkbox"/> Individual assistance or supervision in activities of daily living, self-care, and self-management for part of the day, which requires additional staff time <input type="checkbox"/> Special equipment or assistive technology for personal care with frequent assistance <input type="checkbox"/> Consultation and collaboration more than once per week with teachers, family, agencies, or other providers |
| Level 5 Inclusion requires extensive individualized modified curriculum and substantial modifications to the learning environment to meet the child's individual needs | <input type="checkbox"/> Continuous supervision to ensure physical safety, which requires additional staff time <input type="checkbox"/> Individual assistance or supervision in activities of daily living, self-care, and self-management for most of the day <input type="checkbox"/> Implementation of strategies guided by the occupational, physical, speech or other therapies, which require additional staff time and go beyond ADA compliance <input type="checkbox"/> Daily consultation and collaboration with teachers, family, agencies, or other providers |

Below, include any additional supports currently provided, which are not included in the lists above. This may include services, fundamental alterations to the environment and/or instructional plans for the child.

DOMAIN C RATING: _____

Domain D – Health Care

| Level | Examples of services and assistance that may be required and provided |
|--|--|
| Level 1 | <input type="checkbox"/> Requires no services or assistance beyond that which is normally available to all students |
| Level 2 Inclusion requires minimal accommodations or supports to the curriculum or the learning environment | <input type="checkbox"/> Monthly personal health care assistance <input type="checkbox"/> Consultation monthly with teachers, family, agencies, or other providers <input type="checkbox"/> Monthly monitoring of health status, procedures, or medication <input type="checkbox"/> Monthly specialized administration of medication, which requires additional staff time <input type="checkbox"/> Monthly assistance with agency referrals or coordination, which requires additional staff time |
| Level 3 Inclusion requires moderate accommodations or supports to the curriculum or the learning environment | <input type="checkbox"/> Weekly monitoring or assessment of health status, procedures, or medication <input type="checkbox"/> Weekly counseling with student or family for related health care needs <input type="checkbox"/> Weekly specialized administration of medication <input type="checkbox"/> Weekly consultation and collaboration with teachers, family, physicians, agencies, or other providers |
| Level 4 Inclusion requires substantial accommodations or supports to the curriculum or the learning environment including but not limited to specialized instruction, modified curriculum or assistive technology used with supervision | <input type="checkbox"/> Daily assistance with or monitoring and assessment of health status, procedures, or medication <input type="checkbox"/> Daily assistance with or monitoring of equipment related to health care needs <input type="checkbox"/> Specialized administration of medication multiple times a day, which requires additional staff time <input type="checkbox"/> Daily consultation and collaboration with teachers, family, physician, agencies, or other health-related personnel |
| Level 5 Inclusion requires extensive individualized modified curriculum and substantial modifications to the learning environment to meet the child's individual needs | <input type="checkbox"/> Continuous monitoring and assistance related to health care needs <input type="checkbox"/> Specialized administration of medication multiple times daily, which requires additional staff time <input type="checkbox"/> Extensive communication with teacher, family, physician/health-related personnel, agencies, or other health-related personnel |

Below, include any additional supports currently provided, which are not included in the lists above. This may include services, fundamental alterations to the environment and/or instructional plans for the child.

DOMAIN D RATING: ____

Domain E – Communication

| Level | Examples of services and assistance that may be required and provided |
|--|--|
| Level 1 | <input type="checkbox"/> Requires no services or assistance beyond that which is normally available to all students |
| Level 2 Inclusion requires minimal accommodations or supports to the curriculum or the learning environment | <input type="checkbox"/> Monthly assistance with communication <input type="checkbox"/> Occasional assistance with personal amplification or communication system which requires additional staff time <input type="checkbox"/> Monthly consultation with teachers, family, agencies, or other providers |
| Level 3 Inclusion requires moderate accommodations or supports to the curriculum or the learning environment | <input type="checkbox"/> Weekly intervention or assistance with language or communication <input type="checkbox"/> Weekly classroom implementation of strategies from speech or language therapy or instruction <input type="checkbox"/> Weekly assistance with personal amplification or communication system, which requires additional staff time <input type="checkbox"/> Weekly supervision of alternative or augmentative communication systems, which requires additional staff time <input type="checkbox"/> Weekly consultation and collaboration with teachers, family, agencies, or other providers |
| Level 4 Inclusion requires substantial accommodations or supports to the curriculum or the learning environment including but not limited to specialized instruction, modified curriculum or assistive technology used with supervision | <input type="checkbox"/> Daily assistance or instruction with communication equipment, which requires additional staff time <input type="checkbox"/> Daily integrated intervention and assistance related to communication needs, which requires additional staff time <input type="checkbox"/> Instruction in sign language for use as the primary method of communication <input type="checkbox"/> Interpreting services for part of the educational day <input type="checkbox"/> Daily consultation and collaboration with teachers, family, agencies, or other providers |
| Level 5 Inclusion requires extensive individualized modified curriculum and substantial modifications to the learning environment to meet the child's individual needs | <input type="checkbox"/> Continuous assistance or instruction with communication equipment <input type="checkbox"/> Interpreting services for most or all the school day <input type="checkbox"/> Multiple, continuous interventions to replace ineffective communication and establish appropriate communication <input type="checkbox"/> Extensive consultation and collaboration with teachers, family, agencies, or other providers |

Below, include any additional supports currently provided, which are not included in the lists above. This may include services, fundamental alterations to the environment and/or instructional plans for the child.

DOMAIN E RATING: ____

Special Considerations:

____ Add 3 points for students identified as having a visual impairment or a dual sensory impairment.

____ Add 1 point for students who have a score of exactly 11 total domain rating points and who are rated Level 3 in at least three of the five domains.

____ Add 1 point for students who have a score of exactly 17 total domain rating points and who are rated Level 4 in four of the five domains.

Special Considerations Rating: ____

| Total of Domain Ratings: ____ | Reimbursement Rate Scale <table> <tr> <th>Total Rating</th> <th>Percent Rate Increase</th> </tr> <tr> <td>6 – 11</td> <td>10%</td> </tr> <tr> <td>12 – 17</td> <td>15%</td> </tr> <tr> <td>18+</td> <td>20%</td> </tr> </table> | Total Rating | Percent Rate Increase | 6 – 11 | 10% | 12 – 17 | 15% | 18+ | 20% |
|-------------------------------------|---|-----------------------|-----------------------|--------|-----|---------|-----|-----|-----|
| Total Rating | | Percent Rate Increase | | | | | | | |
| 6 – 11 | | 10% | | | | | | | |
| 12 – 17 | 15% | | | | | | | | |
| 18+ | 20% | | | | | | | | |
| Special Consideration Ratings: ____ | | | | | | | | | |
| Total of Ratings: ____ | | | | | | | | | |
| | | | | | | | | | |