**DRAFT: School District**

SPECIAL EDUCATION SERVICE MATRIX

|  |  |
| --- | --- |
| **CURRICULUM**  \_\_ 0 No modifications or support required  \_\_ 1 Regular curriculum with minimal modifications  \_\_ 2 Regular curriculum with moderate modifications  \_\_ 3 Regular curriculum with significant specially  designed /paced modifications  \_\_ 4 Alternate/separate curriculum | **BEHAVIOR**  \_\_ 0 Compliant behavior – behavioral intervention does not differ  From that used with regular education student.  \_\_ 2 Occasional behavioral interventions – required 1-2 monthly  \_\_ 3 Routine behavioral interventions – weekly intervention  required  \_\_ 4 Frequent behavioral interventions – FBA/BIP/Crisis plan  - daily intervention |
| **INSTRUCTION**  \_\_ 0 No modifications or support required  \_\_ 1 Specialized Instruction (weekly) and/or in-class support up to 25%  \_\_ 2 Specialized Instruction (2 times weekly) or in-class support 26 to 50%  \_\_ 3 Specialized Instruction (3 times weekly) or in-class support 51 to 75%  \_\_ 4 Specialized Instruction (Daily) or in-class support 76 to 90%  \_\_\_ 5 Adult support needed 100% of the time  **\* Consider FTEs based upon 6 hour instructional day** | **HEALTH**  **\_\_** 0 No exceptional health needs  \_\_ 2 Minimal health concerns; medication, allergies, diet  \_\_ 3 Health concerns that require “care” (seizure management,  Intermittent assistance w/toileting, etc.  \_\_ 4 Significant Health concerns that require an extensive or daily  “care” plan (catheterization, tube feeding, 1-1 toileting  assistance) |
| **COMMUNICATION/PLANNING**  \_\_ 1 Conferences per regular schedule, quarterly IEP reports,  annual IEP, teacher consultation/planning  approximately 15-30 min/week  \_\_ 2 Monthly conferences, occasional IEP revisions, teacher  Consultation/planning time 30-60 min/week  \_\_ 3 Weekly conferences, frequent IEP revisions, teacher  Consultation/planning time 60-90 min/week  \_\_ 4 Daily conferences, frequent IEP revisions, teacher  Consultation/planning time 90-120 min/week | **SAFETY**  \_\_ 0 No safety concerns or Extensive Safety concerns  \_\_ 2 Requires support during unstructured or unfamiliar situations  to ensure safety of self and/or others  \_\_ 3 Requires extensive supervision during recess, hall transitions,  specials, etc. to ensure safety of self and others.  \_\_ 4 Requires 1-1 supervision at all times to ensure safety of  self and others.  \_\_\_ 5 Special Education Transportation |
| **Total CIC Score:** | **Total BHS Score:** |

**Total Matrix Score:** \_\_\_\_\_\_ Special Education Areas of Eligibility: \_\_\_ Minimal 1-6 \_\_\_ Extensive 13-18

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_ Moderate 7-12 \_\_\_ Comprehensive 19-24

Cap at 12 all minimal and moderate

Cap at 10 if 3 or more students are Extensive and/or Comprehensive

Count a student twice if Extensive

Count a student three times if Comprehensive

Take Total and add +2 (move ins) = Total projected case load

Example: 10 students, 3 with extensive= 13 + 2 move ins= 15, capped, no OE seats