**DRAFT: School District**

SPECIAL EDUCATION SERVICE MATRIX

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| **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