



BUREAU OF EXCEPTIONAL STUDENT EDUCATION

JUNE 18, 2021

Weekly Memo

Action Items

Updated Matrix of Services Form

The Matrix of Services Form was recently updated and reflects the following revision to the data entry codes:

A new area was created to group related services including language therapy (code X), occupational therapy (code D), physical therapy (code E) and speech therapy (code Y).

To view the new Matrix of Services Form, see the attached document.

- Filename: Matrix of Services Form 2021

Uplift: A Virtual Summit for Students

The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) Administration Discretionary Project is looking for 70 students between the ages of 14 and 19 to attend Uplift: A Virtual Summit for Students by Youth Era on **July 19-23, 2021**, from noon to 4 pm each day. There is no cost for students to participate, as the SEDNET Administration Discretionary Project will be providing the funding for students to attend. Uplift by Youth Era is a trauma-informed, strengths-based virtual summit for students to discover the driving forces and strategies behind actions and behaviors. Uplift teaches skills from the best of the best in rapid rapport building, communication, social alignment, mental wellness and peer support. This five-day virtual summit helps students learn how to overcome challenges, help their peers, and learn about unique engagement styles through real-time practice and feedback to take one's peer support skills to the next level. Your assistance is needed in identifying a few students in your district to travel virtually across the country to attend this live 360-degree virtual summit. To be a participant, the student must participate in the entire summit; the student's legal guardian must provide consent if the student is under 18; the student must express a need to help others in some way; and the student cannot be in mental health crisis at the time. Students will also have an opportunity to earn a variety of giveaways throughout the week and enter in a drawing to win a grand prize of a PS5, a second prize of \$250 or a third prize of a tablet. For more information, see the attached documents. To register, go to <https://www.upliftpeers.com/apply>. For additional information or questions, contact Dr. Charlene Grecsek, executive director, SEDNET/Youth Mental Health Awareness Training, at cgrecsek@usf.edu.

- Filename: UPLIFT A Virtual Summit for Students 2021
- Filename: UPLIFT Flyer July 19-23, 2021

2021 Florida College System Financial Incentive Enrollment Campaign

The Florida Department of Education has issued the following memorandum regarding the 2021 Florida College System Financial Incentive Enrollment Campaign. To view the memorandum, go to <https://info.fldoe.org/docushare/dsweb/Get/Document-9184/dps-2021-94.pdf>.

Victoria Gaitanis
Bureau Chief

Matrix of Services

For funding under the Florida Education Finance Program

Total of Ratings: _____
Cost Factor: _____

Student Information

District: _____

Date Completed: _____

Student Name: _____

Student ID: _____

Date of Birth: _____ Grade: _____

School: _____

Names of Persons Completing Matrix:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Areas of Eligibility

(Put a "P" next to the primary exceptionality.

Check all others that apply.)

	Data Entry Code
___ Autism Spectrum Disorder -----	P
___ Deaf-or-Hard-of-Hearing-----	H
___ Developmental-Delay (Age: 0-5) -----	T
___ Dual Sensory Impairment-----	O
___ Emotional or Behavioral Disability-----	J
___ Established Conditions (Age: 0-2)-----	U
___ Gifted-----	L
___ Hospitalized or Homebound -----	M
___ Intellectual Disability-----	W
___ Language Impairment -----	G
___ Orthopedic Impairment -----	C
___ Other Health Impairment-----	V
___ Specific Learning Disability-----	K
___ Speech Impairment -----	F
___ Traumatic Brain Injury -----	S
___ Visual Impairment-----	I

Areas of Related Service

___ Language Therapy -----	X
___ Occupational Therapy -----	D
___ Physical Therapy -----	E
___ Speech Therapy -----	Y

Instructions

1. Check services or supports to be provided by school district to student in Domains 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 considerations, if any, and record total special considerations rating.
4. Total the five domain ratings, sum the total of domain ratings and special considerations rating, and record total in box at top of this page.
5. Determine cost factor using cost factor scale on the final page and record it in box at top of this page.

(Note: For more information, see the **Matrix of Services Handbook**.)

Matrix Reviews after Interim IEP Meetings

Record interim reviews below if (1) there is no change in services and (2) the matrix is less than three years old.

Review Date _____ Reviewer's Initials _____

Review Date _____ Reviewer's Initials _____

Review Date _____ Reviewer's Initials _____

Matrix of Services

Domain A—Curriculum and Learning Environment

Level 1 <input type="checkbox"/>	_____ Requires no services or assistance beyond that which is normally available to all students
Level 2 <input type="checkbox"/> Requires minimal accommodations or supports to the curriculum or the learning environment	_____ Accommodations or supports to the general curriculum _____ Curriculum compacting _____ Differentiated instruction _____ Electronic tools used independently _____ Accessible instructional materials _____ Accommodations on assessment or accessible assessment materials _____ Assistance with note taking and studying _____ Referrals to agencies _____ Consultation on a monthly basis with teachers, family, agencies or other providers
Level 3 <input type="checkbox"/> Requires a differentiated curriculum or extensive use of accommodations	_____ Differentiated curriculum _____ Electronic tools and assistive technology used with assistance _____ Alternative textbooks, materials, assessments, assignments or equipment _____ Special assistance in general education class requiring weekly consultation _____ Assistance for some learning activities in the general education setting _____ Direct, specialized instruction for some learning activities _____ Weekly collaboration with family, agencies or other providers
Level 4 <input type="checkbox"/> Requires specialized instruction, modified curriculum, extensive modification to the learning environment or assistive technology used with supervision	_____ Extensive creation of special materials _____ Direct, specialized instruction or curriculum for the majority of learning activities _____ Instruction delivered within the community _____ Assistance for the majority of learning activities _____ Assistive technology used with supervision for the majority of learning activities
Level 5 <input type="checkbox"/> Requires modified curriculum and substantial modifications to the learning environment	_____ Instruction in reading braille _____ Intensive curriculum or instructional approach for the majority of learning activities _____ Instruction at home, hospital or other specified settings _____ Ongoing, continuous assistance for participation in learning activities

Domain A Rating: _____

Student Name: _____

Domain B—Social or Emotional Behavior

Level 1 <input type="checkbox"/>	_____ Requires no services or assistance beyond that which is normally available to all students
Level 2 <input type="checkbox"/> Requires periodic assistance or behavior supports	_____ Consultation on a monthly basis with teachers, family, agencies or other providers _____ Specialized instruction or activities in self-advocacy and understanding of exceptionality _____ Behavior management system in general class _____ Monthly counseling or guidance _____ Monthly assessment of behavior or social skills
Level 3 <input type="checkbox"/> Requires weekly personal assistance or behavioral intervention	_____ Small-group instruction in social skills, self-regulatory behavior, self-advocacy, conflict resolution, dealing with authority, and socialization _____ Weekly counseling or guidance _____ Behavior contract, including behavior outside the classroom _____ Weekly family counseling, assessment or interventions _____ Referral and follow-up for transitions to and from community-based programs _____ Weekly assessment of behavior as part of behavioral intervention plan _____ Weekly collaboration with teachers, family, agencies or other providers
Level 4 <input type="checkbox"/> Requires daily personal assistance, monitoring or intervention	_____ Highly structured, individualized behavioral intervention plan infused throughout the school day _____ Daily counseling or specific instruction on social or emotional behavior _____ Daily reports to family, agencies or other providers
Level 5 <input type="checkbox"/> Requires continuous personal assistance, monitoring and intervention	_____ Intensive, individualized behavior management plan that requires very-small-group or one-on-one intervention _____ Therapeutic treatment infused throughout the educational program _____ Wraparound services for up to 24-hour care

Domain B Rating: _____

Matrix of Services

Domain C—Independent Functioning

Level 1 <input type="checkbox"/>	<ul style="list-style-type: none"> Requires no services or assistance beyond that which is normally available to all students
Level 2 <input type="checkbox"/> Requires periodic personal assistance, monitoring or minor intervention	<ul style="list-style-type: none"> Monthly personal assistance with materials or equipment Consultation on a monthly basis with teachers, family, therapists, service coordinator or other providers Organizational strategies or supports for independent functioning Special equipment, furniture, strategies or supports for motor control in the classroom
Level 3 <input type="checkbox"/> Requires weekly personal assistance, monitoring or intervention	<ul style="list-style-type: none"> Specially designed organizational strategies or supports for independent functioning Supervision to ensure physical safety during some daily activities Weekly instruction in self-monitoring of independent living skills Weekly monitoring of or assistance with independent living skills, materials or equipment Weekly collaboration with teachers, family, agencies or other providers
Level 4 <input type="checkbox"/> Requires daily personal assistance, monitoring or intervention	<ul style="list-style-type: none"> Supervision to ensure physical safety during the majority of activities Individual assistance or supervision in activities of daily living, self-care and self-management for part of the day Special equipment or assistive technology for personal care with frequent assistance Regularly scheduled occupational therapy, physical therapy, or orientation and mobility training
Level 5 <input type="checkbox"/> Requires continuous personal assistance, monitoring or intervention	<ul style="list-style-type: none"> Continuous supervision to ensure physical safety Individual assistance or supervision in activities of daily living, self-care and self-management for the majority of the day Occupational therapy, physical therapy, or orientation and mobility training more than once a week Multiple therapies and services (physical therapy, occupational therapy, or orientation and mobility training)

Domain C Rating: _____

Student Name: _____

Domain D—Health Care

Level 1 <input type="checkbox"/>	<ul style="list-style-type: none"> Requires no services or assistance beyond that which is normally available to all students
Level 2 <input type="checkbox"/> Requires periodic personal assistance, monitoring or minor intervention	<ul style="list-style-type: none"> Monthly personal health care assistance Consultation on a monthly basis with student, teachers, family, agencies or other providers Monthly monitoring of health status, procedures or medication Specialized administration of medication Monthly assistance with agency referrals or coordination
Level 3 <input type="checkbox"/> Requires weekly personal assistance, monitoring or intervention	<ul style="list-style-type: none"> Weekly monitoring or assessment of health status, procedures or medication Weekly counseling with student or family for related health care needs Weekly communication with family, physician, agencies or other health-related personnel Invasive or specialized administration of medication Weekly collaboration with family, physicians, agencies or other providers
Level 4 <input type="checkbox"/> Requires daily personal assistance, monitoring or intervention	<ul style="list-style-type: none"> Daily assistance with or monitoring and assessment of health status, procedures or medication Daily assistance with or monitoring of equipment related to health care needs Administration of parenteral (non-oral) medication Daily communication with family, physician, agencies or other health-related personnel
Level 5 <input type="checkbox"/> Requires continuous personal assistance or monitoring and multiple interventions	<ul style="list-style-type: none"> Daily assistance with procedures such as catheterization, suctioning, tube feeding or other school health services Continuous monitoring and assistance related to health care needs

Domain D Rating: _____

Matrix of Services

Domain E—Communication

Level 1 <input type="checkbox"/>	<input type="checkbox"/> Requires no services or assistance beyond that which is normally available to all students
Level 2 <input type="checkbox"/> Requires periodic assistance or minor interventions	<input type="checkbox"/> Monthly assistance with communication <input type="checkbox"/> Occasional assistance with personal amplification or communication system <input type="checkbox"/> Consultation on a monthly basis with teachers, family, agencies or other providers
Level 3 <input type="checkbox"/> Requires weekly intervention or assistance, which may include alternative and augmentative communication systems	<input type="checkbox"/> Weekly intervention or assistance with language or communication <input type="checkbox"/> Weekly speech or language therapy or instruction <input type="checkbox"/> Weekly assistance with personal amplification or communication system <input type="checkbox"/> Weekly supervision of alternative or augmentative communication systems <input type="checkbox"/> Weekly collaboration with teachers, family, agencies or other providers
Level 4 <input type="checkbox"/> Requires daily intervention or assistance, which may include alternative and augmentative communication systems	<input type="checkbox"/> Daily assistance or instruction with communication equipment <input type="checkbox"/> Daily integrated intervention and assistance related to communication needs <input type="checkbox"/> Instruction in sign language for use as the primary method of communication <input type="checkbox"/> Interpreting services for part of the school day
Level 5 <input type="checkbox"/> Requires multiple interventions and assistance, which may include alternative and augmentative communication systems	<input type="checkbox"/> Continuous assistance or instruction with communication equipment <input type="checkbox"/> Interpreting services for the majority or all of the school day <input type="checkbox"/> Multiple, continuous interventions to replace ineffective communication and establish appropriate communication

Domain E Rating: _____

Student Name: _____

Special Considerations:

- ☐ Add 13 points for students eligible for the hospitalized or homebound program who are receiving instruction at home, hospital or other specified settings.
☐ Add 13 points for prekindergarten students with a disability who are being served in the home or hospital on a one-to-one basis.
☐ Add 4 points for students who are deaf and enrolled in an auditory-oral education program beginning with the 2017-18 school year.
☐ Add 3 points for prekindergarten students earning less than .5 FTE during an FTE survey period.
☐ 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 17 total domain rating points and who are rated Level 5 in three of the five domains.
☐ Add 1 point for students who have a score of exactly 21 total domain rating points and who are rated Level 5 in four of the five domains.

Special Considerations Rating: _____

		Cost Factor Scale	
Total of Domain Ratings:	_____	Total of Ratings	Cost Factor
Special Considerations Rating:	_____	6 - 9	= 251
Total of Ratings:	_____	10 - 13	= 252
		14 - 17	= 253
		18 - 21	= 254
		22+	= 255



UPLIFT: *A Virtual Summit for Students*



STRENGTH-BASED

Students identify their strengths and learn how to find strengths in others.

Research tells us that this activity can increase well-being and reduce symptoms of depression.

EXPLORE THEIR PURPOSE

Students utilize their strengths to imagine their future selves and ways they can contribute to the world.

Students envision ways to contribute to the world, which helps them feel more respected and empowered.

IMAGINE THEIR BEST SELVES

Students clarify who they are and how they want to be in the world.

Students feel a greater sense of control as they develop a clear vision of their future selves.

RELATIONSHIP SKILLS & SOCIAL AWARENESS

Students learn engagement strategies, listening skills, empathy, and other rapport-building hacks.

Students, equipped with new social skills, can strengthen their relationships and better support their peers.

SELF-MANAGEMENT

Students learn tools to practice managing their emotions, thoughts, and behaviors in a variety of situations.

Students benefit from opportunities to practice self-regulation, especially within the context of providing support.

TEAM BUILDING






Students practice new concepts in small teams to hone their strength-based support skills.

Students practice how to be a part of a collaborative team, focusing on growth and helping others.

HEALTH & WELLNESS

Students learn about self-care and boundaries.

Students are much better positioned to keep themselves well while helping others and staying healthy.

	THEME	INSTRUCTION	SOCIAL EMOTIONAL DEVELOPMENT	ACTIVITIES
DAY 1	<i>The Foundation: Vulnerability & Self-Care</i>	MANAGING YOUR PHYSIOLOGICAL STATE SELF-CARE TEAMBUILDING		<ul style="list-style-type: none"> • Reveal Yourself (lg. group) • The Zone (sm. teams / lg. group) • Self-Care Wheel • Coping
DAY 2	<i>Living a Purpose Driven Life</i>	MISSION & PURPOSE <ul style="list-style-type: none"> • Explore purpose • Know your why • Create your mission HUMAN OS <ul style="list-style-type: none"> • Rapport-building 		<ul style="list-style-type: none"> • Mission Control (sm. teams) • Story of You (sm. teams) • Visualization (lg. group)
DAY 3	<i>Unlocking Your True Potential</i>	FUTURE SELF <ul style="list-style-type: none"> • Clarify Vision • Who am I? • Who do I want to be? HUMAN OS		<ul style="list-style-type: none"> • Future Self (sm. teams) • Human OS Practice (sm. teams)
DAY 4	<i>Be who you needed / transformation day</i>	LISTENING LEVELS <ul style="list-style-type: none"> • Empathy • Active Listening • Reflective Listening REFRAME NEGATIVE SELF-TALK <ul style="list-style-type: none"> • Reframing experiences through strength-based thinking BUILDING BLOCKS OF PEER SUPPORT <ul style="list-style-type: none"> • What is peer support? THE POWER OF SUPPORT & ZONE OF PEER SUPPORT <ul style="list-style-type: none"> • How to provide peer support? • Boundaries in peer support THE POWER OF THREE		<ul style="list-style-type: none"> • Listening Levels Practice (sm. teams) • Reframe Scenarios (sm. teams) • Power of Three (lg. group)
DAY 5	<i>Uplifting your peers</i>	ENTREPRENEURSHIP SECRET KEEPER AFFECT EMERGENCY SELF-CARE VOLDEMORT (SUICIDE - WHEN TO GET HELP) THE FINAL PLEDGE		<ul style="list-style-type: none"> • Q & A (lg. group) • Emergency Self-Care Plans (sm. teams)



UPLIFT

JULY 19^{TO}
JULY 23
12 PM - 4 PM EST

Join the community that has transformed hundreds of lives. Learn how to unlock your leadership skills and help your community.

WHEN YOU JOIN YOU GET:
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TOP PRIZES 1st PS5 • 2nd \$250 GIFT CARD • 3rd TABLET

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