

6-14-22 Handout by P. Greenwood
meeting Citizen - Pink

Central High School's ESE Self-Contained Department's Need for Another Allocation and the Matrix and Financial Data Attached to Our Students

Central High School's Self-Contained Department continues to grow, even with diverting some students back to their zoned school, which our Department Team members do not necessarily support-but that conversation is for another day. This past year, our highest student number was 62 briefly, but we hovered around 60 Department-wide between our 5 classrooms. Our class sizes ranged from 4 to 5 in our most challenging Behavioral room to 19 in our highest functioning, yet intellectually impaired class. For next year, after diverting 3 back to their zoned schools, we are expecting to be at a minimum of 68 students.

You have two brightly colored papers. One shows the class sizes with the current 5 teachers, and the other shows much more manageable class sizes with a sixth teacher. All student names were changed to symbolic text to protect the names of students.

The packet you have is a presentation created by the Florida Department of Education to explain and demonstrate ESE funding. While it is for 2021-2022, the process works the same with slightly increased numbers for 2022-2023. The blue tab (pg. 3) marks the page which explains the matrix, which gives us the number that all ESE funding is based on. The yellow tab (pg. 9) marks the special considerations. We have 2 students who are visually impaired and have an intellectual disability, which is additional points for the additional needs of those students. The green tab (pg. 14) marks the page which shows the "weighting" of the different classifications and the Level 4 and 5 students on the matrix. For 2022-2023, a Level 5 student is weighted at 5.401 basic students. The orange tab (pg. 20) marks the additional transportation funding for our students with special transportation needs. Lastly, the red tab (pg. 23) marks the graph showing what that additional funding looks like in total per student. For Central High School's ESE Self-contained department, which has 17% of all the Level 5s in the County, and just over 10% of the Level 4s in the County, plus our Basic ESE students, our Department generates nearly \$1.2 million. This does not include the Medicaid funding generated by the care of these students. Just to circle back, this funding is based on the Matrix number, which represents the services we are stating our students need. If our class numbers stay as high as they are, we cannot provide the services to this level. If we were to re-score the matrix to represent the services we can provide with our large class numbers, not only are we doing wrong by our students but the District then loses funding. This situation would not serve anyone well. Our students deserve their best opportunity to learn and grow to the best of their potential. We are just asking to be provided with the resources to meet our academic obligation to provide a free, appropriate, public education. Thank you for your time.

[illegible]



Florida's ESE Funding Model: Matrix of Service

May 2022



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Florida Department of Education Mission and Vision

- The mission of Florida's Early Learning-20 education system shall be to increase the proficiency of **all students** within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities.
- Florida will have an efficient world-class education system that engages and prepares **all students** to be globally competitive for college and careers.

From: Section [1008.31, F.S.](#), and [FDOE's Strategic Plan](#) (2021)



Matrix of Services - Levels of Supports

| Level 1 (251) | Level 2 (252) | Level 3 (253) | Level 4 (254) | Level 5 (255) |
|---|--|---|---|---|
| The student requires no services or assistance beyond those that are typically available to all students. | The student is receiving assistance on a periodic basis or receives minor supports, assistance, or services. | The student is receiving accommodations to the learning environment that are more complex or is receiving services on a more frequent schedule. | For the majority of learning activities, the student is receiving specialized approaches, assistance, or equipment, or is receiving more extensive modifications to the learning environment. | The student is receiving continuous and intense (one-on-one or very small group) assistance, multiple services, or substantial modifications for the majority of learning activities. |

Individual Educational Plan (IEP) Matrix of Services - Section 1011.62, Florida Statutes (F.S.)

- In Florida, the Matrix of Services is the document used to determine the cost factor for selected exceptional education students based on the decisions made by the IEP team.
- Must be completed during the development of the initial IEP and at least every three years by trained personnel in order for funds to be generated for the district.
- Must be based on the special services to be provided to the student as documented in the IEP.

More on Florida's Matrix of Service

A Matrix of Services must be completed for:

- All ESE students (including infants and toddlers with disabilities for which the school district elects to serve) at Support Levels 4 and 5 (254/255)
- Students utilizing school choice scholarships specific to students with disabilities (e.g., Florida Empowerment Scholarships for Students with Unique Abilities).

Florida's Matrix of Services - Domains

- In the matrix, five domains are used to group the types of services and five levels are used to describe the nature and intensity of services within each domain.
 - Domain A: Curriculum and Learning Environment
 - Domain B: Social or Emotional
 - Domain C: Independent Functioning
 - Domain D: Health Care
 - Domain E: Communication
 - Special Considerations (Hospital/Homebound, Braille users, etc.)

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 _____

ESE 9291



09 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: _____

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



Special Considerations on the Matrix

Examples include:

- Students eligible for a hospital/homebound program (Ages 13+).
- Students who are deaf and enrolled in an auditory-oral education program (Ages 4+).
- Students who have a visual impairment or are dual-sensory impaired (Ages 3+). *2 students with VI and Intellectual Disability*

ESE Monitoring Specific and the Matrix

- The Bureau of Exceptional Education and Student Services, as part of the requirements in federal law, periodically includes IEP Matrix reviews as part of its differentiated monitoring system.
- When being monitored, schools will be asked to provide evidence that services checked on the matrix are being provided.
 - Evidence may include logs, student and staff schedules, lesson plans, instructional materials, behavior intervention plans, case notes, interviews, and other documentation.

Funding for ESE Students

Florida Education Finance Program (FEFP)

- The FEFP is the primary mechanism for funding the operating costs of Florida's public school districts.
- The formula allocates funding to each school district primarily based on each district's full-time equivalent (FTE) students.
- Students are reported for FTE in varying educational programs based on grade level and the educational services provided.

Florida Education Finance Program (FEFP)

- The FEFP provides additional funding for students with disabilities through two methods:
 - Weighting the FTE students based on educational program and allocating certain funds based on that weighted FTE.
 - Targeted allocations, such as the ESE Guaranteed Allocation, the Student Transportation Allocation, and the Class Size Reduction Allocation.

Weighted FTE

2021-2022

2022-2023

| Basic Programs | Grade Levels | Cost Factor |
|--------------------------|--------------|-------------|
| 101 | K-3 | 1.126 |
| 102 | 4-8 | 1.000 |
| 103 | 9-12 | 1.010 |
| ESE Programs | Grade Levels | Cost Factor |
| 111 (Level I, II or III) | K-3 | 1.126 |
| 112 (Level I, II or III) | 4-8 | 1.000 |
| 113 (Level I, II or III) | 9-12 | 1.010 |
| 254 (Level IV) | K-12 | 3.648 |
| 255 (Level V) | K-12 | 5.340 |
| ESOL (ELL) | Grade Levels | Cost Factor |
| 130 | K-12 | 1.199 |
| Career Education | Grade Levels | Cost Factor |
| 300 | 9-12 | 1.010 |

3.674
5.401

Basic ESE Students

- Students with ESE matrix levels I, II, and III are reported in FEFP programs 111, 112, and 113 based on their grade level.
- Note that on the last slide, the basic ESE student programs (111/112/113) have the same program cost factors as their basic (101/102/103) counterparts.
- * • Rather than receiving a higher cost factor, basic ESE students receive additional funding through the ESE Guaranteed Allocation.

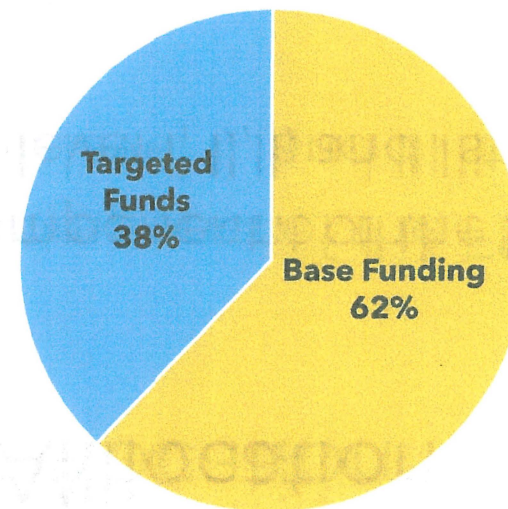
Base Funding

- Most components of the FEFP are targeted allocations and provide specific amounts for school safety, student transportation, etc.
- Base funding provides discretionary dollars for school districts to use for any operational purpose, such as staff salaries.

Base Funding

- Base funding makes up more than 60 percent of total FEFP funds.

**Total 2021-22 FEFP Funding
\$22,599,052,942**



ESE Guaranteed Allocation

- The ESE Guaranteed Allocation is a component of the FEFP that provides additional funding for matrix level I, II, and III students in lieu of a higher program cost factor.
- Provides funding for additional services needed for basic ESE students with low to moderate special service needs.

ESE Guaranteed Allocation

- The ESE Guaranteed Allocation was established in 2000 in conjunction with the elimination of the mandatory requirement for the determination of a matrix of services for levels I through III ESE students.
- Since then, the allocation amount has been adjusted each year by the legislature to account for projected student workload.

Student Transportation

- The Student Transportation Allocation within the FEFP provides additional funding for certain riders with disabilities.
- In order to receive this funding, the student's IEP must require specialized transportation services and the student must ride a regular school bus.
- In the current year, these students generate, on average, an additional \$1,472 over the \$497 traditional riders generate, for a total of \$1,969.

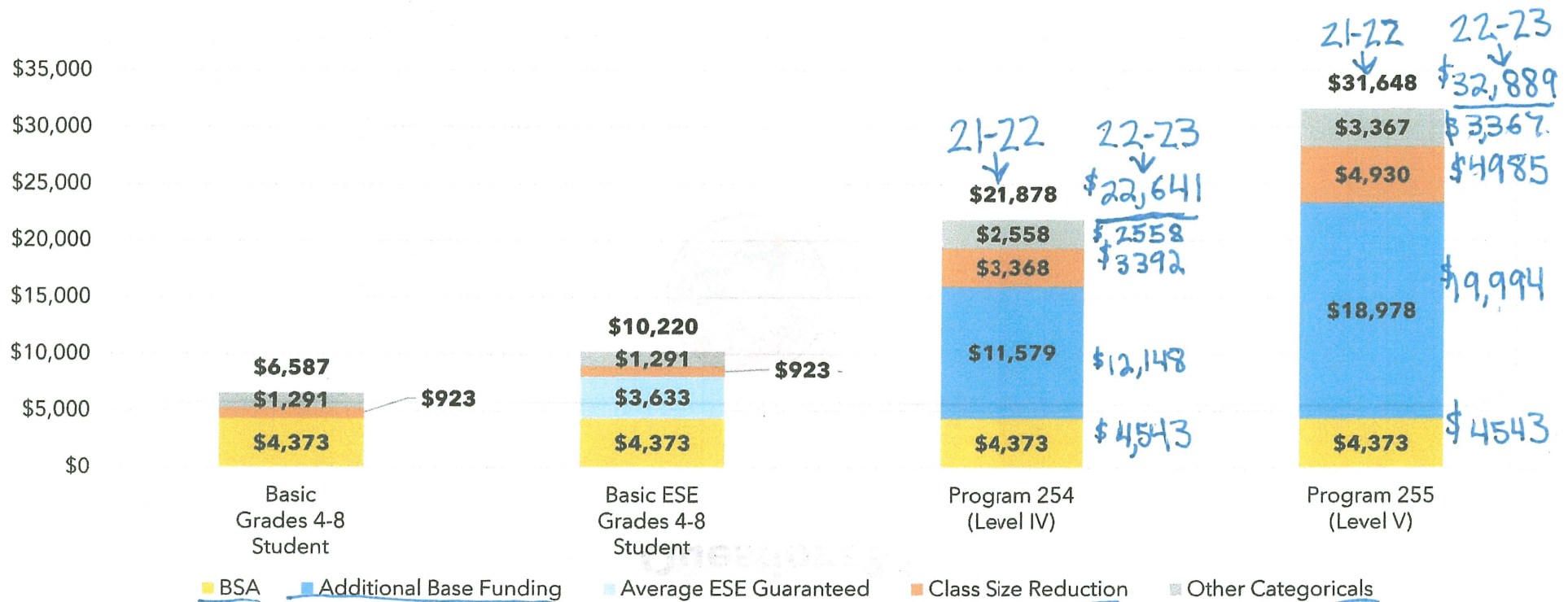
Class Size Reduction

- School districts receive funds through this allocation to assist in their compliance with the constitutional class size maximums.
- Allocated on weighted FTE, so level IV and V ESE students generate more funding for school districts than basic students.

Class Size Reduction

- Funded using per-student amounts that are adjusted by weighted FTE.
- 2021-22 allocation factors:
 - PK-3: \$984.42
 - 4-8: \$939.92
 - 9-12: \$942.19

Additional Funding for ESE Students



Central HS - 68 students
 10 Level V = \$328,890
 21 Level IV = \$475,461
 37 Basic ESE = \$378,140
 \$1,182,491

Questions?

