



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.) |
| | <input type="checkbox"/> Autism Spectrum Disorder ----- P <input type="checkbox"/> Deaf-or-Hard-of-Hearing----- H <input type="checkbox"/> Developmental-Delay (Age: 0-5) ----- T <input type="checkbox"/> Dual Sensory Impairment----- O <input type="checkbox"/> Emotional or Behavioral Disability----- J <input type="checkbox"/> Established Conditions (Age: 0-2)----- U <input type="checkbox"/> Gifted----- L <input type="checkbox"/> Hospitalized or Homebound ----- M <input type="checkbox"/> Intellectual Disability----- W <input type="checkbox"/> Language Impairment ----- G <input type="checkbox"/> Orthopedic Impairment ----- C <input type="checkbox"/> Other Health Impairment----- V <input type="checkbox"/> Specific Learning Disability----- K <input type="checkbox"/> Speech Impairment ----- F <input type="checkbox"/> Traumatic Brain Injury ----- S <input type="checkbox"/> Visual Impairment----- I |
| | Areas of Related Service <input type="checkbox"/> Language Therapy ----- X <input type="checkbox"/> Occupational Therapy ----- D <input type="checkbox"/> Physical Therapy ----- E <input type="checkbox"/> 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"/> | <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 minimal accommodations or supports to the curriculum or the learning environment | <ul style="list-style-type: none"> ___ 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 | <ul style="list-style-type: none"> ___ 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 | <ul style="list-style-type: none"> ___ 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 | <ul style="list-style-type: none"> ___ 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"/> | <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 assistance or behavior supports | <ul style="list-style-type: none"> ___ 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 | <ul style="list-style-type: none"> ___ 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 | <ul style="list-style-type: none"> ___ 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 | <ul style="list-style-type: none"> ___ 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"/> | <p>___ Requires no services or assistance beyond that which is normally available to all students</p> |
| Level 2 <input type="checkbox"/> Requires periodic assistance or minor interventions | <p>___ Monthly assistance with communication</p> <p>___ Occasional assistance with personal amplification or communication system</p> <p>___ Consultation on a monthly basis with teachers, family, agencies or other providers</p> |
| Level 3 <input type="checkbox"/> Requires weekly intervention or assistance, which may include alternative and augmentative communication systems | <p>___ Weekly intervention or assistance with language or communication</p> <p>___ Weekly speech or language therapy or instruction</p> <p>___ Weekly assistance with personal amplification or communication system</p> <p>___ Weekly supervision of alternative or augmentative communication systems</p> <p>___ Weekly collaboration with teachers, family, agencies or other providers</p> |
| Level 4 <input type="checkbox"/> Requires daily intervention or assistance, which may include alternative and augmentative communication systems | <p>___ Daily assistance or instruction with communication equipment</p> <p>___ Daily integrated intervention and assistance related to communication needs</p> <p>___ Instruction in sign language for use as the primary method of communication</p> <p>___ Interpreting services for part of the school day</p> |
| Level 5 <input type="checkbox"/> Requires multiple interventions and assistance, which may include alternative and augmentative communication systems | <p>___ Continuous assistance or instruction with communication equipment</p> <p>___ Interpreting services for the majority or all of the school day</p> <p>___ Multiple, continuous interventions to replace ineffective communication and establish appropriate communication</p> |

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 | EXPLORE THEIR PURPOSE | IMAGINE THEIR BEST SELVES | RELATIONSHIP SKILLS & SOCIAL AWARENESS | SELF-MANAGEMENT | TEAM BUILDING | HEALTH & WELLNESS |
|--|---|--|--|---|---|--|
| <p>Students identify their strengths and learn how to find strengths in others.</p> | <p>Students utilize their strengths to imagine their future selves and ways they can contribute to the world.</p> | <p>Students clarify who they are and how they want to be in the world.</p> | <p>Students learn engagement strategies, listening skills, empathy, and other rapport-building hacks.</p> | <p>Students learn tools to practice managing their emotions, thoughts, and behaviors in a variety of situations.</p> | <p>Students practice new concepts in small teams to hone their strength-based support skills.</p> | <p>Students learn about self-care and boundaries.</p> |
| <p>Research tells us that this activity can increase well-being and reduce symptoms of depression.</p> | <p>Students envision ways to contribute to the world, which helps them feel more respected and empowered.</p> | <p>Students feel a greater sense of control as they develop a clear vision of their future selves.</p> | <p>Students, equipped with new social skills, can strengthen their relationships and better support their peers.</p> | <p>Students benefit from opportunities to practice self-regulation, especially within the context of providing support.</p> | <p>Students practice how to be a part of a collaborative team, focusing on growth and helping others.</p> | <p>Students are much better positioned to keep themselves well while helping others and staying healthy.</p> |

| | 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:

ACCESS TO THE LIVE UPLIFT EVENT • CERTIFICATE OF COMPLETION • PRIZES

TOP PRIZES **1st** PS5 • **2nd** \$250 GIFT CARD • **3rd** TABLET

VIRTUAL LIVE EVENT FOR 14-19 YEAR OLDS

LIMITED SPOTS, REGISTER AT
WWW.UPLIFTPEERS.COM



The Multiagency Network for Students with Emotional/Behavioral Disabilities

