

**SPECIAL NEEDS RATE APPLICATION**

**The provider must ensure documentation of diagnosis is given to The Early Learning Coalition of Flagler and Volusia Counties, Inc. (ELCFV) to justify the special needs rate. Diagnosis must be validated by a licensed health, mental health, education, or social service professional other than the child’s parent or person employed by the child care provider. The provider must describe the special needs services for the child in addition to the routine school readiness services.**

Examples of diagnoses that may justify a Special Needs Rate include but are not limited to Autism Spectrum Disorder, Deaf or Hard of Hearing, Developmental Delay, Dual Sensory Impairment, Emotional or Behavioral Disability, Intellectual Disability, Language Impairment, Orthopedic Impairment, Specific Learning Disability, Speech Impairment, Traumatic Brain Injury, and Visual Impairment.

NOTE: The Special Needs Rate is applicable for those services beyond those required by the Americans with Disabilities Act (ADA). Generally speaking, Section 504 of the Rehabilitation Act is a civil rights law that prohibits discrimination based on disability at schools that receive federal funding. This includes children with learning disabilities who do not need special education or individualized instruction but may still need supports and services at school. This law provides access to the same education as their peers by removing barriers. This may look like wider spaces between learning centers to make room for a walker or wheelchair, auditory devices, or playdough around paint brushes to make them easier to grasp. The Special Needs Rate is intended to support services provided above and beyond those required by ADA. Funds are to supplement, not supplant, funding provided through IDEA, Parts C (ages birth to three) and B (ages 3-21). Refer to Best Practices in Inclusive Early Childhood Education (BPIECE) for an assessment tool.

CHILD/FAMILY INFORMATION:

Child’s Name: Click or tap here to enter text. Child’s DOB: Click or tap here to enter text.

Child’s Primary Language: Choose an item. Other Language: Click or tap here to enter text.

List Child’s Diagnosis (if any): Click or tap here to enter text.

Parent/Caregiver Name: Click or tap here to enter text.

Address: Click or tap here to enter text.

City: Click or tap here to enter text. Zip Code: Click or tap here to enter text.

Phone Number: Click or tap here to enter text.

Check all the supports currently involved with the child:

Part B  Speech Therapy  Physical Therapy

Part C  Occupational Therapy  Behavior Therapy

PROVIDER INFORMATION:

Name of Childcare Provider: Click or tap here to enter text. Provider ID from Portal: Click or tap here to enter text.

Name of Staff Completing Application: Click or tap here to enter text.

Childcare Provider Address: Click or tap here to enter text.

City: Click or tap here to enter text. Zip Code: Click or tap here to enter text.

Phone Number: Click or tap here to enter text.

**Instructions**

1. Check services or supports to be provided by a School Readiness early learning program to student in Domain A through E. Check the box indicating the highest level at which services have been indicated.
2. The services checked on the matrix must be based on individual needs resulting from a child’s disability or delay and may not simply reflect services offered to all children in a particular class or program.
3. For assistance in determining the level, see ATTACHMENT 1 – Description of Levels.
4. Enter a description of the services in the box below each domain.

NOTE: Each indicator is assuming that services supplied are above and beyond ADA requirements. Each indicator would be fundamentally altering the learning environment or services typically provided to children.

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| **Domain A – Curriculum and Learning Environment** | |
| **Level** | **Examples of services and assistance that may be required and provided** |
| Level 1 | Requires no services or assistance beyond that which is normally available to all students |
| Level 2  Inclusion requires **minimal** accommodations or supports to the curriculum or the learning environment | Electronic tools to use independently  Materials to assist with accessibility  Accommodations on assessment or accessible assessment materials  Consultation monthly with teachers, family, agencies, or other providers |
| Level 3  Inclusion requires **moderate** accommodations or supports to the curriculum or the learning environment | Electronic Tools and assistive technology used with assistance  Alternative materials, assessments, activities, or equipment  Special assistance needed in learning environments  Direct, specialized instruction for some learning activities, which requires additional staff time[[1]](#footnote-1)  Weekly consultation and collaboration with teachers, family, agencies, or other providers |
| Level 4  Inclusion requires **substantial** accommodations or supports to the curriculum or the learning environment including but not limited to specialized instruction, modified curriculum or assistive technology used with supervision. | Extensive creation or purchase of special materials  Direct, specialized instruction or curriculum for most learning activities which requires additional staff time.  Assistance for most learning activities, which requires additional staff time.  Assistive technology used with supervision for the majority of learning activities  Consultation and collaboration more than once per week with teachers, family, agencies, or other providers |
| Level 5  Inclusion requires **extensive** individualized modified curriculum and substantial modifications to the learning environment to meet the child’s individual needs | Specialized instruction for literacy, which requires additional staff time, such as braille or sign language  Intensive curriculum or instructional approach for most learning activities, which requires and additional staff member.  Ongoing, continuous assistance for participation in learning activities, which requires an additional staff member  Daily consultation and collaboration with teachers, family, agencies, or other providers |
| **Below includes a description of any supports currently provided. This may include services, fundamental alterations to the environment, and/or instructional plans for the child.** | |
| Click or tap here to enter text. | |

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| **Domain B – Social or Emotional Behavior** | |
| **Level** | **Examples of services and assistance that may be required and provided** |
| Level 1 | Requires no services or assistance beyond that which is normally available to all students |
| Level 2  Inclusion requires **minimal** accommodations or supports to the curriculum or the learning environment | Consultation monthly with teachers, family, agencies, or other providers  Specialized instruction or activities in self-advocacy and understanding of exceptionality  Behavior management system implemented specifically addressing the child’s needs  Monthly counseling or guidance  Monthly assessment of behavior or social skills |
| Level 3  Inclusion requires **minimal** accommodations or supports to the curriculum or the learning environment | Small-group instruction in social skills, self-regulatory behavior, self-advocacy, conflict resolution, dealing with authority, and socialization, which requires additional staff time.  Weekly family counseling, assessment, or interventions  Referral and follow-up for transitions to and from community-based programs, which requires additional staff time  Weekly assessment of behavior as part of behavioral intervention plan  Weekly consultation and collaboration with teachers, family, agencies, or other providers |
| Level 4  Inclusion requires **moderate** accommodations or supports to the curriculum or the learning environment | Highly structured, individualized behavioral intervention plan infused throughout the educational day  Daily coaching for support behavioral intervention plan  Consultation and collaboration more than once per week with teachers, family, agencies, or other providers specifically on growth and progress |
| Level 5  Inclusion requires **substantial** accommodations or supports to the curriculum or the learning environment including but not limited to specialized instruction, modified curriculum or assistive technology used with supervision. | Intensive, individualized behavior management plan that requires very small-group or one-on-one intervention  Consistent daily coaching for support behavioral intervention plan  Daily consultation and collaboration with teachers, family agencies, or other providers specifically on growth and progress |
| **Below includes a description of any supports currently provided. This may include services, fundamental alterations to the environment, and/or instructional plans for the child.** | |
| Click or tap here to enter text. | |

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| **Domain C – Independent Functioning** | |
| **Level** | **Examples of services and assistance that may be required and provided** |
| Level 1 | Requires no services or assistance beyond that which is normally available to all students |
| Level 2  Inclusion requires **minimal** accommodations or supports to the curriculum or the learning environment | Monthly personal assistance with materials or equipment, which requires additional staff time  Consultation monthly with teachers, family, agencies, and other providers  Organizational strategies or supports for independent functioning, which requires additional staff time or additional funding  Special equipment, furniture, strategies or supports for motor control in the classroom |
| Level 3  Inclusion requires **minimal** accommodations or supports to the curriculum or the learning environment | Specially designed organizational strategies or supports for independent functioning, which requires weekly planning.  Weekly coaching in self-monitoring of independent living skills  Weekly coaching or assistance with independent living skills, materials, or equipment  Weekly consultation and collaboration with teachers, family, agencies, or other providers |
| Level 4  Inclusion requires **moderate** accommodations or supports to the curriculum or the learning environment | Supervision to ensure physical safety during most activities, which requires additional staff time.  Individual assistance or supervision in activities of daily living, self-care, and self-management for part of the day, which requires additional staff time.  Special equipment or assistive technology for personal care with frequent assistance  Consultation and collaboration more than once per week with teachers, family, agencies, or other providers |
| Level 5  Inclusion requires **substantial** accommodations or supports to the curriculum or the learning environment including but not limited to specialized instruction, modified curriculum or assistive technology used with supervision. | Continuous supervision to ensure physical safety, which requires additional staff time  Individual assistance or supervision in activities of daily living, self-care, and self-management for most of the day  Implementation of strategies guided by the occupational, physical, speech or other therapies, which require additional staff time and go beyond ADA compliance  Daily consultation and collaboration with teachers, family, agencies, or other providers |
| **Below include a description of any supports currently provided. This may include services, fundamental alterations to the environment, and/or instructional plans for the child.** | |
| Click or tap here to enter text. | |

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| **Domain D – Health Care** | |
| **Level** | **Examples of services and assistance that may be required and provided** |
| Level 1 | Requires no services or assistance beyond that which is normally available to all students |
| Level 2  Inclusion requires **minimal** accommodations or supports to the curriculum or the learning environment | Monthly personal health care assistance  Consultation monthly with teachers, family, agencies, or other providers  Monthly monitoring of health status, procedures, or medication  Monthly specialized administration of medication, which requires additional staff time  Monthly assistance with agency referrals or coordination, which requires additional staff time |
| Level 3  Inclusion requires **minimal** accommodations or supports to the curriculum or the learning environment | Weekly monitoring or assessment of health status, procedures, or medication  Weekly counseling with student or family for related health care needs  Weekly specialized administration of medication,  Weekly consultation and collaboration with teachers, family, physicians, agencies, or other providers |
| Level 4  Inclusion requires **moderate** accommodations or supports to the curriculum or the learning environment | 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  Specialized administration of medication multiple times a day, which requires additional staff time  Daily consultation and collaboration with teachers, family, physician, agencies, or other health-related personnel |
| Level 5  Inclusion requires **substantial** accommodations or supports to the curriculum or the learning environment including but not limited to specialized instruction, modified curriculum or assistive technology used with supervision. | Continuous monitoring and assistance related to health care needs  Specialized administration of medication multiple times daily, which requires additional staff time  Extensive communication with teacher, family, physician/health-related personnel, agencies, or other health-related personnel |
| **Below include a description of any supports currently provided. This may include services, fundamental alterations to the environment, and/or instructional plans for the child.** | |
| Click or tap here to enter text. | |

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| **Domain E – Communication** | |
| **Level** | **Examples of services and assistance that may be required and provided** |
| Level 1 | Requires no services or assistance beyond that which is normally available to all students |
| Level 2  Inclusion requires **minimal** accommodations or supports to the curriculum or the learning environment | Monthly assistance with communication  Occasional assistance with personal amplification or communication system which requires additional staff time  Monthly consultation with teachers, family, agencies, or other providers |
| Level 3  Inclusion requires **minimal** accommodations or supports to the curriculum or the learning environment | Weekly intervention or assistance with language or communication  Weekly classroom implementation of strategies from speech or language therapy or instruction  Weekly assistance with personal amplification or communication system, which requires additional staff time  Weekly supervision of alternative or augmentative communication systems, which requires additional staff time  Weekly consultation and collaboration with teachers, family, agencies, or other providers |
| Level 4  Inclusion requires **moderate** accommodations or supports to the curriculum or the learning environment | Daily assistance or instruction with communication equipment, which requires additional staff time  Daily integrated intervention and assistance related to communication needs, which requires additional staff time  Instruction in sign language for use as the primary method of communication  Interpreting services for part of the educational day  Daily consultation and collaboration with teachers, family, agencies, or other providers |
| Level 5  Inclusion requires **substantial** accommodations or supports to the curriculum or the learning environment including but not limited to specialized instruction, modified curriculum or assistive technology used with supervision. | Continuous assistance or instruction with communication equipment  Interpreting services for the majority or all the school day  Multiple, continuous interventions to replace ineffective communication and establish appropriate communication  Extensive consultation and collaboration with teachers, family, agencies, or other providers |
| **Below include a description of any supports currently provided. This may include services, fundamental alterations to the environment, and/or instructional plans for the child.** | |
| Click or tap here to enter text. | |

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| **FOR COALITION USE ONLY:**  Child ID: Click or tap here to enter text.  Reviewed by ELC Staff: Click or tap here to enter text.  Date Approved: Click or tap to enter a date.  Documentation Uploaded: Choose an item.  Observation Completed: Choose an item.  **Notes/Comments:** Click or tap here to enter text. |

ATTACHMENT 1 – Description of Levels

***Level 1*** indicates that the child requires no services or assistance beyond those that are normally available to all children. “Services or assistance normally available to all students” refers to the education, health, and other services and assistance made available to all students in the educational setting. These include routine administration of medication, schoolwide curricula, and an appropriate learning environment with qualified instructional personnel and standards materials and equipment.

***Level 2*** indicates the student is receiving assistance on a periodic basis or receives minor supports, assistance, or services. For example, in Domain A, Curriculum and Learning Environment, the child may require presentation, response, scheduling or setting accommodations; the use of electronic devices; or need enrichment activities. Terms used to describe Level 2 services include supports, minimal accommodations to assist in accessing curriculum or learning environment, monthly services, and consultation.

The term ***consultation***,used consistently at Level 2, refers to sharing of information between teachers, family, agencies, and other providers to address the child’s needs. An example of consultation is when a teacher gathers information from a child’s family on a regular basis to better meet the needs of the child. In this case, the parent is a source of information while the teacher takes the responsibility for planning and carrying out the interventions determined to be necessary as a result of the information gathering. Consultation is a less intense service than collaboration, which is used in Level 3. In order for consultation to be checked on the matrix, it must be regularly scheduled, consistently documented, and conducted through face-to-face or virtual meetings. Virtual meetings are defined as “real time” where participants are actively involved. A meeting conducted via telephone (e.g., a conference call) is considered a virtual meeting. Written exchange among professionals does not constitute a virtual meeting; however, written exchange with families is allowable for consultation at Level 2.

***Level 3*** indicates the child is receiving accommodations to the learning environment that are more complex or is receiving services on a more frequent schedule. For example, in Domain B, Social or Emotional Behavior, the child may require weekly assessment of behavior as part of a behavior intervention plan.

Terms used to describe Level 3 services and supports include accommodations, weekly services, collaboration, and assistance for some learning activities.

The term ***collaboration***, used consistently at Level 3, refers to a joint effort among teachers, family, agencies, and other providers, and involves cooperative, proactive work on the part of all participants. Collaboration, which is more intense than consultation, involves all parties actively planning and carrying out interventions designed to meet a child’s needs. An example of collaboration is a speech-language pathologist training a parent in the programming and use of an augmentative communication device for a nonverbal child. The parent then uses the device at home and offers feedback to the teacher regarding the child’s use of the equipment and additional programing needs. In order for collaboration to be checked on the matrix, it must be regularly scheduled, consistently documented, and conducted through face-to-face or virtual meetings. Virtual meetings are defined as “real time” where participants are actively involved. A meeting conducted via telephone (e.g., a conference call) is considered a virtual meeting. Written exchange among professionals does not constitute a virtual meeting. At this level of the matrix, written exchange among professionals or families does not constitute collaboration.

***Level 4*** indicates that for most learning activities, the child is receiving specialized approaches, assistance, or equipment, or is receiving more extensive modification to the learning environment. Services received daily are generally included at this level. For example, in Domain C, Independent Functioning, the child may require supervision during most activities for physical safety or assistance with activities of daily living that require frequent assistance from a staff member.

Terms used to describe Level 4 services and supports include very specialized or different programs or approaches, daily or very frequent services and assistance needed for most learning activities.

***Level 5*** indicates that the child is receiving continuous and intense (one-on-one or very small group) assistance, multiple services, or substantial modifications for most learning activities. For example, in Domain D, Health Care, the child may receive a combination of services, such as suctioning and the delivery of medications that necessitates continuous monitoring and assistance.

Terms used to describe Level 5 services and supports include continuous or constant intervention of assistance, intensive or individualized approaches and services for most of the school day and multiple services.

1. Requiring additional staff time is defined as any additional time needed outside of the normal educational services to meet the child’s services and supports. [↑](#footnote-ref-1)