

Florida Department of Education
Bureau of Exceptional Education and Student Services

Compliance Self-Assessment

Matrix of Services

This matrix of services review protocol is intended to be used in conjunction with the *ESE/FEFP Matrix of Services Handbook, 2015 Edition*, Florida Department of Education (Matrix Handbook). The services checked on the matrix must be based on the information contained in the student's current individual educational plan (IEP). The IEP, not the matrix of services document, determines the special education services a student will receive. The services identified on the IEP and subsequently checked on the matrix must be based on the individual needs resulting from a student's disability and may not simply reflect services offered to all students in a particular class or program. For specific information regarding which students require a matrix and when they must be completed, please refer to the Matrix Handbook referenced above.

For this protocol, only a summary of the self-assessment is reported via the website. Use hard copies of the matrix of services protocol (available for download as a PDF document from the ESE General Supervision Website at <http://beess.fcim.org/>) to conduct the review and then submit the summary data as requested via the website. The steps to be followed when using the matrix review form are described below. Use of the Matrix Handbook is required when conducting this review.

- 1. Identify the levels of service (1–5) indicated on the current matrix for each domain, including which specific services are reported. Check the appropriate box(es) under the “reported at” row.**
- 2. Review the IEP for evidence of the student's need for the identified service. Using the codes provided, indicate the source of the evidence.**

Appropriate places for documentation on the IEP include the present level of educational performance statements, measurable annual goals, and short-term objectives or benchmarks. Information regarding individual needs may also be documented in IEP conference notes. Evidence that the student needs the type and intensity of services identified on the IEP and on the matrix should be documented in the student's present level of educational performance statement(s), annual goals (and short-term objectives or benchmarks, if applicable), or the IEP conference notes.

- 3. Review the IEP for evidence of the identified service. Using the codes provided, indicate the source of the evidence.**

This information may be found under special education services, related services, supplemental aids and services, program modifications, supports for personnel, or in other components of the IEP. Documentation may also include statements on the IEP regarding modifications or accommodations or regarding delivery models necessary to provide appropriate special education services. Examples are provided in the Matrix Handbook for each domain and each level of service (denoted by a check mark) and prerequisites for specific services or required evidence (denoted by a caret) are included.

- 4. Review on-site to determine if the services are being implemented as indicated on the IEP and the matrix form. Using the codes provided, indicate the source of the evidence for Domains A-E and Special Considerations.**

Evidence may be found in notes or logs, rosters or schedules, correspondence, lesson plans, grade books, phone logs, materials or equipment, or through interviews or observations

- 5. Based on the evidence from steps 2–4, identify the highest levels of service that are supported by the IEP and for which there is additional evidence of implementation. Check the appropriate box(es) under the “reviewed at” column on the matrix of services review protocol.**