

ECSE Weighted Enrollment Factor Matrix:

Name _____

Date ____/____/____

The IEP of each pre-kindergarten child receiving district-provided or district-financed special education services is assigned a score using the ECSE Weighted Enrollment Factor (WEF) Matrix and the consideration of unique circumstances.

The IEP of each student receiving district-provided or district-financed special education services is assigned a score using the Weighted Enrollment Factor (WEF) Matrix and the consideration of unique circumstances. Students with greater special education services and supports have a higher WEF score; students with lesser special education services and supports have a lower WEF score.

NOTES: This instrument is to be applied to IEPs for preschool aged children, only. See guidance for unique circumstances.

1. Health, Physical or Behavior Support. Reference IEP Page F.			Score: 0 1 2 3
Zero Points Student requires no health, physical or behavior support	1 Point Health, physical, or behavioral support regardless of setting that is delivered by a paraprofessional for 49% or less of the school day.	2 Points Health, physical, or behavioral support regardless of setting that is delivered by a paraprofessional for 50% to 74% of the school day.	3 Points Health, physical, or behavioral support regardless of setting that is delivered by a paraprofessional for 75% to 100% of the school day.

2. Instructional Support. Reference IEP Page F.			Score: 0 1 2 3
Zero Points Student requires no instructional support	1 Point Special education instructional support regardless of setting that is delivered by a paraprofessional for 49% or less of the school day.	2 Points Special education instructional support regardless of setting that is delivered by a paraprofessional for 50% to 74% of the school day.	3 Points Special education instructional support regardless of setting that is delivered by a paraprofessional for 75% to 100% of the school day.

3. Specialized Transportation. Reference IEP Pages F & G.			Score: 0 1 2 3
Zero Points No special transportation	1 Point Within-district special route	2 Points Attendant services	3 Points Transportation to another district or a within-district special route and attendant services or specialized vehicle (e.g., with lift device)

4. <u>Year of purchase</u> Assistive Technology (including electronic devices, in-school travel equipment, positioning equipment, etc.), Accessible Educational Materials (AEM) and Equipment for Safe Transportation; <u>year of expenditure maintenance of previously acquired equipment.</u> Reference IEP Pages F & G.		Score: 0 1 2
Zero Points Equipment and/or software typical of all students.	1 Point Minor equipment and/or software needs in excess of that typical of all students (e.g., a tablet, laptop, stroller, wagon, Lofstrand crutches, grab bar for toilets, positioning equipment, etc.); maintenance of previously acquired equipment	2 Points Significant equipment needs in excess of that typical of all students (e.g., classroom amplification system, dynamic display device, stander, gait trainer with accessories, toileting system, etc.)
<ul style="list-style-type: none"> “Equipment for Safe Transportation” on a school bus includes only equipment that is necessary on the basis of the child’s disability and exceeds the National Highway Transportation Safety Administration’s recommendations for transporting pre-school age children: <ol style="list-style-type: none"> (1) Each child should be transported in a Child Safety Restraint System (suitable for the child’s weight and age) that meets applicable Federal Motor Vehicle Safety Standards (FMVSSs). (2) Each child should be properly secured in the Child Safety Restraint System. (3) The Child Safety Restraint System should be properly secured to the school bus seat, using anchorages that meet FMVSSs. 		

Sum the scores derived from the ECSE Weighted Matrix to determine a level of service: Level II: 0 - 3 points Level III: 4 or more points	Total Score:
	Assigned Level:

Guidance for the ECSE Weighted Enrollment Factor (WEF) Matrix

When an IEP is weighted. An IEP is weighted if there is *any* special education activity, service or support described in the IEP that creates an expense for the school district.

Consideration of unique circumstances.

If an individually assigned nurse, an individually assigned sign language interpreter or an individually assigned special education teacher are the **ONLY** district-provided service(s), a level is assigned to the IEP based on the factors below.

Service	Level II	Level III
Individually assigned sign language interpreter	Up to 74% of the school day	75% to 100% of the school day
Individually assigned nurse at district expense (services in addition to developing a health plan)	Up to 74% of the school day	75% to 100% of the school day
Individually assigned special education teacher	Up to 74% of the school day	75% to 100% of the school day

For an IEP that specifies more than one of the unique circumstances services, levels may be added. For example, an IEP that calls for an individually assigned nurse for 50% of the school day (Level II) and an individually assigned sign language interpreter for 40% of the school day (Level II) would be a Level III IEP (II + II, to the maximum of Level III).

If an individually assigned nurse or an individually assigned sign language interpreter are provided **IN ADDITION TO** other district-provided services, one level may be added to the WEF determined on the basis of the matrix using values derived from this table. For example, if the matrix results in a Level II weighting and the child also requires a sign language interpreter for 60% of the day, the IEP would be Level III (II from the Matrix + II from the unique circumstances table, to the maximum of Level III).