



HUMBOLDT • DEL NORTE
SELPA
Special Education Local Plan Area

HUMBOLDT | DEL NORTE SELPA

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hdnselpa.org

Low Incidence Guidelines

Participating Humboldt – Del Norte Local Education Agencies (LEAs) Arcata School District, Big Lagoon Union School District, Blue Lake Union School District, Bridgeville School District, Cuddeback Union School District, Cutten School District, Del Norte County Office of Education, Del Norte Unified School Districts, Eureka City Schools, Ferndale Unified School District, Fieldbrook School District, Fortuna Elementary School District, Fortuna Union High School District, Freshwater School District, Garfield School District, Humboldt County Office of Education, Hydesville School District, Jacoby Creek School District, Klamath-Trinity Joint Unified School District, Kneeland School District, Loleta Union School District, Maple Creek School District, Mattole Unified School District, McKinleyville Union School District, Northern Humboldt Union High School District, Northern United – Humboldt Charter, Orick School District, Pacific Union School District, Pacific View Charter 2.0 Peninsula Union School District, Rio Dell School District, Scotia Union School District, South Bay Union School District, Southern Humboldt Unified School District, Trinidad Union School District

INTRODUCTION

These guidelines outline the policies and procedures for obtaining equipment and services from Humboldt - Del Norte SELPA for students whose primary or secondary eligibility category is a low incidence disability.

LOW INCIDENCE DISABILITY DEFINED

Low incidence disability is defined as a severe disabling condition with an expected incidence rate of less than one percent of total statewide enrollment in special education.

Low Incidence Disabilities are:

- Hard of Hearing (HH)
- Deafness (DEAF)
- Visual Impairment (VI)
- Orthopedic Impairment (OI)
- Deaf-Blindness (DB)

DISABILITY CODES

Low Incidence disabilities are reported within SEIS as follows:

- Disability 1 is the main disability of the student contributing to his/her eligibility for special education and related services;
- If a student has more than one type of disability, the student shall be reported under multiple disabilities (MD);
 - When one or more of the disabilities is a low-incidence disability:
 - Primary disability should be MD
 - Secondary disability should indicate the most prominent Low Incidence disability.

Code	Disability Category
220	Hard of Hearing (HH): Hard of Hearing, or hearing impairment, means hearing impairment, whether permanent or fluctuating, that adversely affects a child's educational performance, but that is not included under the definition of "deaf" in this section. (34 CFR §300.8(c)(5))
230	Deafness (DEAF)Hard of Hearing (HH): Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance. Hearing Impairment (HI): Hearing Impairment is a federal category of disability, which includes both hard of hearing and deaf individuals as defined above. (34 CFR §300.8(c)(3))
250	Visual Impairment (VI): Visually Impaired, including blindness, means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

	(34 CFR §300.8(c)(13))
270	Orthopedic Impairment (OI): Orthopedic Impairment means a severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.); impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.); and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures). (34 CFR §300.8(c)(8))
300	Deaf-Blindness (DB): Deaf-Blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. (34 CFR§. 300.8(c)(2)).
310	Multiple Disabilities (MD) (Students with MD are only eligible for Low Incidence funding if they have a secondary disability of HH, DEAF, VI, OI, or DB): Multiple Disabilities means concomitant impairments such as intellectual disabilities/mental retardation and blindness or intellectual disabilities/mental retardation and orthopedic impairment, the combination of which causes such severe educational needs that needs cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities do not include deaf-blindness. (34 CFR §300.8(c)(7))

LOW INCIDENCE SERVICES

Low Incidence services will vary depending on the student’s specific disability and educational needs, but might consist of direct teaching, modifying classroom materials, recommending and aiding in acquiring required assistive technology, consultation with IEP teams, and coordinating services with outside agencies.

Code	Service Description
610	Specialized Services for Low Incidence Disabilities: Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student’s IEP, including frequency and duration of the services to the student. (CCR Title 5 §3051.16 & 3051.18)
710	Specialized Deaf and Hard of Hearing Services: These services include speech therapy, speech reading, auditory training and/or instruction in the student’s mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents,

	teachers, and other school personnel may also be included. (CCR Title 5 §3051.16 and 3051.18)
715	Interpreter Services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (CCR Title 5, §3051.16)
720	Audiological Services: These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2)
725	Specialized Vision Services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/ vocational staff, and others) and collaboration with the student's classroom teacher. (CCR Title 5 §3051.7)
730	Orientation and Mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP. (CCR Title 5 §3051.3)
735	Braille Transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code. (Educ. Code §§56350, 56351)
740	Specialized Orthopedic Services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment. (CCR Title 5, §3051.16)
745	Reader Services (CCR §3051.16)
750	Note Taking Services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does

	not include instruction in the process of learning how to take notes. (5 CCR §3051.16)
755	Transcription Services: Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction. (5 CCR §3051.16)

LOW INCIDENCE SPECIALIST REQUEST FOR ASSISTANCE

To request assistance from SELPA Low Incidence specialists:

- Find the SELPA Low Incidence Request for Assistance in the SEIS Document Library under “Request for Assistance and Referral Forms.”
- Complete Request for Assistance packet and email it to support@hdnselpa.org.
 - Make sure to include your district and the names of specific organizations on the Release of Confidential Information form. **The parent needs to initial next to each agency and sign the bottom.**
 - Vision: Include vision screenings, Optometry or Ophthalmology reports,
 - Deaf/Hard of Hearing: Include hearing screenings, Audiology reports
 - Orthopedic: Include California Children’s Services (CCS) if the student is a patient, as well as any other physicians who would have reports stating medical reasons for physical limitations or disabilities.

FUNDING SPECIALIZED BOOKS, EQUIPMENT & MATERIALS

SELPA Low Incidence funds are available for use on behalf of students certified as having a low incidence primary or secondary disability, and identified as having an educational need through the assessment process.

The allocation of Low Incidence funds to the SELPA is based on the prior year December 1st student count in the categories listed above. The funds are provided to the SELPA by the California Department of Education.

The materials and/or services acquired through low incidence funding could be:

1. Required for the student to meet their IEP goals and objectives.
2. Required for the student to access their education program.
3. Specialized as it relates to needs of the low incidence disability indicated in a comprehensive eligibility evaluation and which is recommended by an educator who is credentialed or knowledgeable of the low incidence disability area(s) per California Education Code Section 56836.22.
4. Low Incidence funds will be used to supplement LEAs for purchasing low incidence materials or services per California Education Code 56206.

RESPONSIBILITY

Districts are responsible for providing any and all assistive technology indicated on every student's IEP. If a district wishes to supplement the cost of providing that specialized equipment, a request for funding could be made to the SELPA Low Incidence Committee. There is no guarantee of approval by the Low Incidence Committee. If equipment is not funded with Low Incidence monies, the district is obligated to provide the required equipment.

**Standard classroom materials and equipment would not meet Low Incidence funding guidelines. For more information please contact the HDN SELPA.*

Low incidence funding is the legal responsibility of the SELPA. To meet this responsibility, a Low Incidence Committee has been established which is composed of educators knowledgeable about Low Incidence disabilities. The Humboldt – Del Norte SELPA Low Incidence Committee may include:

- Low Incidence Education Specialists
- Assistive Technology Specialist
- SELPA Administrator
- Other specialists deemed necessary by the SELPA Low Incidence Committee

Low Incidence Committee meetings will be held monthly throughout each school year.

LOW INCIDENCE FUNDING GUIDELINES

The following funding guidelines apply for SELPA member LEAs seeking Low Incidence funds from Humboldt - Del Norte SELPA:

Low Incidence Funding Parameters:

- Low Incidence funds shall only be used for purchase of adapted specialized and/or adapted equipment, books, and/or instructional materials.
- Requests for items for an individual student must be \$100 and over. Items under \$100 are the responsibility of the LEAs to purchase.
- SELPA Executive Director approval is required for equipment costing \$5000 or more.
- Low Incidence funds may be requested for a group of related tools or single piece of equipment. If duplicates of the same equipment are needed for the same student, the LEA is responsible for purchase of the duplicate items.
- Multiple types of equipment may be requested for each individual student.
- The student's IEP must indicate a unique educational need directly related to the Low Incidence disability and that the need can only be met with specialized books, materials, equipment and services.
- IEP Goals must reflect the unique educational skill needs, not the desired items or service.
- If the current IEP goals does not specifically address a Low Incidence educational need, then an amendment IEP with goals that reflect the skills requiring the use of specialized

books, materials, and equipment must be held before a request to the Low Incidence Committee can be made.

Equipment Use Outside of Education Setting:

Section 56040.3 of the California Education Code requires LEAs to allow students to use school-purchased assistive technology devices at the student's home or in other settings when the student's individualized education plan (IEP) team decides on a case-by-case basis that access to those devices is necessary in order for the student to receive a free appropriate public education (FAPE).

Using equipment outside of the educational setting requires training of families and caregivers as a part of the equipment lending process.

When using equipment outside of school, an Equipment Loan Agreement must be completed. This agreement is between the district and the parents/guardians. This form is found in the SEIS Document Library. The Low Incidence specialist will provide inventory details and replacement cost.

Student Movement:

Student Moves Into the SELPA:

- When a student moves into SELPA with Low Incidence equipment already purchased for the student in their last placement in a different SELPA, it is the responsibility of the LEA of attendance to contact and coordinate next steps with Humboldt-Del Norte SELPA.

Student moves to another LEA:

- The student has the option to take current equipment to their new placement. LEAs must continue to provide students with Low Incidence disabilities who require the use of assistive technology devices to have continued access to the devices, or comparable devices, (1) Until alternative arrangements for providing the student the device, or comparable device, can be made, or (2) two months from the time the student disenrolled from the original LEA; whichever occurs first.

Student graduates from high school:

- A graduating high school student who has a Low Incidence disability cannot use the specialized equipment purchased through the SELPA post-graduation. To do so would be a gift of public funds which is a violation of law. If the student needs similar equipment upon graduating or aging out, contact with the Department of Rehabilitation and/or Regional Center is recommended. If the specialized equipment is beyond its useful life, the LEA may consider surplussing the specialized equipment upon graduation of its user.

Lost, damaged by negligence or stolen equipment:

It is the responsibility of the LEA to replace the equipment. The replaced equipment becomes the property of the Low Incidence Inventory.

Item No Longer Needed:

If the item(s) has been purchased for one student and is no longer being used by that student, notify the SELPA office. The item can be reassigned to another qualifying student with a low incidence disability.

Procedures for Low Incidence Equipment Funding:

District Responsibilities:

Determine Special Education Eligibility: The IEP team determines eligibility for Special Education based on a Low Incidence disability. The Low Incidence eligibility must be documented on the IEP as a primary or secondary disability.

- *Educational Assessment:* The qualified personnel assessing the student shall prepare a written report making a case for the student's eligibility for Special Education under the primary or secondary label of VI, OI, DHH, or DB. The report shall include, but not be limited to, the need for specialized services, materials, and equipment for students with Low Incidence disabilities.
 - The eligibility report will be completed by a person qualified to evaluate the specific disability. This could include a school psychologist or specialized teacher for students with OI, VI, DB, or who are DHH.
 - The IEP Team must then determine that the student qualifies for Special Education under a Low Incidence disability.

Assistive Technology Considerations: The IEP Team shall determine and document in the IEP the assistive technology required for the student to access their education.

- An education specialist or teacher specializing in students with OI, VI, DB, or who are DHH could work with the student's team to complete an AT Considerations process to determine necessity for assistive technology. This can be completed as needs arise during the school year, not necessarily in preparation for an IEP Plan Review.

IEP Documentation: For a student to be eligible for Low Incidence funding for specialized equipment, the IEP must include:

- Special Education Report determining eligibility under a Low Incidence disability (VI, OI, DHH, or DB) as described above,
- Indication in the IEP that the student requires the assistive technology, and the rationale for needing that piece of equipment (which should be included in the IEP in the Assistive Technology box on the Special Factors page),
- A goal reflecting the unique educational skill needs related to the required specialized equipment.

SELPA Low Incidence Provider Responsibilities:

The Low Incidence Committee team member specializing in the student's specific area(s) of need (VI, OI, DHH, or DB) supports the district, as needed, to complete eligibility reports and Assistive Technology Considerations. In addition, when a student requires specialized equipment or materials to access their education, the LI Provider completes the following steps.

Prior to Low Incidence Committee Meeting:

- The IEP team determines the necessity for specialized equipment and materials related to the student's low incidence disability.
- The Low Incidence service provider discusses with the administrator for the District of Special Education Accountability how specialized equipment and materials will be purchased. If the district would like to supplement equipment costs, the Low Incidence service provider would make a request to the committee on behalf of the district.
- Low Incidence provider completes an *HDN SELPA Low Incidence Disability Request for Purchase/Transfer* form. Low Incidence provider considers whether equipment already in storage might meet the need. All accurate LI numbers and ordering information must be documented, including tax and shipping. (Ask the LI Committee Chairperson how to access this form.)
- Administrator's signature is acquired. When a student is served outside of the District of Special Education Accountability, two administrator signatures are required.
 - By signing the form, the administrator is stating the understanding that:
 - The specialized equipment was determined by the IEP Team to be necessary for the student to access their education.
 - It is ultimately the responsibility of the District of Special Education Accountability to purchase required specialized books, materials, and equipment.
 - If the Low Incidence Committee does not fund the request, the district is responsible for purchase.
- Low Incidence provider creates a digital equipment request packet that includes:
 - The signed *HDN SELPA Low Incidence Disability Request for Purchase/Transfer* form,
 - Any quotes from companies for items being requested,
 - Report(s) showing eligibility for Special Education under VI, OI, DHH, or DB,
 - The student's current IEP *Information/Eligibility* page,
 - The student's current IEP goal related to the specialized books, equipment, or materials,
 - As needed, IEP Amendment pages related to the request.
- Email this packet to the LI Committee chairperson and the LI Support Technician. Include in the email any additional information and links to order the equipment.

During the LI Committee Meeting:

- LI providers share the Low Incidence district requests.
- The other team members ask clarifying questions and vote on funding requests.
- Meeting notes are kept and include requests that were approved or denied, along with reasons for any denials.

Following the LI Committee Meeting:

- Acquire SELPA Executive Director signature if the approved request is for \$5000 or more.
- The LI provider sends the district administrator(s) and case carrier the LI Committee's approval or denial of the equipment purchase.

- District administrators can ask to view LI Committee meeting notes or speak with the LI Committee chairperson/SELPA Director about reasons for denials.
- The LI support technician orders the approved equipment.
- Once the approved equipment has been received, the LI Support Technician does the following:
 - assigns an inventory number
 - affixes it (or writes it in permanent marker) to the equipment, and
 - adds the new equipment to the Low Incidence Equipment Inventory list.
- The LI provider sets up the equipment for the student and trains the educational team on how to use it.
- The LI support technician or LI provider obtains district administrator and case carrier signatures on the *HDN SELPA and District Agreement for Use of Low Incidence Equipment* form.