



EL DORADO
CHARTERSELPA
Special Education Local Plan Area

Low Incidence Guidelines

Updated for 2023-24

Introduction

These guidelines outline the policies and procedures for obtaining reimbursement for special education supports and services to 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 include:

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

Low Incidence Funding Guidelines

Low incidence funds are available for use on behalf of students certified as having a low incidence primary or secondary disability through the assessment and IEP process.

The allocation of low incidence funds to the SELPA is based on the prior-year CALPADS Fall 1 student count in the categories listed above. The funds are provided to the SELPA by the California Department of Education (CDE) and are accounted for separately from the total special education entitlement.

The materials and/or services acquired through Low Incidence Funding must be:

1. Required for the student to meet their Individualized Education Plan (IEP) goals and objectives;
2. Required for the student to access general education; and
3. Specialized as it relates to a need or the needs of the low incidence disability indicated in a comprehensive evaluation which is completed by staff or a provider who is credentialed/knowledgeable of the low incidence disability area(s).

Low Incidence funds will be used to reimburse LEAs for purchasing low incidence materials or services per California Education Code 56206. The following funding guidelines apply for SELPA member LEAs seeking low incidence funds from the El Dorado County Charter SELPA:

1. In early May, SELPA leadership will set the next year's minimum level of funding for low incidence reimbursements at or above the state low incidence per pupil funding rate. The following factors will be taken into account:
 - a. Current year trend data on reimbursement request submissions,
 - b. Low incidence funding, which is based on pupil counts and state rates, and
 - c. Any carryover balances of low incidence funding.
2. The minimum request is \$600. This will ensure sufficient funds are available for the more expensive equipment purchases and services.
3. All requests for funding must be submitted by May 1 to be eligible for reimbursement. IEPs agreed to after May 1 will be considered on a case-by-case basis.
4. Final reimbursement is based on final expenditure reports, which must be filed by the published July deadline. Reimbursement will not exceed the actual cost.
5. By May of each year, a finding will be made regarding the ability to fund beyond the established minimum with the intent of expending all current year revenue and any carryover from previous years.

Obtaining and Maintaining Low Incidence Equipment/Materials

The purchasing LEA is responsible for maintaining an inventory of all books, materials, and equipment purchased with low incidence funds.

Should the student for whom the books, materials, or equipment purchased with any portion of low incidence funds outgrow the need for the items or leave the LEA, the LEA may transfer the items ordered to another LEA student or to another LEA and record such action on their inventory.

Low Incidence Documentation in SEIS

Data for Low Incidence is pulled from the SELPA's Special Education Information System (SEIS).

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, Field A-38, DISABILT1, should indicate MD and Field A-39, DISABILT2 should indicate the most prominent low incidence disability.

Code

Disability Category

- 220** **Hard of Hearing (HH):** Hard of Hearing 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.
- 230** **Deafness (DEAF):** 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 §300.7(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 §300.7(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). (34CFR §300.7(b) and 300.7(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§. 300.7(c)(2)).
- 310** **Multiple Disabilities (MD):** 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 cannot be accommodated in special education programs solely for one of the impairments. The Multiple Disabilities category does not include deaf-blindness. (34 CFR §300.7(c)(7))

Special Factors

The IEP paperwork should indicate yes or no to the following question: "Does the student require low incidence services, equipment and/or materials to meet educational goals?" If yes, the IEP will indicate which services, equipment and/or materials are associated with the student's low incidence disability. If the student requires assistive technology devices and/or services as it relates to the student's low incidence disability, please indicate this in both the assistive technology section as well as the low incidence services, equipment, and/or materials section. In addition, the IEP paperwork will address considerations if the student is deaf or hard of hearing and/or considerations if the student is blind or visually impaired on the Special factors page of the IEP.

Service Codes

The IEP team determines the Services for the student. A student must have a service code identified in their IEP that is appropriate to the service that is being provided. The LEA must ensure that the specialized services are provided by appropriately credentialed or trained individuals. Specialized services must be identified on the student's IEP.

Service Code 610 provides a generic description that can help IEP teams who are supporting a student with a low incidence disability to record supplemental aides and services in the student's IEP such as consultation provided to the teacher, staff and parents, or supplementary supports to the student, including frequency and duration of the services.

A student with a specified low incidence disability typically has one or more of the following as noted on the next page:

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. (CAC Title 5 §3030(d), EC 56364.1)
- 730 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 (mathematics) and be certified by appropriate agency.

- 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 (mathematics) and be certified by appropriate agency.
- 740 Specialized Orthopedic Services:** Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment. (CAC Title 5, §3030(e) & 3051.16)
- 745 Reader Services**
- 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 an aide designated to take notes. This does not include instruction in the process of learning how to take notes.
- 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.

Submitting a Low Incidence Reimbursement Request

Before submitting your low incidence request, ensure that your student's IEP is updated in SEIS and includes the following:

- A low incidence disability indicated on the information/eligibility page of the student's IEP as primary and/or a secondary disability.
- The low incidence services, equipment, or materials necessary for the student to meet educational goals are indicated on the Special Factors page of the IEP, along with considerations for if the student is deaf or hard of hearing and/or blind or visually impaired.
- The services page of the IEP includes services associated with the student's low incidence disability (610 and 700 series codes).

You will access the reimbursement request in the Charter SELPA Fiscal Portal. In order to complete the request, you will need the following:

- Student name;
- Student SSID;
- Student grade level;
- Primary disability;
- Secondary disability;
- A description of the services and/or materials; and
- Estimated costs for the services and/or materials.