

Appendix J

Low Incidence Service Reimbursement Request

Low Incidence Equipment Purchases Guideline

Low Incidence Funding

The low incidence equipment fund allocation has always been state entitlement funded. It was actually part of the old J-50 special education funding calculation that was carried into the AB602 calculation.

The low incidence services grant was established using federal grant funds, which required that the standard federal grant reporting format be used. In 2003-04, several federally funded grants including low incidence services were moved from Federal to State funding but the CDE continued to require that these now state funded grants be reported as if they were still federal grants.

Starting 2013-14, the proposal to combine the low incidence equipment and services grants in the State Budget would give greater flexibility in using the combined amount for both equipment and services.

The change would now mean in the extreme that a SELPA could decide to spend the total grant on services and allocate no funds for equipment or the reverse. The problem with the low incidence equipment allocation is that it has not been increased each year so that as the low incidence count increased, the amount per pupil decreased. Also three or four years ago the CDE decided to compute the equipment allocation using both the primary and secondary disabilities.

SE SELPA annually will set aside 10% of the total funding to be used as Low Incidence Service reimbursement and the remainder will be used as Low Incidence Equipment funding. District will submit a LI Service reimbursement request form to SELPA and the funding will be allocated based on % of district's expenditures to the total of all submitted requests.

Low Incidence Equipment funding will continue to be used to purchase equipment based on districts' requests on a basis of first come, first serve until fund is exhausted.

CASEMIS Low Incidence Service Description

610	<p>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 the 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).</p>
710	<p>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).</p> <p>Interpreter Services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter.</p>
715	<p>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).</p>
720	<p>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).</p>
725	<p>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.</p>
730	<p>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).</p> <p>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.</p>
735	<p>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.</p>
740	<p>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)</p>
745	<p>Reader Services:</p>
750	<p>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.</p>
755	<p>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</p>
760	<p>Recreation Services, Includes Therapeutic Recreation: Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs; (CAC Title 5, §3051.15; 20 U.S.C. 1401(26)(A)(1)) (34 CFR 300.24).</p>

LOW INCIDENCE PURCHASING

As part of the Local Plan submitted to the State, each SELPA shall describe how specialized books, materials, equipment and services will be distributed within the SELPA. This policy has been developed to provide a summary of legal and local requirements and guidelines for students with low incidence disabilities.

13.1 SUMMARY OF LEGAL REQUIREMENTS

Education Code Section 56836.22 provides for funds to purchase “specialized” books, materials and equipment as required under the student’s individualized education program (IEP) for students with low incidence disabilities as defined in Section 56026.5 (hard of hearing, deaf, deaf-blind, visually impairment, or severe orthopedic impairments, or any combination thereof). As a condition of receiving these funds, the SELPA shall ensure that:

- the appropriate books, materials and equipment are purchased
- the use of items is coordinated as necessary
- the books, materials and equipment are reassigned within the South East SELPA once the student that originally received the items no longer needs them.

Special supplies and equipment purchased with State funds are the property of the State and shall be available for use by individuals with exceptional needs throughout the State. The Clearinghouse for Specialized Media and Technology (CSMT) is available to facilitate the distribution of unused VI materials and equipment.

In addition to the equipment fund, annually, the State Budget Act may appropriate funds which shall be used to provide specialized services to pupils with low incidence disabilities.

13.2 RESPONSIBILITY

Low Incidence funding is legally the responsibility of the SELPA, including accountability of how the funds are used and reassignment of specialized books, materials and equipment within the SELPA and sharing with other SELPAs.

13.3 ELIGIBILITY

Funds may be used for all students with the Low Incidence disabilities as defined in law, for both primary and secondary eligibilities. Some students counted as having an orthopedic impairment may not be eligible because they do not have a “severe orthopedic impairment” as per the definition of Low Incidence disabilities in Education Code 56026.5. Students who have severe orthopedic impairments require highly specialized services, equipment and materials per Education Code Section 5600.5(b).

Education Code Section 56320(g) requires that persons knowledgeable of that disability shall conduct the assessment of a pupil with a suspected low incidence disability. A low incidence disability does not guarantee the use of low incidence funds. The IEP team reviews assessment

data and determines the most appropriate items or services needed to address the student's unique educational needs. These may, or may not be "specialized." Items, which are found in most classrooms, would not be acquired through low incidence funds.

LOW INCIDENCE GUIDELINES

These guidelines were developed for LEAs serving students with severe low incidence disabilities who require specialized services and/or equipment and specialized materials to benefit from education. These students have the potential to pursue the LEA's general, parallel, or adapted course of study.

A. Low Incidence Funding Parameters

1. Prior to requesting purchase of new equipment the district/program should check other sources such as the Clearinghouse for Specialized Media and Technology for any availability.
2. Low Incidence Funds shall not be used for purchase of non-adapted computers, equipment, and materials.
3. Equipment purchased with LI funds is the property of the State of California and is managed by the SELPA.

B. Procedures

1. **Determine Eligibility:** The IEP team determines eligibility for low incidence disability. The Low Incidence eligibility must be documented on the IEP as a primary or secondary disability.
2. **Determine Student Needs:** The IEP team determines the student's educational needs for item(s) through educational assessment and documentation.
 - a. **Educational Assessment**

The personnel who assess the student shall prepare a written report, or reports as appropriate, of the results of each assessment. The report shall include, but not be limited to the need for specialized services, materials, and equipment for students with low incidence disabilities.
 - b. **IEP Documentation:** The requirements must be written into the IEP but are not limited to the following:
 - Justification statement that is related to the student's unique educational needs as identified in the assessment information.
 - Assessment, goals and objectives that are correlated to the justification statement of need.
 - Present level that reflects assessment information and need for support.
 - How the item will assist the student's instruction in accordance with the IEP.
 - How the item facilitates participation in the classroom.
 - Specific projected student outcomes.
 - Identification of personnel who will provide support to student and will monitor and inventory low incidence equipment and materials.

3. **Complete the Low Incidence Requisition Form:** The LEA Special Education Director or Administrator must sign the request form. Include accurate ordering information including tax and shipping.
 - a. **Attach Current Annual IEP:** IEP must be signed and legible. Attach amendment IEPs as appropriate.
 - b. **Attach Most Recent Reports:** Current reports (within one year), including recommendations, from appropriate specialist (OT, PT, audiologist, VI specialist or speech/language pathologist) must be submitted.
4. **Submit Low Incidence Requisition Form and Supporting Documents:** Send LI Requisition Form and Documents to the South East SELPA for review and approval by the Director. Keep a copy of the request form for your records. If LI request has been denied, the decision can be appealed by meeting with the SE SELPA director to provide additional justification for the LI request.

C. Cautions:

1. Do not list specific items in the student's IEP using specialized brand names. Goals should be addressed generically. What the IEP must show is that the student has a unique educational need directly related to the low incidence disability and that this need can only be met with specialized books, materials, equipment and services. Goals need to be written to address the unique educational needs, not the desired items or service.
2. If the Annual IEP goals do not specifically address this educational need, then an amendment IEP with goals that reflect the need for specialized books, materials, and equipment must be written and submitted.
3. There is no guarantee of approval. Once specific items are listed on the IEP, the district is ultimately responsible for purchasing the equipment.

D. Low Incidence Approval/Denial Process

1. Upon receipt of Low Incidence purchase request, the South East SELPA office will take no more than five working days to log, review, and notify district of outcome.
 - Denied requests may be appealed by completing and submitting the Request for Low Incidence Review Team Analysis Form. The SE SELPA Director will consider information presented and will make the final determination and/or recommendations.
2. Once LI request is approved, the SE SELPA office will initiate the ordering process by submitting a purchase order requisition to Purchasing Department of the Mt. Pleasant Elementary School District.

3. The SE SELPA office will notify LEA when the LI equipment arrives. The SE SELPA personnel will record an inventory log on the purchase order used to acquire the LI equipment. If there is a delay in shipping from the vendor of more than four weeks, the SE SELPA will inform the LEA.
4. The SE SELPA will deliver LI equipment to LEA within five business days upon receipt from vendor unless arrangements for pick up by LEA have been made.
5. LEA will record and attach an inventory log using a permanent marker to identify equipment as low incidence purchased through the SE SELPA.

E. Reimbursement:

If an LEA needs to purchase LI equipment immediately, the LEA must submit the following documents:

- A memo to the SE SELPA Director indicating the reason for need to purchase, the equipment to be purchased, and the amount of item.
- A copy of the student's IEP, including specialist reports and 2 quotes from vendors.
- A copy of paid invoice or other verification of payment.
- A request for reimbursement for low incidence form.

The SELPA Director will consider the request on its own merit. The fact that it was already purchased will have no bearing on the approval or denial of the request. It is important that all documentation is included with the request, including reimbursement form. The SE SELPA Director will make the final approval of reimbursement during the current school year as long as LI funds are available.

F. Student Movement

1. Student Moves Into the SELPA: When a student moves into the LEA with low incidence equipment already purchased for the student in their last placement, it is the responsibility of the LEA of attendance to secure and document that the equipment be transferred. If equipment is sent with the student an inventory form should be completed and sent to the SELPA so location and use of equipment and materials are inventoried and tracked.
2. Student moves out of SELPA: Per CDE FAQs about LI funds: "if the books, materials and equipment are still needed by other students with low incidence disabilities in your SELPA, there is no requirement to send it with the student who moved. Providing these resources is the responsibility of the SELPA where the student now resides. If, however, books, materials and equipment purchased with low incidence funds are unused, SELPAs are encouraged to make arrangements with other SELPAs to share the unused equipment, books and materials. The California Department of Education may be contacted for assistance in locating another SELPA that has need of the unused equipment, books or materials."

3. Student graduates from high school: A graduating high school student who has a low incidence disability cannot use the specialized equipment purchased for him by his SELPA through low incidence funds in college. To do so would be a gift of public funds which is a violation of law. Pursuant to Education Code 56822 "Books, materials and equipment purchased with low incidence funds remain the property of the state. Since the student has graduated from high school, he is no longer eligible to received special education services from your SELPA. If the SELPA no longer has use for the books, equipment or materials the California Department of Education will be notified so another SELPA that has need of these resources can be located. If the student needs similar equipment upon graduating or aging out, he/she should contact the Department of Rehabilitation or Regional Center.

G. Transfer of Equipment within the SE SELPA and Santa Clara County

1. Student moving from district to district within the SELPA: The Director/Administrator of SPED of the sending district will coordinate with district and site personnel to ensure proper packing and labeling of equipment. If it is necessary to store equipment through the summer, the district will ensure proper storage, including the identification and location of equipment. The Director/Administrator of the sending district will work with the Director/Administrator of the receiving district to move the equipment in time for proper utilization at the beginning of the school year.
2. If a student is moved during the school year due to IEP decision, or the family moves (from SE SELPA within Santa Clara County), transferred equipment will be in place as soon as possible, but no later than 5 days after student is placed in new school. The sending and receiving districts will coordinate efforts to ensure the student receives the equipment without necessary delay.
3. The district that was in possession of the equipment at that time of transfer will be fiscally responsible for the repair and/or replacement of equipment if equipment is damaged or lost during the transfer.
4. It is not advised that parents transport LI equipment. If there is a circumstance in which the equipment will not be available for student in time, the district may work out arrangements with the parent to transport. If there is damage or loss during this process, the district will be fiscally liable.
5. If student moves from SE SELPA district to a Santa Clara County SELPA district, the sending district will contact the SE SELPA office to remove the equipment from the SE SELPA inventory.

H. Equipment

1. Lost, stolen, or vandalized equipment will not be replaced using low incidence funds. The LEA is responsible for replacement of equipment.

2. **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 SE SELPA office. The item can be reassigned to another student who is LI eligible. The IEP for that student must indicate the need for LI equipment. The LEA must submit a complete and submit the Transfer of Low Incidence Equipment/Materials form to the SE SELPA.
3. IEP teams may want to recommend a trial basis on a piece of equipment. This can be accomplished through a lease agreement with the vendor prior to purchase.

I. Low Incidence Equipment Set-Up

1. The responsibility for the set up of LI equipment shall be negotiated between the LEA and SELPA office.
2. Incidentals required to activate the LI equipment, such as plugs, power strips, power surges, extension cords, ink for printers, shall be purchased by the LEA.
3. Continued technical assistance shall be provided either by LEA staff, contracted IT, or SELPA staff based on the circumstances.

I. Low Incidence Repair Other than FM System

1. The LEA is responsible for the repair if equipment breaks on a school site.
2. The SE SELPA will pay up to \$100.00 for repair of defective equipment.
3. Parents are responsible for repair for equipment that breaks at home due to negligence.

J. FM Systems

1. The SE SELPA will cover up to \$100 of the cost of repair for each part. The SE SELPA will not cover service agreements of FM systems purchased through LI.
2. The LEA is responsible for cost of repair due to negligence and/or inappropriate use of FM system at school site.
3. If unit breaks down on multiple occasions (3), a decision will be made after consultation with the company as to the manner in which the cost of the equipment will be addressed such as cost share between SE SELPA & district.
4. The SE SELPA will purchase the first set of batteries for FM system, which comes with the unit. The LEA will be responsible for battery replacement thereafter.

K. Management Information Documentation:

An IEP team member will ensure that the student is listed with a Low Incidence disability on the MIS (currently SEIS) through SELPA.

**SOUTH EAST SELPA
LOW INCIDENCE EQUIPMENT / MATERIALS REQUISITION FORM**

Date: _____

SELPA Code: _____

Student Name: _____ Birth Date: _____

School of Attendance: _____ District of Service: _____

Person requesting: _____ Title: _____ Phone: _____

Student Disability:

- Hard of Hearing Deaf Deaf/Blind Visually Impaired Orthopedically Impaired

Indicate which of the following resources were consulted prior to completing this request:

- Assistive Technology Specialist Speech/Language Pathologist CCS
 Vision Specialist Speech / Language Pathologist Other _____

ITEM(S) REQUESTED (Include detailed ordering information):

Qty.	Model/Part Number	Description	Item Cost: \$
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____

Attach additional page if necessary

Sales Tax (%):\$ _____

Shipping (10%): \$ _____

Total Cost:\$ _____

VENDOR:

Name: _____ Phone: _____ Fax: _____

Address: _____ City, State Zip _____

Representative: _____ Website: _____

DESCRIBE NEED: (Please attach report and current IEP that indicate the need for low incidence materials/equipment)

District Administrator Signature

Date

Low Incidence Action

Date _____ Approved _____ Denied _____ Returned for further detail _____

SELPA Director's Signature _____

Send to: South East SELPA-MC 28 3434 Marten Ave. San Jose, CA 95148

Request for Low Incidence Review Team Analysis

In response to the initial "Low Incidence Request", dated _____, I am resubmitting the "Low Incidence Request" for student _____. Please review this resubmission, which includes the original paperwork, in light of the following information and/or justification (attach additional pages if necessary):

Specific item(s) requested: _____

Requesting Teacher	Date
_____	_____
District Administrator	Date
_____	_____

Findings of the Low Incidence Appeal Process:

Outcome/Recommendations _____

Action: _____

SELPA Director Signature	Date
_____	_____

Return / Transfer of Low Incidence Equipment / Materials

Date: _____

Name of Student: _____

Date of Birth: _____

District: _____ School: _____ Low Incidence Disability: _____

State funds were used to purchase low incidence equipment and/or materials for this student.

Description of item(s) to be transferred/or no longer needed: _____

Make /Model _____ Serial Number _____ Asset Tag _____

Make /Model _____ Serial Number _____ Asset Tag _____

Make/Model _____ Serial Number _____ Asset Tag _____

The low incidence equipment and/or materials listed are no longer needed by this student and are being returned to SE SELPA

The low incidence equipment and/or materials are no longer needed by this student and it is requested that they be reassigned to _____. (Enclosed is a copy of Low Incidence Request and required support documents).

The student has moved to another school district in Santa Clara County and the low incidence equipment and/or materials has been transferred

Date Equipment Sent: _____

Name of School District: _____

School: _____

Director of Special Education: _____

Phone: _____

Comments:

Approval

District Administrator: _____

Date: _____

SELPA Director: _____

Date: _____

For SELPA Use Only:

Transfer Notice Received: _____

Date System Updated _____

South East SELPA Home Use of Low Incidence Equipment

Name _____ Birthdate _____ Grade _____
 District of Residence _____ Attending School/District _____
 Teacher _____ Sp Ed Program _____
 Current IEP Date _____ Low Incidence Disability _____

Rationale for Home Use as Determined and Documented by the IEP Team:

Materials to be Used at Home:

<u>Item(s)</u>	<u>Serial #</u>	<u>Low Incidence Inventory Number</u>
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Parent Training provided by _____ Date _____

As the parent/guardian of _____, I agree to:

1. Secure the equipment and supervise proper use, ensuring that there will be no modifications of or additions to equipment, existing programs or software.
2. Provide necessary and safe transportation of the equipment between home and school.
3. Acknowledge that the equipment was purchased for student use with state funds and remains the property of the State of California.
4. Agree that equipment will not be used by other members of the family or by friends.
5. Assume responsibility for the replacement or repair of equipment if lost or damaged while at home.
6. Receive training in the use of the equipment before it can be sent home.
7. Acknowledge that the equipment may be required to be returned to school at any time it is determined that the equipment is not being used properly or when the IEP team determines use at home and/or use at home and/or use of the equipment is no longer required for student to access curriculum.
8. Return the equipment to the LEA should the student move out of the district in order to arrange for transfer of the equipment to the new district.

Parent/Guardian Signature

Date

Address

Telephone

District Administrator

Date

Date Equipment Returned

Administrator Received

South East SELPA Copy – White

Parent Copy – Yellow

District/County Program Copy – Pink

File Copy – Goldenrod

**South East SELPA
Low Incidence Equipment Property Loan Guidelines**

PROVISIONS TO USE SCHOOL EQUIPMENT / MATERIALS AT HOME:

If home use of the equipment/material is deemed appropriate, follow procedure number 5 and complete form "Home Use of LI Equipment". Send copies to the teacher, SELPA and parent or guardian.

1. The student must qualify as a student with a low incidence disability
2. The equipment to provide for both home and school use is not seen as appropriate
3. Duplication of equipment to provide for both home and school use is not seen as appropriate.
4. If LI equipment is not going to be used when school is out of session, the assigned provider will ensure that equipment is stored in a secured fashion.
5. Parent / Guardians will agree in writing to: (Use "Home Use of LI Equipment" form)
 - a. Secure the equipment and supervise proper use.
 - b. Provide necessary and safe transportation of the equipment between home and school.
 - c. Acknowledge that the equipment was purchased for LEA/COE use with state funds.
 - d. Receive training in the use of the equipment before it can be sent home.
 - e. Acknowledge that the equipment may be called back at any time if it is shown that it is no longer needed or that it is not being used properly.
 - f. Return the equipment to the LEA should the student move out of the district/SELPA/State.
 - g. Assume responsibility for the replacement or repair of equipment if lost or damaged while at home.