



ANTELOPE VALLEY SELPA LOW INCIDENCE GUIDELINES

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LOW INCIDENCE DISABILITY: EQUIPMENT POLICY**SP:L-9**

California Education Code 56206 provides for funds for specialized books, materials, equipment and services as required under the individualized education program (IEP) of a student with a low incidence disability. These funds are to be used only for services, materials and equipment for students with low incidence disabilities. Equipment purchased by the SELPA, will be determined as appropriate based on a review by the Low Incidence Committee (referred to as LIC hereafter). Repairs must also be approved by the LIC based on available funding. As defined in the Education Code, low incidence disabilities refer to “hearing impairments, visual impairments, severe orthopedic impairments, or any combination thereof.” The SELPA LIC shall be responsible for ensuring eligibility requirements are met for SELPA purchased items prior to approving expenditure of these funds.

The SELPA LIC and Member LEAs shall be responsible for ensuring the appropriate specialized books, materials, equipment and services are purchased; the use of the equipment is coordinated as necessary; and the books, materials, and equipment are reassigned within the SELPA once the student who originally received the books, materials and equipment no longer needs them.

The SELPA LIC and Member LEAs shall be responsible for ensuring adherence to all State mandates, regulations, and guidelines in connection with the expenditure of these funds. Accordingly, these funds may not be used to purchase medical therapy units for California Children’s Services or medical equipment needed for providing specialized health needs. Likewise, these funds may not be used to construct or alter facilities, to acquire storage units, or for staff development

Books, materials, equipment and services purchased through low incidence disability funds must relate to the unique education needs resulting from the low incidence disability as indicated in the IEP of eligible students. The funds may be used only to supplement, and not to supplant, other available funding for books, materials, equipment and services provided through the base program for general education and/or special education students. Additionally, funds are not to be used to supplant books, materials, equipment and services that have been provided by other agencies.

To ensure general education and other special education funding is used to purchase basic items to support the programs being operated by member districts, a minimum dollar amount of \$200 has been determined by the SELPA Program Council, below which cost, items will not be considered for purchase with SELPA Low Incidence funds. Exceptions to the \$200 minimum amount are specified in the Low Incidence Procedures. Furthermore, these funds may not be used to purchase basic computers or other basic technology that cannot clearly be determined to fulfill a specialized function, format, or adaptation directly related to the low incidence disability.

Books, materials, equipment and services purchased with the funds may be used by students with low incidence disabilities enrolled by the public school in non-public schools when required under a current IEP. Low Incidence equipment may be listed on an ISP for Private school students. Books, materials and equipment purchased with these funds may also be used by a student with low incidence disabilities in the student's home when required under a current IEP for educational purposes except when its sole purpose is to complete homework assignments or to complete work not otherwise accomplished during class time, because it is expected that these issues or concerns will be addressed in the IEP by modifications and/or accommodations to the student's instructional program.

The Antelope Valley SELPA recognizes these funds are only one source of funding and, as such, are not an automatic entitlement. It is permissible to "pool" funds to be used by one or more students with low incidence disabilities, and there is no legal limitation on the amount of funding for any particular student. Since, in any given fiscal year, there may not be adequate funding for all students, the SELPA Low Incidence Disability Committee shall establish a priority for allocating these funds using documented procedures.

Legal Reference

EDUCATION CODE 56836.22

EDUCATION CODE 56026.5

LOW INCIDENCE DISABILITY CATEGORIES

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. Ed code sections relevant to Low Incidence funding and accountability are listed below.

Low Incidence Disabilities include:

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

Low Incidence (LI) funds are available for use on behalf of students certified as having a LI **primary or secondary disability** through the assessment and IEP process. The funds are provided to each SELPA by CDE and are listed with other special education entitlements on the Funding Exhibits. The allocation of LI funds to the SELPA is based on the prior year CALPADS Census submission in the categories listed above.

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.
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.
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).
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.

*If you have a student with Multiple Disabilities and one is a Low Incidence disability then make sure to list the Low Incidence disability as Secondary Disability in order to generate funds.

LOW INCIDENCE SERVICES

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. A student with a specified LI disability typically has one or more of the following as noted below:

Code	Service Description
610	Specialized Services for LI Disabilities: LI 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.
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.
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.
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.
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.
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.
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.
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 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.

ASSESSMENT OF LOW INCIDENCE STUDENTS WHEN REQUESTING LOW INCIDENCE FUNDING

In accordance with the California Education Code §56320(g), “the assessment of a pupil, including the assessment of a pupil with a suspected low incidence disability, shall be conducted by persons knowledgeable of the disability. Special attention shall be given to the unique educational needs including, but not limited to, skills and the need for specialized services, materials, and equipment consistent with guidelines established pursuant to Section 56136.”

In assessing the unique educational needs as well as the need for specialized services, materials, and equipment, some pupils counted as orthopedically impaired may not be eligible because they are not “severely orthopedically impaired” according to the definition of low incidence disabilities in Education Code §56026.5. Pupils who are severely orthopedically impaired require highly specialized services, equipment, and materials in accordance with Education Code §56000.5(b).

Education Code §56327(h) states, “The personnel who assess the pupil shall prepare a written report, or reports, as appropriate, of the results of each assessment. The report shall include:

- The need for specialized services and/or equipment for pupils with low incidence disabilities consistent with guidelines established pursuant to Section 56136.

- Local Criteria - Restrictions
- Evidence of the need for low incidence services will be clearly documented in the IEP.
- Funding is limited to equipment and must relate to the unique educational needs resulting from the pupil's low incidence disability.
- Funds are limited to reimbursement for direct services and may not be used for assessment or staff development.

APPLICATION / APPROVAL PROCESS FOR LOW INCIDENCE SERVICE FUNDING

All requests must be submitted in advance to the Low Incidence Review Committee and must be on the appropriate form. (Low Incidence Services Request Form).

The LEA will cooperate with the SELPA by providing the information needed for the proper administration of the funds.

CRITERIA FOR PURCHASES

The LIC retains the right to modify or add criteria as the need arises to monitor expenses and better define guidelines for appropriate purchases.

- A. Requests for the purchase of equipment and/or materials for students with low incidence disabilities from low incidence funds must contain the following information. Attach all items listed below. All forms should be filled out completely. Incomplete forms will be immediately rejected. Complete one packet for each item. The Low Incidence request packet include the following:
1. "Low Incidence Equipment Request" form completed by the appropriate Low Incidence Specialist (D/HH Teacher, Audiologist, VI Teacher, OI Teacher, Certified MOVE Trainer*, Credentialed APE Teacher with MOVE training*). *Copies of current certificate must be on file with the SELPA Office.
 2. The SELPA Program Council has determined that a floor of \$200 is established below which cost (excepting shipping/handling and tax) will not be considered for purchase with SELPA Low Incidence funds.
 3. When considering Alternative Augmentative Communication equipment, the specialist must include documentation of hands-on trial(s) to support the student's ability to functionally use the requested piece of equipment. If the requested piece of equipment is not trialed by the specialist, a rationale must be provided.
 4. A completed requisition form including 20% for shipping and handling and tax even if not required by vendor. **Remember, SHIPPING/HANDLING CHARGES ARE TAXED IN CALIFORNIA!**
 5. Quote from vendor indicating all costs associated with purchase (i.e., item(s) cost, shipping, handling, tax, etc.).

6. The **current** IEP pages for eligibility, special factors, and accommodations/access and/or related goals. The IEP must:
 - a. Indicate the presence of a low incidence disability as primary or secondary handicapping condition (D/HI, DB, VI or OI ~~only~~.)
 - b. Include a rationale supporting the need for specialized equipment directly resulting from the low incidence disability.
 - c. Include goals and objectives based on the California Common Core State Standards. **Equipment ordered must be directly related to goals/objectives and/or access/accommodation needs of the student.** The requested equipment must be the **only** way the student is able to attain the goal(s) written in the IEP or access his/her program. Use of the device should NOT be the only goal to support the need for the device (e.g., AAC operational goals must be accompanied by a communication goal).
7. A copy of the Assessment Report completed by an appropriate specialist, which supports the need for the specialized equipment.
8. Prior to purchasing equipment, less expensive options must have been trialed, reviewed and found to be inadequate. This needs to be documented in the "*Low Incidence Request Documentation Form*".
- B. Complete a separate packet for each product unit/item requested. A product unit is defined as all the components of the item that are needed to complete the intended function of that item. For example, a CCTV system may be comprised of the magnifier, display device (i.e. monitor), and mounting device (i.e. clamp). Each component is sold separately so the system may be customized to accommodate individual needs, but each of these components is needed for this particular student. The magnifier, monitor, and clamp would, therefore, be one product unit. However, although a carry bag may be useful, it is not necessary for the operation of the CCTV and would, therefore, require additional justification. This is just an example.
- C. It is expected that each LEA is providing at least a minimum level of support to each of its programs. For example, if a basic computer is provided to students of that LEA, it is a realistic expectation that the same support would be given to students with a low incidence disability.
- D. The **lowest cost of equipment** that can be presented for purchase of new equipment will be \$200.00. Exceptions to the \$200.00 cost base are:
 - a. Items which constitute a system (there is no limitation on the lower cost of items necessary to create one piece of equipment as long as it constitutes part of the same new system and the total value exceeds \$200.00)
 - b. Add-ons/modifications/upgrades under \$200.00 for previously purchased equipment costing over \$200.00
 - c. Applications or software designed to support student's access needs when a mobile device/computer has been provided through LI funds.
 - d. When multiple items of the same specialized immobile equipment from the same vendor need to be purchased for an individual student to access the curriculum in various settings (i.e. Specialized immobile furniture in separate classrooms).

ADDITIONAL DOCUMENTATION REQUIREMENTS

1. How the item(s) will assist the students' instruction in accordance with the IEP
2. How frequently the item(s) will be used
3. How the item(s) will facilitate integration into the classroom
4. Evidence that the student is able and willing to use the proposed item(s)
5. If purchasing MOVE equipment, student must have MOVE Clearance Form completed by Doctor
6. In cases where computer systems, communication devices, and peripherals valued at over \$1,000 are being recommended for purchase, the documentation must include evidence that the student is capable of using the device. This can be demonstrated through trial teaching on the actual target device, a comparable device or, in the case of communication devices, on some type of communication system such as picture boards, communication books or voice output devices. Following are examples of basic readiness skills:
 - a. Physical ability to manipulate the target device or a similar device or system
 - b. Current use of a system involving visual or tactile representations
 - c. Initiations and responding with a device or system
 - d. Using a device or system in different environments
 - e. Using a device or system on a regular basis
 - f. Evidence the student uses the device or system safely and appropriately

Low incidence funds are not available for the purchase of certain materials/equipment. The current list of **unallowable** equipment for purchase using low incidence funds includes, but is not limited to, the following:

- a. Ordinary computer hardware, software, and monitors used as a general learning resource in the classroom
- b. Standard classroom necessary toilet devices and changing tables.
- c. Data collection devices used as diagnostic and assessment tools for student or teacher
- d. Any duplication of existing classroom equipment for student or teacher
- e. Recreational equipment (i.e., bikes, playground equipment, alternative equipment requested specially for the use of a recreational purpose etc.)
- f. Instructional materials used primarily by teachers instead of student
- g. More than one specialized computer/iPad per student (unless one is being used as a communication device)

Exceptions to the previous may be allowed when requests and information determine that a special circumstance exists.

COMMUNICATION DEVICES

Following, are examples of basic skill guidelines when communication devices are being considered:

1. Simple Communication Boards/Books (this is not likely to be a low incidence purchase)

This category includes communication boards consisting of graphic symbols, pictures, or objects. The boards may consist of one or multiple pictures and various sizes depending on the user's ability. Various display set-ups may be used. Often with items within this category, communication displays are made for specific activities or to take along into the community or to a situation where a voice output device may not work as easily or well. This type of communication display is also often used to encourage use of visual language strategies as with calendars, schedules and step by step directions.

This type of communication board or book may be used as the only AAC option for a young communicator or a child with a very limited vocabulary and considered to be a beginning level communication system or as a backup to a more complex voice output device.

2. Simple and /or Low-Cost Voice Output Devices

These devices provide voice output with one message or one set of messages available to the user at a time. Pressing a key or cell produces one message. These devices are available in any number of messages from 1 to usually 32. The number of buttons available to the child will depend on their physical and cognitive ability. Most children will begin with one switch and advance to multiple switches as their skills improve.

Examples of skills needed:

- **Single-message communication:** This is a diagnostic step to show evidence that the student has the physical ability to operate a switch and to show understanding of cause and effect. Used mainly for introducing switches as a form of language and for full inclusion environments.
- **Two-message communication:** You will want to see evidence that the student understands cause and effect before providing opportunities for two-message communications.
- **Three-message communications:** At this stage the student is learning to understand new symbols and to discriminate among a growing number of messages, presented three at a time. By the time they get to three messages, you should be fairly confident that they discriminate among symbols.
- **Four-Message Communications:** The student has a vocabulary set of three or more symbols and participates in communicative interactions at least 3 times per day.
- **Eight-message Communications:** The student communicates among at least 4 switches or cells. They are able to discriminate between labels and/or textures. The student participates in communication interactions at least 3 times per day.
- **Sixteen to thirty-two message Communications:** The student has demonstrated the ability to distinguish picture icons, up to the allotted number of cells available. This size of device is usually considered to be the device that will fit the student's needs for several years. A student uses this type of device to be able to communicate basic needs and information and is to be used throughout the day.

3. **Leveling or Layering Devices**

This category includes those devices capable of storing several layers of messages. Each level can be programmed with different messages. Changing from one level to another requires pushing a button (or sliding a switch) and physically changing the overlay.

Examples of skills needed:

The student uses a minimum of 3 overlays containing 8 or more symbols or uses only one overlay containing 16 or more across three categories. The student will initiate responses on the device regularly and does not require prompting before making a request.

When considering this device, needs for the next several years should be considered.

4. **Devices using Icon Sequencing**

Icon sequencing is a way of organizing language, which uses an ordered array of pictures to code vocabulary. The user presses one, two, or three keys in sequence to produce one message.

Examples of skills needed:

The student uses a minimum of 3 overlays containing 8 or more symbols or uses one overlay containing 16 or more labels across 3 categories.

Student has the cognitive ability and is able to demonstrate an understanding of the associations of icon pictures to their meanings.

5. **Dynamic Display Devices**

This category of device includes those that represent pictures on a screen, much like a laptop computer/eye gaze technology; usually the screen is capable of touch activation and pressing a picture on the screen produces a message. The devices automatically change the picture overlays and the corresponding messages. (This high-end device usually requires purchase of a commercial mounting system also.)

Example of skills needed:

Prior to purchasing one of these systems, less expensive options must have been trialed, reviewed and found to be inadequate. There should be various systems and communication software communication systems trialed.

The student must be able to discriminate among and access icons simultaneously displayed. The student must also demonstrate the ability to locate a third level label. For example, when asked to find banana the student selects the following:

First level of categories for "Daily Activities"

"Home"

"School"

"Community"

"Leisure"

"Food"

Second level of categories for "Food"

"Drink"

"Fruit"

"Fast Food"

"Meat"

"Vegetables"

Third level Menu of choices for "Fruit"

"Apple"

"Orange"

"Banana"

"Melon"

"Pineapple"

This device is capable of growing with the child and should be considered the only device the student will need for communication purposes for several years.

6. Spelling with a Speech Synthesizer/Written Text

This type of device allows the user to type and the device either speaks or prints out the message. These devices often feature abbreviation expansion features to allow storage of longer messages with a few keystrokes to activate.

Example of skills needed:

This category of device requires the user have good spelling skills and the fine motor ability to isolate a single key.

COMPUTERS/iPADS

Generally, computers/iPads are not considered Low Incidence equipment. They are considered ordinary equipment in a classroom and should be provided through the base program. There are, however, certain circumstances when computers may qualify as Low Incidence equipment and be purchased through Low Incidence funds (i.e. when accessibility apps/software are being accessed while using this equipment).

Special needs software/apps and adaptive devices are available for these systems. Low Incidence funds, according to California state law, may not be used to purchase curriculum software (such as math, writing, or reading).

Low Incidence funds may not be used to purchase more than one computer/iPad per eligible student. Low Incidence funds may not be used to purchase additional hardware or peripherals to upgrade a second computer owned by the district or program. (Unless determined that student's educational program and low incidence disability require the use of more than one, to be approved by LIC).

Eligibility criteria require that the student demonstrate both the ability and the willingness to use a computer/iPad at a level of independence deemed acceptable by the LIC and adequate documentation.

Shared use of equipment to benefit other students is allowable under the following condition: The low incidence student is *always* given priority for use.

Low Incidence students may need computers under the following circumstances:

1. **Access:** The student has a physical impairment that requires an access modification or a special needs software program/app(s) that are not required by classroom peers. Examples might include, but are not limited to, the following:
 - The student can only access the computer/iPad using head control or eye gaze. A computer head- control or eye gaze device can only be achieved using a computer/iPad.
 - The student can only access the computer/iPad by using a joystick/switch, an on-screen keyboard or a specialized adaptive keyboard and needs the computer to complete a majority of their class assignments or access the educational program.
 - The student is able to access the computer/iPad through use of specialized enlargement or screen reader programs and needs to use a computer/iPad to complete a majority of their class assignments or access the educational program.
2. **Writing:** The student has a physical impairment which makes paper/pencil tasks so inefficient that the student cannot keep pace with classroom demands placed on peers. The student receives daily assignments requiring note taking or writing. Special needs writing software might include programs such as: Write Outloud word processing or Co:Writer word prediction programs.
3. **Communication:** The student's ability to use a multi-level communication system is being determined by using a computer/iPad with dynamic display technology.

A student may require a portable computer/iPad because they move among three or more environments in the academic setting and these environments demand software use, note taking, and/or writing.

The LIC requires a written loan agreement to be signed by the parents that specifies the purpose and the responsibility of the equipment. Equipment abuse, neglect, or use for purposes not authorized under low incidence guidelines will result in recall of the equipment.

Laptop computers/iPads require monitoring in order to manage battery life, transportation, and appropriate use in the academic setting. The student's team must identify an adult at the school site who will assume responsibility for the laptop/iPad and its use.

APPROVAL PROCESS FOR LOW INCIDENCE EQUIPMENT REQUESTS

All requests for low incidence funds must be reviewed and approved by the LIC. The committee will meet monthly for this purpose.

Committee Membership

The committee may consist of one representative from each of the member districts to include low incidence categories, district representatives and the Antelope Valley SELPA Assistive Technology Specialist. Low incidence representatives will be reviewed and recommended by the Program Council.

Committee members are responsible for:

- a. Attending regularly scheduled committee meetings
- b. Representing the concerns of selected low incidence groups
- c. Reviewing and approving submitted low incidence requests submitted by Low Incidence Specialists.

Review Process

The LIC will review all requests for equipment using the following guiding principles:

1. Specialized equipment is necessary to allow the pupil access to classroom instruction within the student's classroom environment.
2. The equipment requested are not meant to supplant funding for normally used specialized equipment in classrooms or educational programs. All regional program operators will be expected to make all reasonable efforts to set up classrooms with appropriate equipment and assure that surplus equipment was researched.
3. Equipment addresses the individual needs of the student in the most cost-effective manner.
4. The committee places priority on students with low incidence disabilities who are enrolled in public schools and who require specialized equipment in order to access the general education curriculum.
5. If there is not enough money in the low incidence budget to honor all requests, the committee will allocate remaining funds on a priority basis according to the nature and number of requests.

PROCESS FOR DENIALS

The Antelope Valley Assistive Technology Specialist will contact the referring low incidence specialist whose request is denied and appropriate administrator, to clarify the reason for the denial. In the event additional information is needed to reconsider the request, the Antelope Valley Assistive Technology Specialist will assist the low incidence specialist whose request is denied and appropriate administrator. If the requesting district is not satisfied with the final results, a letter of clarification may be submitted to the committee for review and response.

ORDERING PROCEDURES

Once approved by the LIC, the SELPA Office will order the appropriate equipment.

1. Equipment will be shipped directly to the Palmdale School District, District Warehouse.
2. The SELPA office will register the equipment, assign an inventory number and will attach the designated tags to the purchased low incidence equipment.
3. Once the equipment is ready for pick up, the Low Incidence Specialist must pick up equipment from the SELPA Office and complete the following:
 - a. Sign the Low Incidence Equipment Inventory form.
 - b. If the item is to be used at home, a loan agreement must be signed by the parents and submitted to the SELPA office.

GUIDELINES FOR HOME USE OF LOW INCIDENCE EQUIPMENT

Provisions to use school equipment at home:

1. The student must qualify as a low incidence student.

2. The IEP Team must determine the need for home use and document a strong rationale for the determination.
3. Parents/guardians will be responsible for the loss or damage of equipment while being used in the home.
4. District of Special Education Accountability (DSEA) or District of Service will be responsible for the loss or damage of equipment if parents fail to make restitution and depending on the circumstance. Districts will be responsible for tracking the location of equipment.
 - a. Home Use Form must be filled out and receive the appropriate signatures in order for equipment used at home. Copy of Home Use Form must be sent to SELPA and to the District of Special Education Accountability (DSEA).
5. Equipment will be returned to the SELPA at the end of the school year or extended school year, if applicable.
6. Parents/guardians will agree in writing to:
 - a. Secure the equipment and supervise proper use.
 - b. in the use of the equipment, before it can be sent home.
 - c. Borrow the equipment for a designated period of time.
 - d. Acknowledge that the equipment may be called back at any time if it is demonstrated that it is no longer needed or that it is not being used properly.
 - e. Keep the equipment clean.
 - f. Consult with school staff regarding repairs or modifications to equipment. Acknowledge that the equipment was purchased for district use with state funds.
 - g. Assume responsibility for the loss or damage of equipment
 - h. Receive training
7. Return the equipment to the SELPA should the student move out of the district.

LOW INCIDENCE EQUIPMENT REPAIR REQUEST PROCEDURE

Low incidence equipment purchased for students occasionally breaks and requires repair in order to be fully functional. Low incidence repair requests will be considered when the following procedure is completed:

1. Low Incidence Specialist contacts SELPA to obtain the name/contact information of the company that the equipment was purchased from.
2. Low Incidence Specialist contacts company to see:
 - a. if equipment is under warranty;
 - b. if equipment can be fixed;
 - c. estimation of repair cost;
 - d. determine process for sending in.
3. Low Incidence Specialist arranges with Antelope Valley Assistive Technology Specialist to drop off equipment at the SELPA Office with Low Incidence Repair/Replacement Request Form.
4. Antelope Valley SELPA Assistive Technology Specialist obtains an approval from the LIC and SELPA Program Administrator.

5. Antelope Valley Assistive Technology Specialist arranges shipping.
6. When item is returned, Antelope Valley Assistive Technology Specialist will contact Low Incidence Specialist to arrange pick up from the SELPA Office.

TRANSFER OF LOW INCIDENCE PURCHASES

1. Should the student for whom the equipment was purchased outgrow the need for the items, the item(s) must be returned to the SELPA Office.
2. Should the student for whom the equipment was purchased change schools within the District, the District must transfer the items ordered to the new District and record such action on the inventory tracking sheet. *(This should take place within one week of the student starting at their new school placement.)*
3. Should the student for whom the District equipment was purchased move within the SELPA, the Low Incidence Specialist must transfer the items ordered to the new District and record such action on the inventory tracking sheet.
4. Should the student for whom the books, materials, or equipment was purchased move outside the SELPA, the Low Incidence Specialist must arrange to drop off the equipment at the SELPA Office with the Antelope Valley Assistive Technology Specialist. The Antelope Valley Assistive Technology Specialist will record such action on the inventory tracking sheet.

STUDENT MOVEMENT

Student Moves into the SELPA:

1. When a student moves into the District with low incidence equipment already purchased for the student in their last placement, it is the responsibility of the Low Incidence Specialist to secure and document that the equipment to be transferred. The Low Incidence Specialist is responsible for arranging equipment transfer. If equipment is sent with the student, an inventory form should be completed and sent to the SELPA so it can be put into the Low Incidence Inventory database and will be given an inventory tag. *(This should take place within one week of the student starting at their new school placement.)*
2. When students moving into the SELPA with equipment listed in their IEP's, but the equipment does not transfer with them from another SELPA, the Low Incidence Service Provider must submit the needed Low Incidence Request to the LIC for purchase approval.

Student moves out of SELPA:

1. Per CDE FAQs about LI funds: "if the equipment is still needed by other students with low incidence disabilities in the SELPA, there is no requirement to send it with the student who moved."

Student graduates from high school:

1. A graduating high school student who has a low incidence disability cannot keep the specialized equipment purchased through low incidence funds in college. The low incidence specialist will arrange with the Antelope Valley SELPA Assistive Technology Specialist to return the equipment to the SELPA.

LOW INCIDENCE FORMS

LOW INCIDENCE EQUIPMENT REQUESTLink to Download: [LOW INCIDENCE EQUIPMENT REQUEST](#)

After Supervisor's signature is obtained, send forms to:
Debra Rondeau, darondeau@palmdalesd.org
Requests will only be reviewed by Low Incidence
Committee at monthly meetings.

LOW INCIDENCE EQUIPMENT REQUEST

DATE: _____ SCHOOL DISTRICT: _____

STUDENT: _____ DOB: _____ SCHOOL: _____ TEACHER: _____

ORIGINATOR: _____ POSITION/TITLE: _____ PHONE: _____ EMAIL: _____

NEW PURCHASE TRANSFER ADD-ON/MODIFICATION/UPGRADE (Complete Next Line)

EQUIPMENT TO BE MODIFIED: _____ SERIAL # _____ PSD TAG # _____ SELPA TAG # _____

ITEM	RATIONALE	COST
COMMENTS:	Discount	
	S/H 20%	
	Subtotal	
	CA Sales Tax	
	Total	

Please attach 1) Valid official quote and 2) IEP documentation. Incomplete requests will be returned. Requests are reviewed by the Low Incidence Committee each month. Keep a copy for your records.

REQUESTING SUPERVISOR'S SIGNATURE: _____ DATE: _____

LOW INCIDENCE COMMITTEE APPROVAL: Yes No Reason _____ DATE: _____

SELPA ADMINISTRATOR SIGNATURE: _____ DATE: _____

Reviewed by Program Council:
Revised: 08-2020

LOW INCIDENCE HOME USE AGREEMENTLink to Download: [LOW INCIDENCE HOME USE AGREEMENT](#)

**ANTELOPE VALLEY SPECIAL EDUCATION LOCAL PLAN AREA
HOME USE AGREEMENT**

This agreement is entered into by and between the ANTELOPE VALLEY SELPA, _____ both hereafter called "District" and _____ (PARENT/GUARDIAN), hereafter called "Borrower".

1. **Parent or Guardian:** Borrower represents that Borrower is the parent or guardian of a special education student, _____ for whom the office is currently providing services and/or equipment.
2. **Need:** In order to assist in the education of the student, Borrower desires to borrow, and the Office is willing to loan, the following described equipment:

Description	Value	PSD #	SELPA #	Serial Number

3. **Value:** The "value" of the above equipment is the purchase price for replacement, as set forth above.
4. **Term:** This agreement shall commence when above described equipment is delivered to, and taken into possession by the Borrower, and will terminate on _____.
5. **Sole Purpose:** The sole purpose of the loan of the equipment to the Borrower is for the educational benefit of the student. ***The equipment shall be used for educational or communication purposes only,*** and at no time shall the equipment be used for any purpose except for purposes directly related to the education of the student. ***The Borrower shall at no time load any software programs on the device. All programs must be installed by the District.*** If the provisions of this paragraph are breached and the equipment is used for purposes other than educational or communication purposes of the above-named student, the Borrower must immediately return all loaned equipment to District.
6. **Damage or Replacement:** In the event Borrower returns the equipment to the District in damaged condition, the borrower shall pay, immediately, to the District the cost to repair the equipment. If the District determines that the equipment is irreparable or that the repairs will cost more than the value of the equipment, the Borrower shall pay to the District, immediately, the full value as set forth above. If Borrower is unable or unwilling to return the equipment to the District, Borrower agrees to pay on demand to the District the full value of the equipment, as set forth above. When the damaged or destroyed equipment is used both at home and at school, the parent will be responsible

for one half of the cost of the repair or replacement unless there is evidence of negligence in which case the negligent party will be responsible for the entire cost.

7. Early Termination: This agreement may be terminated at any time by either party. The effective date of the termination shall be the date the equipment is returned to the District. If the District desires to terminate this agreement, then it shall so notify the Borrower in writing and the Borrower shall return the equipment within five (5) days after the day the notice of termination is mailed from the District to the Borrower. The Borrower is responsible for keeping the District apprised of the Borrower's current address. If the Borrower does not return the equipment within five (5) days of the date the notice of termination is mailed to the borrower, then commencing on the 6th day after the Notice of Termination is mailed, the Borrower shall pay to the District the monthly rental value of the equipment until the equipment is returned. In no event shall the terms of this paragraph be constituted to permit the borrower to retain the equipment for any period of time beyond five (5) days after the date the notice of termination is mailed. If Borrower is notified by District of the termination of this contract, and Borrower is unable or unwilling to return the equipment to the District, Borrower agrees to pay to the District the full value of the equipment as set forth above.

IN WITNESS WHEREOF, this Agreement shall be deemed effective as of this _____ day of _____, 20____, at _____, California.

ANTELOPE VALLEY SELPA/_ School District

By: _____
Antelope Valley SELPA or District Representative

Parent and/or Teacher Signature

Address: _____

Phone: _____

I understand that all equipment is to be returned at the end of each school year. Initials: _____

Condition Loaned: _____

Condition Received: _____

Due to Antelope Valley SELPA Office _____

LOW INCIDENCE EQUIPMENT REPAIR-REPLACEMENT FORMLink to Download: [LOW INCIDENCE EQUIPMENT REPAIR-REPLACEMENT FORM](#)

ANTELOPE VALLEY SPECIAL EDUCATION LOCAL PLAN AREA
Low Incidence Equipment Repair/Replacement

☐ Repair ☐ Replacement ☐ Share ☐ Other: _____

Date: _____

Student Name: _____ Date of Birth: _____

School of Attendance: _____ District of Attendance: _____

Specialist Requesting: _____ Title: _____ Phone Number: _____

Student's LI Disability: ☐ Hearing Impaired ☐ Visually Impaired ☐ Orthopedically Impaired**ORIGINAL PURCHASE INFORMATION** *(may be obtained from SELPA inventory)*

Purchased From: _____ PO: _____ Date Purchased: _____

ITEM DESCRIPTION (Include name, model # and serial number) **AND ESTIMATED REPAIR COST:**

Item Name: _____ Model #: _____

Serial Number: _____

REASON FOR REPAIR (be specific): _____

Estimated Cost _____

Sales Tax (10.25%) _____

Shipping (10%) _____

Total Cost Estimate _____

Received from: _____ Repair order # (if applicable): _____

Estimated life span of product: _____ Estimated date of new product replacement: _____

VENDOR Providing Repairs

Name: _____ Phone: _____ Fax: _____

Address: _____

Pick up from:

School: _____ Attention: _____

Address: _____

Return to:

School: _____ Attention: _____

Address: _____

ADDITIONAL NOTES:**APPROVAL**Approved ☐ Disapproved ☐ SELPA Director's Signature: _____ Date: _____

LOW INCIDENCE EQUIPMENT TRANSFER FORMLink to Download: [LOW INCIDENCE EQUIPMENT TRANSFER FORM](#)**ANTELOPE VALLEY SPECIAL EDUCATION LOCAL PLAN AREA
Low Incidence Equipment Transfer Form**

The equipment listed below has been moved to or off of your school site by the students' Low Incidence Specialist. Each Low Incidence Specialist is responsible for keeping an inventory of all equipment used by their students. Please add this/these item(s) to your inventory. If you have any questions, please contact the SELPA AT Specialist listed below at the contact number listed.

Student Name: _____ District: _____

Equipment to be Transferred: _____

Equipment Transferred from: _____

Equipment Transferred to: _____

PSD Tag Number: _____ SELPA Tag Number: _____

Serial Number: _____

Additional Accessories: _____

Case Manager: _____ LI Service Provider: _____

Receiving Staff Signature: _____ Date: _____

Delivering Staff Signature: _____ Date: _____

Comments:

LOW INCIDENCE REQUEST CHECKLISTLink to Download: [LOW INCIDENCE REQUEST CHECKLIST](#)**LOW INCIDENCE REQUEST CHECKLIST**

Student Name: _____
 Date of Low Incidence Committee Meeting: _____
 Specialist completing Low Incidence Request: _____

Low Incidence Request must include the following (New purchases, transfers, add-ons):

- ☐ Current IEP
- ☐ Student identified as Low Incidence in CALPADS (OI, VI, DHH, DB)
- ☐ Complete IEP (Information page, Special Factors, Accommodations and/or goals)
- ☐ Students need for equipment is clearly identified in Accommodations and/or goals
- ☐ Assessment by low incidence specialist
- ☐ Goals/Accommodations clearly related to LI purchase
- ☐ Request is for specialized equipment related to the unique educational needs and setting for the student
- ☐ DSEA in agreement with requested equipment
- ☐ Additional Documentation Needed
 - ☐ iPad Form (if applicable)
 - ☐ Low Incidence Request Documentation Form
 - ☐ Low Incidence Checklist
 - ☐ MOVE Clearance (for all MOVE equipment purchases/transfers)
 - ☐ Other: _____

Purchase Requests (New Purchase and/or Add-on):

- ☐ Only one vendor per Low Incidence Request (ie: purchases from Apple & CDW must have separate Low Incidence Equipment Request forms)
- ☐ Low Incidence Equipment Request forms cannot be both New Purchase & Transfer. (If transferring equipment, one form is used to transfer the equipment. THEN, fill out another Low Incidence Equipment Request form to enter a New Purchase or Add ON).
- ☐ Item meets \$200 minimum **OR**
- ☐ Item does not meet \$200 minimum requirements but is attached to a purchased LI Equipment.
 SELPA tag: _____ PSD tag: _____ Serial #: _____
- ☐ Request reviewed and signed by specialist's supervisor
- ☐ Quote attached with:

<input type="checkbox"/> Official Quote	<input type="checkbox"/> Correct quantities	<input type="checkbox"/> Purchase price
<input type="checkbox"/> State tax (10.25%)	<input type="checkbox"/> Correct Sold To/Deliver To address listed:	

If contact needed: Alma Benitez or Debra Rondeau @ (661) 274-4136

BILL TO

Palmdale School District
 Attn: Accounts Payable
 39139-49 10th Street East
 Palmdale, CA 93550-3419

SHIP TO

Palmdale School District
 Warehouse Receiving
 39139-49 10th Street East
 Palmdale, CA 93550

Transfer Requests: SELPA/PSD tag numbers & Serial Number documented on Request*For SELPA Office use only*

Date Submitted to SELPA Office: _____
 Person dropping of Low Incidence Request: _____
 Received by SELPA Staff Member Signature: _____

Copy on Yellow paper only

LOW INCIDENCE REQUEST DOCUMENTATION FORMLink to Download: [LOW INCIDENCE REQUEST DOCUMENTATION FORM](#)**LOW INCIDENCE REQUEST DOCUMENTATION FORM**

New Purchase **Repair** **Replacement** **Other:** _____
Student Name: _____ **Date of Birth:** _____
School of Attendance: _____
District of Attendance: _____
Specialist Requesting: _____ **LI Disability:** _____
Date of Request: _____

1. How will the item assist the students' instruction in accordance with the IEP?
2. How frequently will the item be used?
3. How will the item(s) facilitate integration in to the classroom?
4. Evidence that the student is willing to use the proposed item(s):
5. Was the equipment requested trialed by the student? For how long?
6. How did the student use the equipment? Was this equipment functional and what access did it give them that they would not have without it?
7. Were other pieces of equipment considered/tried? If not, why? Why is the request piece of equipment required over the others?
|
8. If purchasing MOVE equipment, does the student have a current MOVE Clearance Form completed by the student's doctor? *(If your district currently uses its own MOVE Clearance Form that is acceptable)* Yes No
9. Is the equipment valued over \$1,000? Yes No
 What evidence shows the student is capable of using the device? *This can be demonstrated through trial teaching on the actual target device, a comparable device or, in the case of communication devices, on some type of communication system such as picture boards, communication books or voice output devices (see Low Incidence Policy for examples).*

MOVE CLEARANCE FORMLink to Download: [MOVE CLEARANCE FORM](#)**MOVE CLEARANCE FORM**

Dear Doctor:

_____ (DOB: _____) requires the use of supportive equipment in order to participate in their educational program. Please evaluate your client/patient and indicate the degree of participation permitted. The student will only initiate weight-bearing activities after receiving your clearance.

If you have any questions please feel free to call _____ (low incidence specialist) at _____.

Please check the appropriate items:

1. _____ Child may work on: ☐ Sitting ☐ Standing ☐ Walking
2. _____ Child has the following conditions that will affect standing:

<input type="checkbox"/> Dislocated Hip	<input type="checkbox"/> Hip Flexion	<input type="checkbox"/> Knee Contractures
<input type="checkbox"/> Angle Contractures	<input type="checkbox"/> Heart of Circulatory Problems	<input type="checkbox"/> Other _____
3. Child is allowed: ☐ Full Weight Bearing ☐ Partial Weight Bearing ☐ No Weight Bearing
4. Child should use his/her orthopedic devices while participating – specifically:

<input type="checkbox"/> Wrist Splints	<input type="checkbox"/> Arm Splints	<input type="checkbox"/> Braces – indicate type: _____
<input type="checkbox"/> Other _____		

These devices are to be worn ☐ On top of clothing ☐ Under clothing
5. Child may participate for: Length of time on/in the equipment: _____
Maximum Duration: _____ Frequency of Activity: _____
6. Child has the following restrictions: _____
7. Observe the following precautions: _____

RESPONSE TO LOW INCIDENCE REQUEST FORMLink to Download: [RESPONSE TO LOW INCIDENCE REQUEST FORM](#)**RESPONSE TO LOW INCIDENCE REQUEST**

Your request for the use of Low Incidence funds to purchase _____
for _____ of _____ district was reviewed
by the low incidence committee on _____.

Your request has been

- **Approved**

Purchase: Your requisition is being processed. You will be notified when your order has been received.

Transfer: Serial # _____ SELPA # _____ PSD # _____

- **Denied**

Rationale for denial:

- ☐ IEP not current
- ☐ Incomplete IEP
- ☐ Eligibility not low incidence
- ☐ No assessment by low incidence specialist
- ☐ Goals and/or Accommodations are not clearly related to LI purchase
- ☐ Item below minimum established cost
- ☐ Requested not signed by low incidence specialist administrator
- ☐ No requisition form
- ☐ Incomplete packet - missing _____
- ☐ Equipment requested is expected to be standard in the classroom
- ☐ Equipment does not appear to meet the unique educational needs and setting for the student
- ☐ Goals/objectives/accommodations can be adequately addressed through standard/regular available means
- ☐ Goals/objectives/accommodations can be adequately addressed through other means/use of a device
- ☐ Other _____

Comments: _____

Request Approved _____ Request Denied _____

Signature of Low Incidence Committee Chair _____

Request Checklist

- ☐ Student Information Complete
- ☐ Assessment by Appropriate Specialist (Date _____)

Copy on Blue paper only



- ☐ Justification Complete
- ☐ Low Incidence Specialist Administrator Signature
- ☐ Purchase Information Complete
- ☐ Meets minimum amount
- ☐ Official Quote w/ correct Shipping and Billing Information
- ☐ If transfer, Serial #, PSD#, SELPA# given
- ☐ Complete Current IEP dated _____
- ☐ Low Incidence Disability per IEP _____

Copy on Blue paper only
