

Low Incidence Classroom Placement Considerations and Guidelines

Student Characteristics

School aged students that have been identified as having an impairment in cognitive functioning as per classifications given in the DSM V (specifically, an IQ of 60 or below). Along with severe impairment of adaptive functioning in **four out of five of the following areas** based on a standardized adaptive behavior scales (recommended form ABAS but others could be used):

1. Self Help/Daily Living
2. Communication
3. Gross/Fine Motor
4. Social/Emotional
5. Functional Academics

This group of students will require life-long supports. They may be unsafe or unable to manage their daily activities without significant assistance from others.

Due Process Procedures

To refer a student for placement in a low incidence classroom, the school psychologist must contact the Interlocal coordinator assigned to the building of enrollment. The coordinator may request a screening to help determine the appropriateness of the placement.

All documentation gathered on the student to determine their placement in the low incidence program is required prior to the student beginning the program. These documents are (but not limited to) any formal/informal testing results and documentation regarding previous placement as to why placement(s) failed including classroom strategies – work modifications, accommodations, additional support, etc.

The special education coordinator for the enrolling district shall be contacted by the school psychologist prior to any meetings being scheduled regarding change in placement to a low incidence classroom.

Reaching a placement decision may require more than one meeting. Preliminary meetings shall be in collaboration with potential receiving staff and may occur at the student's home school or via zoom. The initial placement meeting must take place on site at the location of the low incidence program. An on site meeting will ensure that parents have an opportunity for informed consent and allow receiving staff to become acquainted with the student and pertinent issues prior to placement.

An IEP will be written in collaboration with the receiving teacher. Completion of all paperwork is the responsibility of the sending school IEP team.

No student will start without all documentation, including health care plans, health care plan trainings provided, and a plan for support services.

Curriculum:

Students in Low Incidence Special Education Programs participate in alternative curriculum developed to address educational and functional needs.

- Students will work on pre-academic skills, Common Core Essentials Elements and Functional Skills curriculum.
- Functional Academics: Skills, which represent an application of an academic skill (e.g., reading, writing, math) to a real-life situation at home, on the job, or in the community. This includes skills such as handling money, telling time, reading sight words, etc.
- Personal Maintenance: Skills that are necessary to care for oneself, including eating, grooming, dressing, toileting and health care.
- Domestic Maintenance: Skills that are necessary to participate in home life in the community. This includes skill areas associated with food preparation, shopping, cleaning, laundry, etc.
- Interpersonal Communication and social Skills: Skills that are necessary to communicate and interact with others. This includes skills required to respond to others, follow directions, indicate preferences, communicate, etc.
- Pre-Vocational/Vocational: Skills that are necessary to secure and maintain a job. This includes skills involved in specific jobs (e.g., office and clerical skills, restaurant and kitchen skills, etc.) as well as work habits and job-related behavior.
- Recreation and Leisure: Skills that are used to engage in free time activities for pleasure. This includes such areas as individual sports, travel, spectator activities, hobbies, games, etc.

Inclusion:

Students placed in the low-incidence classroom will have limited contact with their non-disabled peers. This contact may include PE, library, art, music, lunch recess, classroom parties and limited time in the general education classroom as determined appropriate by the IEP team. If a student's educational and socialization needs can be met in the general education setting with specially designed instruction and supports, he/she should not be considered for placement in a low incidence program. In the event data indicates a student's educational needs can be met in a less restrictive environment at the student's home school, the team will reconvene to discuss an appropriate plan for possible transition.

School Calendar

Students will follow the school calendar set forth by the district where the program is placed. If for any reason school calendars do not coincide with their home district, the primary provider will communicate with the parents and other pertinent school officials in advance to avoid confusion.

Re-evaluations:

Re-evaluations will be conducted by the school psychologist from the student's home district.

IEP Team Membership:

The student's IEP team will continue to consist of representatives from the student's enrolling district, including the home school LEA representative and the school psychologist.