**Low Incidence Classroom Placement Considerations and Guidelines (2/15)**

**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**

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.

 A pre-placement meeting to review testing, placement options, discuss history, etc.

 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 and support services hired.

**Process**

To refer a student for placement in a Low Incidence classroom, the building coordinator must be contacted.

**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.

**Para Support**

Para support will be determined based on the number of students and the needs within the classroom.

**Inclusion**

While students are placed in the low-incidence classroom they 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. Students with needs that can be met in an inclusive placement should not be considered for a Low Incidence placement as it is likely too restrictive.

**School Calendar**

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

**Re-evaluations**

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

**LEA**

The LEA representative for each student will be their home district principal.