Overview

A collaborative group of elementary staff including parent and district office participants met in January 2011. A decision was made to include any student, regardless of disability, in his/her neighborhood school. At the time of this decision some students were being transported to a “magnet” school so elementary aged students with low incidence disabilities were grouped in one location.

Beginning in the 2011-2012 school year, students will receive educational services at their neighborhood schools. When needed, additional supports will be provided to the school team addressing the needs of any student with a unique disability. A consultation model will be initiated at the beginning of the 2011-2012 school year to provide support to those teams working with a student identified with a low incidence disability.

Definition of Low Incidence Disability

The following descriptors define a low incidence disability:

- A disability with a low probability of occurring
- Meets qualification of intellectual disability (ID), i.e. a cognitive impairment
- Low social skill ability
- 0-39% in general education setting (as per IEP)
- May also exhibit:
  - Communication/speech concerns
  - Behavioral challenges
  - Gross and/or fine motor concerns
  - Self-help needs, e.g. feeding, toileting
  - Medical needs related to the disability

NOTE: Students with low incidence disabilities are most likely to remain in the K-12 system until the age of 21. It is most likely that the student will be DDD eligible.

School Team

For a student with a low incidence disability, the school members of the IEP team need to be working collaboratively. This team would include:

- Special education case manager
- Other special education teachers (if any) providing services
- General education teacher(s) working with student
This team of individuals would be the primary problem solving group to identify interventions and/or supports needed for a student. As appropriate, this team would be meeting with the parent through the IEP process when services on the IEP need to be addressed.

**District Consultation**

A district consultant is assigned to each school in order to provide assistance to the school team working with a student identified with a low incidence disability. District consultation, however, is implemented when the school team requests assistance. Note that the staff member serving as the school’s consultant will also have other job responsibilities in the district so the amount of face-to-face time with the school team is limited. These consultants work closely with the Director of Special Services. When needed, the Director will provide additional resources and/or consultants.

Examples of supports from a district consultant:

- Participate as an additional member at a team meeting, usually when teams have exhausted building level resources and/or problem solving efforts
  - Assist with problem solving and identifying strategies for specific learning needs
  - Can follow up with individual staff members based on the outcomes of the team meeting
  - Can help implement specific strategies as identified through the team meetings
- Respond to questions/concerns communicated through email—questions/concerns should be originating from the school team, not an individual
  - NOTE: It is important that the team members be included in all communications to ensure cohesiveness on the systems that are in place for a student.
- Provide information to the Principal for additional resources/interventions that may be needed based on the team’s needs

NOTE: The building principal and director may meet and determine a specific need that a district consultant can provide.