



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Policies and Procedures for the Use of Low Incidence (LI) Funds

NUMBER: BUL-3666.3

ISSUER: Beth Kauffman, Associate Superintendent
Division of Special Education

DATE: June 28, 2019

ROUTING
 All Locations
 Local District Superintendents
 Administrators of Instruction
 Local District Instructional Directors
 Local District Special Education Administrators
 Psychological Services Coordinators
 School Site Administrators
 Related Service Providers
 Teachers

PURPOSE: The purpose of this bulletin is to inform all District staff working with students with disabilities of the required policies and procedures that must be followed for the use of low incidence (LI) funding.

MAJOR CHANGES: This bulletin replaces BUL-3666.2 issued on June 28, 2019 and includes updated policies and procedures for the use of LI funding. Contact information has also been updated.

BACKGROUND: Low Incidence Disabilities

Low incidence disabilities (hearing disorders, visual impairments, and severe orthopedic impairments) are defined by federal law in the Code of Federal Regulations (CFR) as:

- I. Hearing Disorders
 - A. Deafness – a hearing impairment so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance [CFR 300.8(c)(3)].
 - B. Hearing impairment – impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but that is not included under the definition of deafness [CFR 300.8(c)(5)].
- II. Visual impairment, including blindness - impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness [CFR 300.8(c)(13)].
- III. Orthopedic impairment - 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 that cause contractures) [CFR 300.8(c)(8)].



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BACKGROUND (Continued):

Purpose of Low Incidence (LI) Funds

LI funds are state funds used to provide specialized books, materials, equipment, and service as required by a student with a LI disability.

Some students classified as having an orthopedic impairment may not be eligible to receive low incidence funding unless they have a “severe orthopedic impairment.” Students with severe orthopedic impairments require highly specialized services, materials, and equipment. Generally, a student with a severe orthopedic impairment would have a medical diagnosis which affects gross motor, physical access, and/or underlying body structures that is orthopedic and/or neurological in nature.

Allocation and Appropriate Use of Low Incidence Funds

Allocation of low incidence (LI) funding to school districts is determined by the total number of students with low incidence eligibilities as reported in the California Special Education Management Information System (CASEMIS).

The use of these funds is limited to expenditures on books, materials, equipment, and services for students with low incidence disabilities (birth-22). The purchase must relate to the unique educational needs resulting from the low incidence disability as indicated in the individualized education program (IEP) of eligible students. For example, regular textbooks and workbooks would not qualify as opposed to low vision aids, digital media, large print or Braille books for students who have visual impairments. Bolsters and mats for young children should be a part of basic equipment and would not qualify, while specialized adapted feeding and self-care equipment required by children due to their severe orthopedic impairments would qualify.

Providers appropriately credentialed or licensed to serve students with low incidence disabilities should participate in the team assessment process and attend the IEP team meetings so that books, materials, equipment, and services considered for purchase for students with low incidence disabilities are directly related to the student’s unique educational needs resulting from a low incidence disability.

Inappropriate Use of Low Incidence Funds - Examples:

- Supporting staff development. It is suggested that technical support and training be included when equipment is purchased. Special Education Local Plan Areas (SELPA) are encouraged to collaboratively develop regionalized multi-agency funded centers that can provide ongoing technical support, training and address other activities and assure funds are used in the most cost-effective manner.
- Purchasing medical therapy units for California Children’s Services. Local education agencies must provide necessary space and equipment for the provision of occupational therapy and physical therapy in the most efficient and effective manner.



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- Purchasing medical equipment needed for providing specialized health needs. California Code of Regulations (CCR), Title 5, Section 3051.12(b)(3)(C), states that “the school district shall not be required to purchase medical equipment for an individual student.”
- Constructing or altering facilities (e.g., building ramps), or acquiring storage units.
- Supplanting books, equipment and materials that have been provided by other agencies. Low incidence funds are to be used only to supplement, and not to supplant other available funding for books, materials, and equipment provided through the base program for general education and/or students with disabilities. For example, basic computers or other basic technology should not be purchased with low incidence funds unless it can be clearly demonstrated to fulfill a specialized function, format, or adaptation directly related to the low incidence disability. General education or other special education funding must be used for purchasing such basic items.

PROCEDURES:

All of the following procedures must be followed in order to secure LI funding:

A. IDENTIFICATION OF STUDENTS REQUIRING LOW INCIDENCE FUNDS

1. **IEP TEAM DETERMINATION OF LI DISABILITY ELIGIBILITY:** A determination by the IEP team, including the school nurse or audiologist, that the student has a severe disabling condition in one or more of the following areas: hearing, vision and/or orthopedic impairments. Persons knowledgeable of these disabilities are the appropriately certificated teachers or licensed providers who work in the disciplines of hearing, vision, and severe orthopedic disabilities. The following are to be considered persons knowledgeable of the disability in specialized circumstances:
 - Teachers with Mobility Opportunities Via Education/Experience (M.O.V.E.) Certification at the Secondary Level: These teachers may act as assessors to determine the student’s need for equipment to address motor skills with consultation from the physical therapist. For students participating in the M.O.V.E. program, in addition to the IEP, there must be a written approval from the student’s physician and parent permitting participation before LI funding is authorized.
 - Speech-Language Pathologist: If there is an orthopedic disability which affects the oral musculature with the result that the child is nonverbal, the speech-language pathologist is the assessor.
 - Related Services Personnel: If there is an orthopedic disability, Occupational Therapists, Physical Therapists, Nursing providers, or Assistive Technology Assessors may recommend specialized equipment.



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- Classroom Teacher with the Related Services Provider: If a student is at a special education site and eligible with disabilities in the areas of vision, hearing, and/or severe orthopedic disability, and does not receive active services from Related Services, the classroom teacher in consultation with the appropriate Related Services school-site provider may recommend specialized equipment.
 - Teachers of the Deaf (TOD) credential teachers and Teachers of the Visually Impaired (TVI) will assess the needs of the students to access their curriculum.
2. ASSESSMENT COMPLETION AND REVIEW: Once the student is identified as having a low incidence eligibility, the provision of LI funded equipment is based on an assessment by personnel knowledgeable of the three disabilities which qualify for low incidence funds (hearing, vision, severe orthopedic disability, or a combination thereof). An assessment that determines the need for material, equipment and/or services must be conducted by a team of appropriately credentialed/licensed personnel which may include the classroom teacher, special education teacher(s), and, if necessary, the appropriate Related Services provider(s) for hearing, vision, occupational therapy, physical therapy, assistive technology, or speech. The assessed need and rationale for each item should be included in the Present Level of Performance (PLP) section of the IEP. If student has been assessed in multiple environments, such as in a District physical site as well as in the home (Carlson Home School and Preschool Home/Hospital Instruction), this assessment information should be documented in the IEP as well.

Related Services personnel and/or the appropriately certificated teachers (TOD and TVI) assigned to school sites in these disciplines conduct assessments for new equipment for LI eligible students. Related Services personnel generate consultation reports when previous assessments have recommended equipment and current circumstances require an upgrade or a size change in equipment.

When a student transitions from one placement to another (e.g., special education to general education or elementary school to middle school), assessment of the student's equipment needs, supports, and potential services in the new setting as a result of transitioning to different curriculum (e.g., M.O.V.E. classroom to a non-M.O.V.E. classroom) should occur prior to the transition IEP team meeting. Assessors to be consulted during this process include, but are not limited to, related service providers, including assistive technology.



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3. DOCUMENTATION OF THE DETERMINATION BY THE IEP TEAM THAT SPECIALIZED MATERIAL AND EQUIPMENT ARE NEEDED
The assessment report is to be reviewed by the IEP team during the IEP team meeting to determine necessity for LI books, materials, equipment and services. Documentation of materials and equipment used for academic instruction requires a goal that includes the item (e.g., large print text, gait trainer, communication device). However, if the equipment is an adaptation to access the proposed educational environment (e.g., sound field equipment, mechanical lifts and slings, changing tables), the documentation of its use would be in the Accommodation, Modifications, Supports section of the FAPE 1 page. If the type of equipment is dependent upon the setting (e.g., LAUSD physical site as opposed to home setting), the assessed equipment need should be documented based on the current offer of FAPE. Any other equipment/material needs for each setting should be documented in the PLP.

4. AUTHORIZATION OF LI FUNDING: LI funding is authorized only after the IEP team, including the parent, has approved the recommendations of the Related Services and/or other appropriately certificated personnel.

B. ORDERING PROCESS FOR LI FUNDED EQUIPMENT AND/OR MATERIALS

After checking existing inventory, new expenditures of low incidence funds are requested and authorized using the *Request for Low Incidence Equipment or Materials* form (Attachment D) and the *Request for New Low Incidence Expenditure* form (Attachment E). District personnel recommending equipment should initiate the ordering process for new equipment within 48 hours of receiving the signed IEP. The provider should then complete the form and submit it to the appropriate administrator, as listed below, for review within a reasonable time in accordance with the California Department of Education. If an order is delayed for any reason, this should be documented in the "Notes" section on Attachment D. Following administrator approval, the order will be placed.

Each of the Low Incidence eligibilities has a specific process for ordering of equipment. Please refer to the following:

- Review *Ordering Procedures for Deaf and Hard of Hearing Programs* (Attachment A) for the instructions for ordering equipment that related to Hearing Loss and Deafness.
- Review *Ordering Procedures for Visual Impairment Program* (Attachment B) for the instructions for ordering equipment that relates to Visual Impairments and Blindness.
- Review *Procedures for Ordering Equipment for Students with Severe Orthopedic Impairments* (Attachment C) for instructions for ordering equipment that relates to Severe Orthopedic Impairment.



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Independent Charter Schools: Orders should be submitted to the Division of Special Education Charter Operated Programs designated administrator for approval.

If more than one student requires a specific piece of equipment, and it is appropriate to share that equipment (e.g., mechanical lift), it can be obtained with LI funds by completing appropriate order form attachments and including IEP documentation for each student.

C. EQUIPMENT NEEDING REPLACEMENT PARTS

When replacement or supplemental parts are needed for a piece of low incidence equipment that has already been approved for a student, reference the name and birth date of that student, plus the date of the IEP where the equipment was originally authorized, and submit with the order as usual for the replacement parts.

D. EQUIPMENT REPAIR

Equipment that is broken should be examined by the appropriate related service provider for potential repair and replacement. When repairs are required, the appropriate provider should complete an order form and include all necessary documentation. Authorization must be obtained before the repair process can begin.

E. LENDING LOW INCIDENCE EQUIPMENT TO FAMILIES FOR HOME USE FOR CARLSON AND PRESCHOOL HOME/HOSPITAL INSTRUCTION STUDENTS

When IEP teams are in agreement that low incidence equipment is needed for home use during the Regular School Year (RSY), it must be documented on the IEP in FAPE page 2 Additional Discussion, and appropriate personnel, including the parent, must sign a *Responsibility Contract* (Attachment F) before the equipment will be released to the student. All equipment approved for home use during RSY must be returned to a District site prior to the end of RSY for inventory, maintenance, and repair, unless prior approval is obtained from the program administrator to retain it. All low incidence equipment assigned for student use must be returned to the District upon District request, upon change of FAPE placement, upon the student's graduation, or upon receipt of a certificate of completion. Lending of equipment applies only to K-12 students enrolled in Carlson and preschool-aged students enrolled in LAUSD preschool home/hospital instruction.

F. EQUIPMENT FOR STUDENTS WHO HAVE LEFT THE DISTRICT

In accordance with the California Department of Education, when students transfer out of LAUSD to a different school district or to an independent charter within the state of California, specialized equipment that has been purchased for that student's exclusive use through LI funds can remain with that LAUSD site. If the equipment



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is shared by more than one student, the equipment does not go with the student to the new district/independent charter. If the current district determines that the equipment is not needed for other students, equipment can be given to the new district or independent charter (must be within California boundaries).

It is the responsibility of the new/receiving district or independent charter to transport and maintain the equipment. It is the responsibility of the new district or independent charter to order any new/subsequent equipment for the student.

G. EQUIPMENT INVENTORY

- New Equipment: All new orders will be entered directly into a central inventory database maintained by the Division of Special Education.
- Existing Equipment: Each District site should be inventoried on an ongoing basis by the appropriate Related Services provider.
- Unused Equipment: In accordance with the CA Education Code, all LI funded equipment not currently being used is to be maintained in an inventory. The LI inventory helps reduce the number of unnecessary expenditures and provides available equipment in a timely manner for eligible LI students across the District. LI program administrators/designees are responsible for maintaining and verifying the accuracy of the inventory and making changes to the inventory list if equipment assignments have changed, if equipment has been salvaged, etc.

For unsafe items or items that are obsolete, please contact the appropriate Related Service provider to ensure that every effort is being made to identify and send these items to salvage. Obsolete or unsafe items located at a school site should be salvaged from that school site.

H. RECORDS MAINTENANCE OF LOW INCIDENCE FUNDS AND EXPENDITURES

Related Services programs will maintain the following records of low incidence fund expenditure:

- Copies of *Request for Low Incidence Equipment or Materials* forms and the *Request for New Low Incidence Expenditure* forms (Attachments D and E) with supporting documentation, including appropriate IEP pages (cover page with identifying information, LI assessment and equipment recommendations, and parent signature page)
- Copies of Purchase Orders and packing slips
- Purchase Orders which have drawn from LI funds for the past 7 years



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I. TRANSPORTATION OF EQUIPMENT

When students with LI equipment needs change school sites within LAUSD, specialized equipment that has been purchased through LI funds must follow the student to the new/receiving school. Similarly, when equipment is available within the District's inventory to meet newly identified student needs, the receiving school is responsible for making arrangements to transport that equipment from one location to another. In some cases, this equipment is lightweight (i.e., slant boards, laptop computers, or augmentative communication devices) and easy for the Related Service provider to move to the new school site. The provider will alert the sending and receiving schools and take the responsibility of moving the equipment themselves.

When the equipment is large and heavy (anything larger than a walker i.e., standers, mechanical lifts, adapted seating systems), professional assistance may be required to move it to the new school site.

For LAUSD District sites and Independent Charter schools, it is the responsibility of the receiving school's therapist/provider to arrange for pick up and delivery of such equipment and the receiving school will incur any costs involved.

Schools may have their own means to pick up the equipment, or they may contact their complex project manager (CPM) for assistance. The Related Service therapist/provider may work in consultation with the schools in making the necessary scheduling arrangements for a smooth move.

When equipment is no longer being utilized by a student (i.e. student has graduated, no longer needs equipment, or has left the District to attend an out of state school, etc.) it the responsibility of the sending school site (District or Independent Charter) to coordinate and fund the equipment move from the school site to the appropriate inventory location. School sites should contact the appropriate Related Services therapist/provider for scheduling arrangements. Independent Charters should contact Division of Special Education Charter Operated Programs for scheduling arrangements.

This is a policy of the Superintendent of Schools.

AUTHORITY:

Code of Federal Regulations

RELATED

RESOURCES:

California Education Code

Special Education Electronic Policies and Procedures Manual (e-PPM)

BUL-2087.1: *Mobility Opportunities Via Education (MOVE) Program*, November 18, 2013



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ASSISTANCE: For assistance please contact the following personnel from the Division of Special Education:

- Kari Tapie, Coordinator, Assistive Technology at (213) 241-6200
- Rosaura Sanchez, Coordinator, Occupational Therapy and Physical Therapy Programs at (213) 241-6200
- Kim Miller, Coordinator – Low Incidence Programs: Deaf and Hard of Hearing/Audiology Programs and Programs for the Visually Impaired at (323) 962-9560



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ORDERING PROCEDURES FOR DEAF AND HARDING OF HEARING PROGRAMS

All requests for low incidence funding for students who are deaf (DEA) or hard of hearing (HOH), including requests from Marlton School, will be processed by the Deaf and Hard of Hearing (DHH) and Audiology Programs. The procedure for ordering material and/or equipment for DHH students is outlined below.

1. Assessment Process

An audiogram documenting a hearing loss at the level of disability is required. In addition, an assessment by a credentialed teacher of the deaf and hard of hearing will be conducted. The DHH teacher will review the student's educational records and conduct an observation/assessment. The teacher will document in the assessment report that the need for specialized materials, equipment and/or services, is specifically due to the student's hearing loss.

2. IEP Documentation

At the IEP meeting, the assessed need for specialized material, equipment and services is documented in the Present Level of Performance and in FAPE Part I under "Low Incidence Support" and "Low Incidence Equipment."

IEP Documentation: The following IEP pages must accompany any order submitted for processing:

- *Page 1:* Student information.
- *Page 3:* Documentation of the need for specific type of equipment or material, making sure to use generic descriptors and NOT specific product (brand) names in present levels of performance.
- *Page 4:* Determination of eligibility of DEA or HOH.
- *FAPE Part I:* Indicate that student qualifies for LI funding under Deaf and Hard of Hearing and document materials and equipment. Indicate specific accommodations including reading medium, and specific equipment.
- *FAPE Part II:* If student is served through itinerant program indicate in Services section the code (08) Deaf and Hard of Hearing Itinerant.
- *Page 10:* Parent must sign IEP, agreeing to the LI components of the IEP and need for equipment.

3. Procedure for Ordering Equipment

The teacher/provider will send the completed *Request for Low Incidence Equipment or Materials* (Attachment D), the "Request for New Low Incidence Expenditure" (Attachment E), and the required IEP pages to the Deaf and Hard of Hearing Program Coordinator for approval. If the request is approved, it will be submitted for processing. If the request is not complete or there is a question about the appropriateness of the purchase through LI funding, the LI Coordinator (or designee) will contact the teacher/provider with an explanation of what is needed to approve the request or provide an explanation of why the request was denied. If the request is approved, a search is made for equipment/materials requested in the DHH Low Incidence Database. If the equipment or material must be purchased, a written quote from the vendor is required and attached to the above documentation. Once the item is approved by the Coordinator, it is submitted for



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ordering.

4. Receiving and Inventory Procedure for LI Material and Equipment

Once the order is received, an identifying number is assigned to the item(s) and the information is entered into the DHH LI Database. All materials must be labeled with the assigned number.

For individual equipment, whether newly purchased or simply distributed from the existing DHH LI inventory, teachers, students, and their families are given a Responsibility Contract (Attachment F) to maintain the equipment in good working order.

5. Shipping and Distribution of LI Materials and Equipment

All materials and equipment are delivered through either of the following two processes:

- 1) DHH itinerant teacher or audiologist checks out the items at the DHH office and delivers them to the school site.
- 2) If an order is for a DHH special day program student, the item(s) is transported directly to the school site – arrangements for delivery will be made through the DHH office.

6. LI Inventory Requirements

Each school must also keep a Low Incidence Inventory of materials or equipment. At the end of each year, the school is responsible for updating the LI inventory. The inventory must be updated to reflect the current status of the equipment, including newly acquired items, and items removed for servicing. The inventory should be current and available upon request.

When a low incidence piece of equipment or material is no longer needed by the student(s), it is taken off the campus inventory, and sent back to the DHH office for distribution to another student.

All questions regarding low incidence materials/equipment for Deaf or Hard of Hearing students should be referred to the DHH program at (323) 669-4360.

Amplification

The following is the procedure when the request for low incidence funding involves amplification:

1. Assessment

A recent (within one year) audiogram documenting a hearing loss is completed by an audiologist. The DHH itinerant completes the *Request for Amplification* form and sends it along with the current audiogram to the DHH/ARU Office. An educational audiologist reviews the audiogram and Request for Amplification Form and determines the most appropriate system. At the IEP meeting, the assessed need for classroom amplification is documented in the Present Level of Performance and in FAPE Part I under Low Incidence Support and Low Incidence Equipment.



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2. IEP Documentation

The following IEP pages must accompany any order submitted for processing:

- *Page 1*: Student information.
- *Page 3*: Documentation of the need for specific type of equipment or material, making sure to use generic descriptors and NOT specific product (brand) names in present levels of performance.
- *Page 4*: Determination of eligibility of DEA or HOH.
- *FAPE Part I*: Indicate that student qualifies for LI funding under Deaf and Hard of Hearing and document materials and equipment. Indicate specific accommodations including reading medium, and specific equipment.
- *FAPE Part II*: If student is served through itinerant program indicate in Services section the code (08) Deaf and Hard of Hearing Itinerant.
- *Page 10*: Parent signature indicating agreement with at least LI components of the IEP and need for equipment.

3. Ordering Procedure

Amplification systems are purchased under a District contract. If the need to order amplification equipment from a non-contracted vendor arises, a quote is obtained by the senior educational audiologist and it is submitted for approval to the Deaf and Hard of Hearing/ Audiology Program.

- a. Receiving and Inventory Procedure: When amplification is received at the DHH/Audiology office, it is inventoried by serial number and placed onto the DHH/Audiology LI database.
- b. Assignment of Amplification Equipment:
 - DHH Special Day Programs: Assigned educational audiologist will determine appropriate amplification. This amplification will be set for student's hearing loss and recorded on the DHH/Audiology FM inventory. The school must list the LI amplification equipment on the receiving school's inventory. At the end of the school year, the equipment is removed from campus for servicing and returned to the student upon his/her return to school.
 - Itinerant Services: The DHH itinerant completes the Request For Amplification Form and sends it along with the current audiogram (within 1 year) to the DHH/ARU Office. An educational audiologist reviews the audiogram and Request for Amplification Form, determines the most appropriate system for the student to use, and sets the amplification to the student's hearing loss. Pertinent identifying information is recorded on the Request for Amplification Form.
- c. Distribution of Amplification Equipment:
 - Amplification systems are distributed from the DHH/ARU Office to the DHH itinerant teacher. An *Amplification Check-Out* form is completed and signed by DHH itinerant teacher/audiologist who will be responsible for the equipment. The information is then placed in the DHH/Audiology LI Database.
 - The amplification is then delivered to the student at his/her school of attendance. The receiving administrator, classroom teacher, and responsible DHH or ARU personnel sign and date the Amplification Check-Out form indicating the FM equipment has been provided to the student and is on the school campus. The school must list the LI amplification equipment on the receiving school's inventory. At the end of the school year, the



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amplification equipment is picked up for servicing and the same personnel sign that it has been removed from the school site.

- The amplification systems are then checked in at the DHH/ARU office and the responsible personnel sign that it has been returned. A copy of the Amplification Check-Out form is kept in the student's folder with all pertinent information noted in the database. This LI procedure is repeated for each school year.

All questions regarding auditory amplification for students with a hearing impairment should be referred to the Audiological Resource Unit at (323) 669-4360.



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ORDERING PROCEDURES FOR VISUAL IMPAIRMENT PROGRAM

All low incidence orders for the visually impaired, including VI Resource Room, VI Low Incidence Learning Centers, and VI Special Day Programs are handled through the District's Visually Impaired (VI) Program. The procedure for ordering low incidence materials and equipment for visually impaired students is outlined below.

1. Assessment Process

Documentation is received from ophthalmologist or optometrist that an impairment in vision exists at the level of disability. Following receipt of eye medical information, an assessment of the student's functional vision is conducted by a credentialed Teacher of the Visually Impaired. The assessor documents in the assessment report the need for specialized materials, equipment, and services related to the student's visual impairment.

At the IEP the assessed need for specialized material, equipment and services is documented in the Present Level of Performance (PLP), and in FAPE Part I under Low Incidence Support, Instructional Accommodations and Low Incidence Equipment.

2. IEP Documentation

The following IEP pages must accompany any equipment order submitted for processing:

- *Page 1:* Student information.
- *Page 3:* On PLP, document eye condition and type of vision impairment; need for specific type of VI equipment making sure to use generic descriptors and NOT specific products.
- *Page 4:* Determination of eligibility (VI). Be sure and indicate whether student is blind (BL) or partially sighted (PS).
Goal: If the specialized VI material or equipment is required for academic support
- *FAPE Part I:* Indicate that student qualifies for LI funding under Visual Impairment, and document materials and equipment. Indicate specific accommodations including reading medium, and specific equipment.
- *FAPE Part II:* If student is served through itinerant program indicate in Related Services section the code (02) Blind/partially sighted.
- *Page 10:* Parent signature indicating agreement with at least LI components of the IEP and need for equipment and/or materials.

3. Procedure for Ordering Equipment

To request specialized books or equipment, the VI teacher will email the Specialized Materials and Equipment Coordinator for the VI Program. The coordinator completes an order form and the teacher will receive a reference number for their order. If the order is for equipment, it must be documented through the student's IEP goals and objectives unless it is considered a stock



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VI item (e.g. magnification device, slant board, specialized software, etc.). A copy of the student's current IEP must accompany the request, along with Attachment D.

A search is made for the books/equipment requested. The search may involve: (a) checking the existing VI database to see if a copy is available in the inventory or if a VI Resource Room has a copy that can be borrowed; or (b) searching CA VI List-Serv for books and materials. This includes searching Instructional Materials Ordering and Distribution System (IMODS), Clearinghouse for Specialized Material and Technology (CSMT), American Printing House Louis Data Base, Recordings for the Blind and Dyslexic (RB&D), and Amazon.

If the equipment must be purchased, a written quote from the vendor is acquired. Once the item is approved by the Low Incidence Coordinator, it is submitted.

4. Receiving and Inventory Procedure for LI Materials and Equipment

Once the materials and equipment are received, they are processed. An identifying number is assigned to the item and the information is entered into the VI inventory system. All materials must be labeled with an identifying number/code.

For individual equipment, whether newly purchased or distributed from the VI existing inventory, teachers, students and their families are given a "Responsibility Contract" (Attachment F). On this form they sign that they agree to maintain the equipment in good working order before equipment is distributed.

5. Shipping and Distribution of LI Materials and Equipment

The materials are shipped and/or delivered through the following methods: (1) items that are shipped are bundled at the Braille Resource Center (BRC) and sent to the teacher at their mailing school; (2) teachers may pick up their material at the Braille Resource Center; or (3) the Orientation and Mobility Instructor (O&M Instructor) may deliver items when they are going to see one of their students at a nearby school. The identifying number/code, VI teacher, student's last name, and date of circulation are entered into the VI inventory system.

6. LI Inventory Requirements

Each school must also keep a Low Incidence Inventory of materials or equipment. At the end of each year, the school is responsible for updating the LI inventory. The inventory must be updated to reflect the current status of the equipment, including newly acquired items, and items removed for servicing. The inventory should be current and available upon request.

When a low incidence piece of equipment or material is no longer needed by the student(s), it is taken off the campus inventory and sent back to the BRC for distribution to another student.

All Questions Regarding Low Incidence Materials/Equipment should be referred to the Specialized Materials and Equipment Coordinator for the VI Program at the Braille Resource Center at (323) 669-4380.



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PROCEDURES FOR ORDERING EQUIPMENT FOR STUDENTS WITH SEVERE ORTHOPEDIC IMPAIRMENTS

All low incidence orders for students with orthopedic impairments, attending sites within the LAUSD Special Education Local Plan Area (SELPA), are processed through the District's Related Services department within the Division of Special Education. The procedure for ordering material and/or equipment for students with orthopedic impairments is outlined below:

1. Assessment Process

The student is identified as having a need for equipment through an assessment (formal or informal, as appropriate) and the results of that assessment indicate the student will require adaptive equipment in order to access his/her educational environment. At the IEP meeting, the assessed need for specialized material, equipment, and supports is documented in the IEP.

2. IEP Documentation

The following IEP pages must accompany all orders submitted for processing:

- Page 1: Meeting and Student information
- Page 3: Present Levels of Performance: Must document need and rationale for specific type of equipment (i.e. pencil grip, trackball, adapted seating system with supports, adapted scissors, etc.) making sure to use generic descriptors and NOT specific product (brand) names in Present Levels of Performance. Include underlying impairments relating to the need for equipment/supports.
- Page 4: Eligibility: Determination of special education Low Incidence eligibility
- Page 5: Goals: Goals must contain the item(s) identified in areas of need. Changing tables and mechanical lifts/slings do not require a goal; these types of items should be identified in FAPE 1 within Accommodation, Modifications, Supports/Other Supports section.
- FAPE Part I: Eligibility, Placement and Supports: Indicate that student qualifies for LI funding, and document materials and equipment. Indicate need, if any, for changing table and or mechanical lift/sling in Accommodation, Modifications, Supports section.
- Page 10: Consent for Special Education: Parent must sign IEP agreeing to the need for equipment.



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3. Procurement of LI Equipment for Eligible Students

Before ordering equipment, therapists should do the following:

- A trial should be conducted by the site-based OT or PT to ensure correct size and type of equipment.
- Check inventory bins for available equipment. All efforts should be made to use preexisting equipment rather than ordering new equipment. Parts and accessories are available at the inventory bin sites.
- After identifying the appropriate seating or positioning equipment, including changing tables and adapted equipment for hygiene, the site-based OT or PT can then procure the equipment either by transferring the equipment from one site to another or by ordering a new piece of equipment.

4. Transferring Equipment

- If transferring LI equipment from one District school/site (originating school/site) to another District school/site (receiving school/site) for student use, the originating school/site therapist should update the centralized document/database. Low Incidence equipment may be transported via LAUSD Truck Operations or other viable means.
- If transferring LI equipment from a District inventory bin to a District school/site for student use, the inventory bin therapist should update the centralized document/database. Equipment should be transported via LAUSD Truck Operations or other viable means.
- If transferring LI equipment from a non-District school/site (e.g. independent charter or other school district within California) to a District site (receiving District school/site or inventory bin), the District school/site therapist should update the centralized document/database. Equipment transportation shall be funded by the non-District originating school/site.
- If transferring LI equipment from a District site (school/site or inventory bin) to a non-District school site (e.g. independent charter or other school District within California), the District site therapist should update the centralized document/database. Equipment transportation shall be funded by the non-District school/site.
- If there is no available equipment within the District inventory bins, the school therapist will:
 - Use the *Request for Low Incidence Equipment or Materials* and *Request for New Low Incidence Expenditure* forms (Attachments D and E) to order new equipment, attaching the same IEP pages as listed above. In addition, they may submit a photo of the equipment or a blank order form from vendor. A current quote from a



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- vendor is required. This documentation should be sent via school mail to the therapist responsible for reviewing LI orders for review (Local District LI therapist).
- The LI therapist will review the order request and forward to Related Services Administrative Coordinator for processing or return to therapist if revisions are necessary.
 - Check on an ongoing basis to see if equipment has arrived at school site.
5. In accordance with the California Department of Education, when students transfer out of LAUSD to a different school District or an independent charter but remain in the state of California, specialized equipment that has been purchased for that student's exclusive use through LI funds can remain with the current District. If the equipment is shared by more than one student, the equipment does not go with the student to the new District/charter. If the current District determines that the equipment is not needed for other students, equipment can be given to the new District (must be within California boundaries).
6. It is the new/receiving District's/independent charter's responsibility to request and transport and maintain the equipment. It is the new District's/independent charter's responsibility to order any new equipment for the student.
7. Delivery of Equipment:
- Once newly ordered equipment is received at the school site indicated on the *Request for Low Incidence Equipment or Materials* form (Attachment D), the provider receiving the equipment is to immediately contact the Related Services LI Order support staff via email or fax to note delivery and obtain an LI identification number.
 - Label the equipment with the assigned LI identification number with black permanent marker.
 - Submit all invoices/paperwork related to the equipment to: Beaudry Building, 17th Floor, Related Services, Attn: LI Order Support
 - If there are any questions, providers are to contact their Senior Therapist or Specialist.



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ATTACHMENT D

REQUEST FOR LOW INCIDENCE EQUIPMENT OR MATERIALS

Date: _____ Provider Name: _____

Name of School: _____ Location Code: _____

Student Name _____ DOB: _____

For Independent Charters Only:

Administrator Name: _____ Administrator Signature: _____

Provider Email Address: _____

- Eligibility per IEP: **DEA** **DBL** **HOH** **OI**
 MD-H **MD-O** **MD-V** **VI**

For new equipment orders, the following documentation is required for approval (highlight justification for equipment on PLP, Goal(s), FAPE 1 LI Eligibility):

- a. IEP pages (Dated:_____): (*If order is delayed, please indicate reason in "Notes" section below)
 - 1 – Student information cover page
 - 3 – Present levels of performance (PLP) documenting assessed need for specialized equipment
 - 4 – Eligibility - Including LI Eligibility
 - 5 – Goals – If support is academic
 - FAPE Page 1 – LI Support documentation
 - 10 - Parent Signature for IEP consent
- b. Assessment report, if appropriate, documenting an assessed need for specialized equipment.
- c. Picture/photo of equipment. (if appropriate)
- d. Quote from vendor. (If ≥\$3,000, 3 quotes required. If <\$3,000, 1 quote required)

NOTE: Please complete one form for each vendor/company; can attach to single copy of IEP for each student

Office Use Only

<input type="checkbox"/>	Approved by: _____	Date
	Signature	
<input type="checkbox"/>	Not Approved:	
<input type="checkbox"/>	not LI eligible	<input type="checkbox"/> LI eligibility not indicated
<input type="checkbox"/>	incomplete IEP documentation	<input type="checkbox"/> no assessment
<input type="checkbox"/>	goals/objective do not incorporate use of specialized equipment	
<input type="checkbox"/>	incomplete assessment; needs _____	
<input type="checkbox"/>	assessment not completed by appropriate discipline; needs evaluation by _____	
<input type="checkbox"/>	ordering information is incomplete; needs _____	
Comments:		

NOTES:



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ATTACHMENT E

REQUEST FOR NEW LOW INCIDENCE EXPENDITURE

PLEASE ORDER THE EQUIPMENT FROM THE FOLLOWING VENDOR/COMPANY (one vendor per order):

Contact Name: _____
 Contact Email: _____
 Vendor/Company Name: _____
 Address: _____
 City/State/Zip: _____
 Phone #: _____ FAX #: _____
 Date Submitted: _____

Other Specifications: _____

Quantity	Model #	Description of Equipment (Include manufacturer's name, additional parts, accessories as needed.)	Price
		1.	\$
		2.	\$
		3.	\$
		4.	\$
		5.	\$
		6.	\$
		7.	\$
		8.	\$
		SUBTOTAL:	\$
		<i>Tax (current %):</i>	\$
		<i>Shipping Cost:</i>	\$
		<i>Discount:</i>	\$
		GRAND TOTAL:	\$

EQUIPMENT TO BE DELIVERED TO THE FOLLOWING LOCATION:

School Name: _____ Location Code: _____
 School Address _____
 Delivery Location (Room #): _____
 Student Name: _____ DOB: _____ Provider/Therapist Name: _____
Eligibility per IEP: DEA DBL HOH OI MD-H MD-V VI MDO



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ATTACHMENT F

RESPONSIBILITY CONTRACT

Student

Name: _____ **Date:** _____

The following equipment is assigned to this student. This equipment is being released for home use/to another District (circle one). This equipment is valued at \$_____.

It is our expectation that with the signatures of the parent, teacher and/or administrator (as applicable and appropriate) on this contract, there will be a combined commitment for the care of this District equipment.

If being loaned for Carlson Home School (K-12), Preschool Home/Hospital Instruction, or NPS use, the equipment will be returned to the _____ Program in working order when requested.

Equipment

Description	Serial Number	Value

Please indicate by signing below that you have read and understand this letter.

APPROPRIATE SIGNATURES MUST BE OBTAINED BEFORE EQUIPMENT IS ISSUED AND WHEN RETURNED TO AN LAUSD SITE (AS APPROPRIATE AND NEEDED).

DATE RELEASED: _____	SIGNATURE:	DATE RETURNED: _____	SIGNATURE:
Parent:		Parent:	
Site Administrator:		Site Administrator:	
Teacher/Related Services Personnel:		Teacher/Related Services Personnel:	
Other:		Other:	

NOTE: For students moving out of District, to authorize parent pick-up and delivery, printed email must be stapled to this form originating from receiving District.

ONCE SIGNATURES ARE OBTAINED, IT IS THE RESPONSIBILITY OF THE SITE ADMINISTRATOR IN COLLABORATION WITH RELATED SERVICES PERSONNEL TO UPLOAD THIS DOCUMENT TO WELLIGENT IEP "ATTACHED DOCUMENTS" FOR THE CURRENT IEP.