SERVICE NAME

LOW INCIDENCE DISABILITIES SECONDARY COLLABORATIVE PLANNING

SERVICE DESCRIPTION

These services are provided to support member districts providing instruction, consultation and assessment services to students with intensive programming needs or significant adaptation needs; typically students with low incidence disabilities. Instruction for functional skills, intensive services for literacy instruction, and support services for complex accommodations to the general education curriculum are organized in each district under the rubric Adaptive Living Program (ALP). The services are not located in a particular place, but rather organized to support students in a variety of educational environments. Low-incidence disabilities include:

- Autism
- Deaf and Hard of Hearing
- Visually Impaired
- Deaf-Blind
- Physically Impaired
- Other Health Impaired
- Traumatic Brain Injured
- Developmental Cognitive Disabilities
- Severely Multiply Impaired

This service is designed to address three important issues relating to students with disabilities during their high school years. First, Minnesota rule requires that in order to graduate Minnesota students must meet high standards requirements described by School District Standards Requirements from the Minnesota Department of Education. Students with disabilities and Section 504 protected students also must meet these standards but the rule allows accommodations and modifications to the standards. Second, students with disabilities and teachers need to address the needs for accommodations and modifications in all regular education curricula in which IDEA and 504 students participate. Third, federal and state laws require that students with disabilities have a transition plan and services available to them. This service is designed to provide school districts with consultation and resources to meet federal and state requirements for Graduation Standards, Related
Standards for Career and Technical Education for Transition Disabled and Information and Technology Standards challenges for those with disability related access needs.

PARTICIPATING DISTRICTS

Chisago Lakes and Wolf Creek, East Central, Hinckley/Finlayson, North Branch, Pine City and Rush City

SERVICE OUTCOMES

This service will result in the following outcomes:

Outcome 1 Low Incidence Disabilities Special Education Specialists and Secondary Special Education Teachers will be proficient in providing instruction and transition services including career and technical education to students with disabilities.

Outcome 2 Low Incidence Disabilities Special Education Specialists and Secondary Special Education Teachers will be proficient in providing mainstream consultation to other school staff.

Outcome 3 Low Incidence Disabilities Special Education Specialists will be proficient in assessment.

Outcome 4 Secondary Special Education Teachers and Administrators will be proficient in decision-making regarding implementing graduation requirements for students with disabilities.

Outcome 5 Low Incidence Disabilities Special Education Collaborative Planner will provide leadership for SCRED Professional Learning for Transition Services.

SERVICE ACTIVITIES

The Low Incidence Disabilities Secondary Collaborative Planner will conduct the following activities:

Consultation

- Provide assistance to secondary teachers in the implementation of Best Practices in Low Incidence assessment, instruction and program evaluation via procedural manuals, staff in-services, site visits and telephone consultation.
- Provide technical assistance on legal and regulatory compliance in the area of secondary transition services, including the provision of procedures that meet state and federal requirements and consultation regarding school district implementation.
• Provide technical assistance to secondary special education staff for students who are not responding to interventions.
• Participate on IEP teams of students with particularly unique Low Incidence needs or inclusion issues.
• Provide technical assistance in the development of best practices and legal and regulatory compliance for implementation of MN graduation standards for students with low incidence disabilities.

Resource Management

• Secure materials and equipment for Low Incidence Disabilities instruction and Transition Services evaluations and instruction that can be shared across districts.
• Secure assistive technology materials and equipment necessary to address student needs.
• Assist principals in hiring Special Education personnel.
• Assist with the evaluation of the need for additional paraprofessional staff when needed.
• Manage the process for approving reimbursement of classroom teachers and special education staff as they work on curriculum adaptations for secondary course work.
• Manage the process for approving reimbursements and expenditures for Work Skills Day activities.

Staff Development

• Attend training on behalf of teachers, review the information base in the areas of Transition, Career and Technical Education disability issues, synthesize information and serve as a primary resource for teachers working on Low Incidence outcomes.
• Provide technical assistance to secondary principals in the supervision and evaluation of special education staff in the Low Incidence area.
• Design and implement staff development in low incidence disabilities instruction and transition. This includes the identification and recommendation of relevant training opportunities outside of the public school system as well as the direct coordination or provision of in-service and pre-service training for staff members.
• Develop and train local collaborative planning teams and projects to (a) facilitate the responsible inclusion of students in general education settings and (b) ensure that students with disabilities are benefiting from an education in the Least Restrictive Environment (LRE).
• Facilitate the development and evaluation of innovative instruction projects.
- Develop and maintain appropriate sections of the Professional Practice Manual system having to do with transition, standards requirements, and Alternate Assessment issues.
- Facilitate Low Incidence Networking and Task groups: County Transition Interagency Committees, SCRED Transition Work Group, SCRED Communication Disorders Network, SCRED DCD/Autism Teachers Network, SCRED Low Incidence Services Group

**Communication/ Collaboration**

- Represent the SCRED schools at regional low incidence meetings and assist with regional service provision.
- Advocate for students' rights to a free appropriate education.
- Facilitate interagency communication by participating on the County Transition Interagency Committees (CTIC).
- Assist County Collaboratives to facilitate CTIC activities.
- Provide informal mediation services between the parents and schools on issues in the Inclusion, Transition, and Graduation Plan issues areas.

**BILLING FORMULA**

This service is billed using a cost per WADM formula. Districts are billed the percentage of costs equal to the percentage of their district’s WADM in relationship to the total WADMs of participating districts.