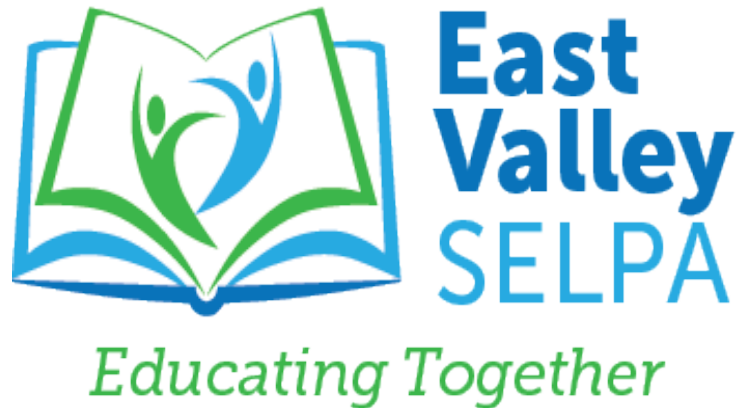


East Valley SELPA

**Special Board of
Directors
Meeting Agenda**



October 11, 2019

EAST VALLEY SPECIAL EDUCATION LOCAL PLAN AREA
BOARD OF DIRECTORS

AGENDA

SPECIAL MEETING

Friday, OCTOBER 11, 2019
8:00 A.M.

Meeting to be held at:
670 E. Carnegie Drive
San Bernardino, CA 92408

NOTE: Individuals, who require disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board of Directors meeting, should contact Patty Metheny in writing at the address identified above. Notification 48 hours prior to the meeting will enable the East Valley SELPA to make reasonable arrangements to ensure accessibility to this meeting.

- | | |
|--|---|
| 1. <u>Open Session – Call to Order</u> | <u>OPEN SESSION</u> |
| 2. <u>Roll Call and Establishment of Quorum</u> | <u>ESTABLISHMENT
OF QUORUM</u> |
| 3. <u>Approval of Agenda</u> | <u>APPROVAL OF
AGENDA</u> |
| 4. <u>Community Comments</u> | <u>COMMUNITY
COMMENTS</u> |
| 5. <u>Discussion Items</u> | <u>DISCUSSION
ITEMS</u> |
| a. 2020-2021 Regional Program Transfer Request | |
| 6. <u>Other</u> | <u>OTHER</u> |
| a. Next Meeting – November 20, 2019 | |
| 7. <u>Adjournment</u> | <u>ADJOURNMENT</u> |

DISCUSSION ITEM

2020-2021 Regional Program Transfer Request

Member Elphic and SBCSS Area Coordinator Dr. Scott Wyatt will provide information regarding the potential impact resulting from the notification Rialto Unified School District provided to the East Valley SELPA of the request to transfer Special Day Classes operated by SBCSS for the year 2020-2021.



RIALTO

UNIFIED SCHOOL DISTRICT
BRIDGING FUTURES THROUGH INNOVATION

Special Education Department

Bridgette Ealy,
Lead Special Services
Agent

June 25, 2019

Dr. Patty Metheny, Administrator
East Valley SELPA
670 E. Carnegie Drive
San Bernardino, CA 92408

Dear Dr. Metheny,

I am writing to inform you, San Bernardino County Superintendent of Schools (SBCSS), and the East Valley SELPA, the Rialto Unified School District intends to return four Special Day Class programs from SBCSS and provide all special education and related services for our students beginning in the 2020-2021 school year. The RUSD plans to transfer approximately 40-50 students into SDC MS programs by the following grade level:

1. Two elementary
2. One middle school
3. One high school

If you have any questions or need additional information, please feel free to contact me.

Respectfully,
Bridgette Ealy
Lead Special Service Agent
Rialto Unified School District
909-820-7700 ext. 2372
909-549-7379 (cell)
bealy@rialto.k12.ca.us



October 1, 2019

TO: Members of the EV SELPA Board of Directors

FROM: Randy Elphic, Assistant Superintendent
Student Services Branch

SUBJECT: Rialto USD Regional Program Transfer Request
Potential Impact

On June 25, 2019, Rialto USD notified the EV SELPA and the San Bernardino County Superintendent of Schools of their intention to transfer approximately 40-50 students in SDC MS programs by the following grade level(s):

1. Two elementary school classes
2. One middle school class
3. One high school class

The EV SELPA Regional Programs & Program Transfer Policy and Procedures require the current service provider (SBCSS) address the potential impact. This impact statement is based on the reduction of five specialized academic instruction (SAI) classrooms and associated related services (speech, adapted physical education, specialized health).

- I. Fiscal Impact (see attached documents with details)
 - a. Simulation Utilizing 2019-2020 Budget in Today's Costs
 - i. Net Reduction in Budget - \$1,411,659
 - ii. Net Reduction in SAI Students - 50
 - iii. Net Increase in SAI Fee-For-Service - \$3,095
 - iv. Net Increase in Low Incidence Fee-For-Service - \$168
- II. Programmatic Impact
 - a. Moving & consolidating the delivery of SAI services
 - b. Scheduling the delivery of related services
 - c. Grouping students homogenously by assessed need
 - d. Shifting administrative functions
 - e. Transportation routes and increased time in transit for students
 - f. Need specific information form RUSD regarding which students and which classrooms they are identifying for program transfer
 - g. Need for 50+ IEP amendment meetings Spring 2020 requiring SBCSS staff be away from students and classrooms and SBCSS administrators to schedule and attend all IEPs in coordination with RUSD
 - h. Concern about continuing referrals and types of referrals to SBCSS programs by Rialto USD

- III. Facilities Impact
 - a. Lack of clarity around type(s) of classrooms for transfer
 - b. Equipment required in classrooms
 - c. Ownership of classrooms (see attached documents with details)
 - d. Transfer of classroom ownership

- IV. Personnel Impact
 - a. Timelines & deadlines
 - b. Contract and association concerns
 - c. Reduction in staff
 - d. Transfer of staff
 - e. Availability of related services staff
 - f. Informing current staff - right to apply and retain seniority RUSD

Current Service Provider: San Bernardino County Superintendent of Schools (SBCSS)

Requesting District: Rialto Unified School District

Type of Request: Transfer 50 students from SBCSS SAI classes back to district

Fiscal Impact Simulation Utilizing 2019-20 Budget

*Possible Reduction of (5) SAI Classrooms and associated related services

- Reduce 5 classroom teachers
- Reduce 10 classroom paraeducators
- Reduce 1 Speech Language Pathologist
- Reduce 1 Adapted Physical Education Teacher

2019-20 Fee-For-Service Budget	\$ 12,693,816.00
Simulated Fee-For-Service Budget with Personnel Reductions	\$ 11,282,157.00
Net Reduction	\$ (1,411,659.00)

2019-20 SAI Projected Fee-For-Service Count	210
Simulated SAI Reduced Fee-For-Service Count	160
Net Reduction in SAI students	-50

2019-20 SAI Proposed Fee-For-Service Rate	\$ 38,856.00	2019-20 Low Incidence Proposed Fee-For-Service Rate	\$ 8,271.00
Simulated SAI Recalculated Fee-For-Service Rate	\$ 41,951.00	Simulated Low Incidence Recalculated Fee-For-Service Rate	\$ 8,439.00
Net Increase in SAI Fee-For-Service	\$ 3,095.00	Net Increase in Low Incidence Fee-For-Service	\$ 168.00

**Reduction in number of classrooms is an estimate and final determination will not be made until SBCSS has a list of students returning to the district.*



September 24, 2019

TO: Patty Metheny, Ed.D., East Valley SELPA Administrator

FROM: Scott Wyatt, Ed.D., East Valley Student Services Area Director

SUBJECT: Rialto USD Regional Program Transfer
Potential Classroom Student Impact 2020-2021

A. Proposed Classrooms for Closure in 2020-2021

SBCSS Class	Number of Students				
	Colton	Redlands	Rialto	Rim	Yucaipa
Dollahan Elementary Classroom #1 (Rialto)	2	0	8	0	0
Dollahan Elementary Classroom #2 (Rialto)	5	0	2	0	0
Jehue Middle School (Rialto)	5	0	5	0	0
Eisenhower High School Classroom #1 (Rialto)	4	1	6	0	0
Rialto High School Classroom #1 (Rialto)	3	0	9	0	0
Total Table 1	19	1	30	0	0

B. Proposed Classrooms to Remain Open in 2020-2021

SBCSS Class	Number of Students				
	Colton	Redlands	Rialto	Rim	Yucaipa
Bemis Elementary (Rialto)	3	0	5	1	0
Dollahan Elementary Classroom #3 (Rialto)	4	0	9	0	0
Henry Elementary School (Rialto)	3	0	6	0	0
Eisenhower High School Classroom #2 (Rialto)	3	0	8	0	0
Rialto High School Classroom #2 (Rialto)	2	1	6	0	1
Highland Grove Elementary School (Redlands)	3	1	0	0	SBCUSD 2
Judson Brown Elementary School (Redlands)	4	2	6	0	0
Moore Middle School (Redlands)	7	0	1	0	2
Barbara Phelps High School Classroom #1 (Redlands)	1	1	6	0	0

Barbara Phelps High School Classroom ED #1 (Redlands)	6	0	5	0	3
Barbara Phelps High School Classroom ED #2 (Redlands)	5	0	4	1	0
Redlands East Valley High School Classroom #1 (Redlands)	5	0	2	0	5
Redlands East Valley High School Classroom #2 (Redlands)	2	2	4	0	3
Smith Elementary Classroom #1 (Colton)	7	0	7	0	0
Smith Elementary Classroom #2 (Colton)	5	0	3	0	0
Total Table 2	60	7	72	2	14

C. Total Number of EV SELPA Students Served by SBCSS October 2019

SBCSS Class	Number of Students				
	Colton	Redlands	Rialto	Rim	Yucaipa
Total	79	8	102	2	14

2019/2020 Classroom Use

	SBCSS Owned			Dist. Owned	Agreement	Term
	SBCSS Occupied	Dist Occupied	Unoccupied	SBCSS Occupied		
East Valley						
Colton						
Slover Mountain HS (formerly Bloomington)	1				19/20-0295	7/1/19 - 6/30/20
Colton HS	1				19/20-0295	7/1/19 - 6/30/20
Joe Baca Middle				1	19/20-0294	7/1/19 - 6/30/20
Smith	4	1			19/20-0293	7/1/19 - 6/30/20
Mary B. Lewis	1				19/20-0295	7/1/19 - 6/30/20
	7			1		
Redlands						
Bryn Mawr	1	1			19/20-0299	7/1/19 - 6/30/20
Moore	3				19/20-0299	7/1/19 - 6/30/20
REV	2	1			19/20-0299	7/1/19 - 6/30/20
Highland Grove	2				- 19/20-0299	7/1/19 - 6/30/20
Kimberly • 1 classrm used by EVSELPA	1	1	2		19/20-0299	7/1/19 - 6/30/20
Judson & Brown	2				19/20-0299	7/1/19 - 6/30/20
Judson & Brown MTU	3				19/20-0299	7/1/19 - 6/30/20
	14					
* hold Rm 30 for East Valley SELPA's use						Student Services SELPA
Rialto						
Bemis	2	4			19/20-0301	7/1/19 - 6/30/20
Henry	1	1			19/20-0301	7/1/19 - 6/30/20
Dollahan	4				19/20-0301	7/1/19 - 6/30/20
Jehue Middle				1	19/20-0302	7/1/19 - 6/30/20
Eisenhower HS	2				19/20-0301	7/1/19 - 6/30/20
Rialto HS	2				19/20-0302	7/1/19 - 6/30/20
Kolb Middle		3			19/20-0300	7/1/19 - 6/30/20
	11			1		
Rim of the World USD						
Lake Gregory ES						
Yucaipa-Calimesa						
Dunlap		3			19/20-0296	7/1/19 - 6/30/20
Yucaipa HS		2			19/20-0297	7/1/19 - 6/30/20
Mesa View - is not occupied			2		19/20-0297	7/1/19-6/30/20



East Valley Special Education Local Plan Area Regional Programs & Program Transfer Policy and Procedures

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Philosophy

Effective June 1, 2018, the “Regional Program” concept will be in place in the East Valley SELPA (EV SELPA) to address specialized student program needs. The San Bernardino County Superintendent of Schools (SBCSS), the EV SELPA and Local Education Agencies (LEA) can be regionalized service providers for other LEAs within the EV SELPA. Regional programs are designed to meet the needs of students with specific disability conditions, functional levels, and age/grade ranges. Nothing in policy overrides an Individualized Education Program (IEP) team’s right to make individual decisions regarding a student’s placement in the least restrictive environment (LRE) or the provision of a free appropriate public education (FAPE).

Typically, a regional program provides services to students from more than one LEA. The Regional Program operator and a LEA requesting a program transfer must adhere to the procedures outlined in this policy. Any Regional Program proposal or proposed modification by the program operator must be reported to the EV SELPA Steering Committee and presented to the EV SELPA Board of Directors for approval. Regional Programs must be reviewed annually by December 15 by the EV SELPA Steering Committee.

The agency providing the Regional Program is required to develop a Memorandum of Understanding (MOU) with each LEA that is sending one or more students to the Regional Program. The MOU needs to specify responsibilities of each agency and the fee for service arrangements. The annual rates for programs need to be based on a “not-for-profit” philosophy such that the fees are designed to simply cover the costs for services. Preliminary notification of fee-for-services rates for the upcoming year must be provided by March 30 of the current fiscal year, with the final rates determined after the May Revise update.

Education Code Requirements

Pursuant to Education Code Section 56207(a):

No educational programs and services already in operation in school districts or a county office of education pursuant to Part 30 (commencing with Section 56000) shall be transferred to another school district or a county office of education or from a county office of education to a school district unless the special education local plan area has developed a plan for the transfer which addresses, at a minimum, all of the following:

- (1) Pupil needs.*
- (2) The availability of the full continuum of services to affected pupils.*
- (3) The functional continuation of the current individualized education programs of all affected pupils.*
- (4) The provision of services in the least restrictive environment from which affected pupils can benefit.*
- (5) The maintenance of all appropriate support services.*
- (6) The assurance that there will be compliance with all federal and state laws and regulations and special education local plan area policies.*
- (7) The means through which parents and staff were represented in the planning process.*

To meet this requirement, each LEA pursuing a program transfer will be required to complete a “Detailed Plan for Special Education Program Transfers” (Appendix A) and to sign off on the “Program Transfer Assurances” (Appendix B) by February 15 of the year prior to initiating the new program services.

Transfer of Regional Programs

A Regional Program provides services to students who are residents of multiple LEAs. When the SBCSS, EV SELPA or an LEA is considering opening a regional program and/or pulling students from a regional program to open a district-only program, the LEA must communicate

with and discuss implications with the LEAs that may be impacted by the proposed plan by following the Program Transfer timelines in this policy.

Transfer of Program via Discontinuing Referrals to Regional Programs

There is no established timeline that states if a certain number of students within a certain timeline are transferred from one program to another that the formal program transfer procedures must be followed. However, the intent of Ed Code 56207 is clear that the transfer of services and programs from an LEA that may impact the operation of a Regional Program must comply with the specified transfer program requirements. Therefore, a LEA who is considering discontinuing referrals to a Regional Program operated by the SBCSS, EV SELPA or another LEA within the SELPA shall be held accountable to the same procedures and timelines for notification of program transfer.

Transfer of Group of Students

The IEP process should not be used to expressly bypass the formal program transfer process. No educational programs and services already in operation shall be transferred unless the SELPA has developed a transfer plan that meets the specified requirements (Education Code §56207). To transfer students, pursuant to the IEP process, from their current placement to a new class in a LEA outside of the formal program transfer process could be deemed as not in conformity with this provision of the Education Code.

The IEP process is designed to determine an appropriate individualized education program for each student. To convene an IEP meeting because a new class has been established in a LEA is not generally a basis for an IEP meeting. (See Education Code §56343) On the other hand, if over the course of time, based on an evaluation of their individualized needs and/or lack of progress in their current placement, students are transferred to a new program established by the LEA, the formal transfer process may not be triggered. However, this should not be intentionally utilized as a means to bypass a formal transfer process. Further, the decisions to transfer a student during an IEP meeting to the new class need to be based on the student's individualized needs and not external factors.

Personnel Considerations

Certificated Positions

The following apply:

Whenever any certificated employee, who is performing service for one employer, is terminated, reassigned, or transferred, or becomes an employee of another employer because of the reorganization of special education programs, the employee shall be entitled to the following:

- The employee shall retain the seniority date of his or her employment with the district or county office from which he or she was terminated, reassigned, or transferred.

- The reassignment, transfer, or new employment caused by the reorganization of special education programs shall not affect the seniority or classification of certificated employees already attained in any school district that undergoes the reorganization. These employees shall have the same status with respect to their seniority or classification, with the new employer, including time served as probationary employees. The total number of years served as a certificated employee with the former district or county office shall be credited, year for year, for placement on the salary schedule of the new district or county office.
- Subsequent to the reassignment or transfer of any certificated employee as a result of the reorganization of special education programs that employee shall have priority in being informed of and in filling certificated positions in special education in the areas in which the employee is certificated within the district or county office by which the certificated employee is then currently employed.
- A certificated employee who has served as a special education teacher in a district or county office and has been terminated from his or her employment by that district or county office shall have first priority in being informed of and in filling vacant certificated positions in special education, for which the employee is certificated and was employed, in any other county office or school district that provides the same type of special education programs and services for the pupils previously served by the terminated employee. For a period of 39 months for permanent employees and 24 months for probationary employees from the date of termination, the employee shall have the first priority right to reappointment as provided by this section, if the employee has not attained the age of 65 years before reappointment.

Classified Positions

The following apply:

If the reorganization of special education programs results in a classified employee who is performing services for one employer being terminated, reassigned, or transferred, or becoming the employee of another employer, the employee shall retain the seniority acquired at his or her employment with the school district or county office of education from which he or she was terminated, reassigned, or transferred.

The reassignment of an employee, transfer of an employee, or new employment of an employee caused by the reorganization of special education programs does not affect the seniority or classification that a classified employee already attained in any school district that undergoes the reorganization. The employee has the same status with respect to his or her seniority or classification, with the new employer, including time served as a probationary employee. The total number of years served as a classified employee with the former school district or county office shall be credited, year for year, for placement on the salary schedule of the new school district or county office.

A classified employee who is reassigned or transferred as a result of the reorganization of special education programs has priority in being informed of and in filling classified positions in the classifications in which the employee was employed before the reassignment or transfer. This priority expires 24 months after the date of reassignment or transfer and may be waived by the employee during that time period.

A classified employee who served in a special education program in a school district or county office and is terminated from his or her employment by that school district or county office as a result of the reorganization of a special education program has first priority in being informed of and in filling vacant classified positions for which the employee is qualified or was employed in the county office or school district that operates the reorganized special education program. Permanent employees have the first priority right to reappointment as provided in this section for 39 months from the date of termination. Probationary employees have the first priority right to reappointment as provided in this section for 24 months from the date of termination.

Regarding Disagreements Related to Program Transfers

If either the sending or receiving agency disagree with the proposed transfer, the distribution of funds, the responsibility for service provisions or other aspects of the transfer plan, the matter should be resolved by alternative resolution processes.

Program Transfer Timelines

Pursuant to EC Section 56207(b), a program transfer may take effect no earlier than the first day of the second fiscal year beginning after the date on which the sending or receiving agency has informed the other agency and the EV SELPA Board of Directors. On a case-by-case basis, the program transfer may take effect earlier (beginning of the next school year) if all parties involved in the transfer agree. If timelines are missed but all parties currently utilizing the existing program involved in the transfer agree, the case shall be presented to the EV SELPA Board of Directors for approval. When timelines are met, all program transfer cases shall go to the EV SELPA Board of Directors as an action item at the mid-year meeting, no later than March.

The following timelines, displayed as an example, shall be followed for all program transfer requests:

Example: Notification date for program transfer:	No later than June 30, 2017
Preparation year:	2017-2018
Implementation year:	2018-2019
(beginning with next school year calendar)	

Notification Year

Any LEA(s) considering the possibility of making a formal written notification of intent to transfer programs or stop making referrals to a regional provider, must discuss this with the EV SELPA administrator and the current provider in the spring prior to making the notification. The following is required:

- June 30: Two years prior to implementation (basically one year and a day), pursuant to Education Code Section 56205, the LEA(s) interested in considering transfer of one or more programs from one provider to another shall notify in writing to the EV SELPA, SBCSS or any other regionalized service provider of intent to transfer program(s).

The written preliminary notification shall include whether or not the interested LEA plans to be a regionalized service provider. LEAs affected by the program transfer are also responsible for submitting a notification of intent letter if they are interested in having the new provider serve their students. Each initial program transfer notification letter shall be provided as an information item on the next Steering/Finance Committee, and Board of Directors meetings.

Preparation Year

- September 15: EV SELPA, SBCSS or other regionalized service providers must notify interested LEA of any possible financial and programmatic impact. The current service provider will address the following in their report:

- i. Identify any adverse fiscal impact on the remaining operated program
- ii. Identify any adverse programmatic impact on the remaining operated program
- iii. Identify and evaluate any facility issues; and,
- iv. Identify any personnel issues.

The above report shall be provided as an information items on the next EV SELPA Steering/Finance Committee, and Board of Directors meetings.

- October 31: Interested LEA(s) must notify EV SELPA Board of Directors and SBCSS or other service providers whether or not the LEA will be taking back program(s).
- November or December: The next scheduled EV SELPA Board of Directors agenda will include an action item to approve or disapprove the special education program transfer request. The approval is dependent upon a simple majority vote of the members in attendance.
- February 15: The required Assurances Page (Appendix A) and Detailed Plan for Program Transfer (Appendix B) will be completed and turned into the EV SELPA, with a copy provided to the current program service provider.
- February through June: In any type of program transfer, the new program operator shall work cooperatively with the current operator to complete administrative activities such as scheduling IEP meetings, transfer of files, coordination of related services, notification of parents, and other activities associated with the program transfer.

Note: It is the requirement of all SELPA transfer plans that the functional continuation of the current IEP's of all affected students be provided for (Ed. Code §56207(a)(3)). An

IEP meeting is required to be convened when there is a request to develop, review or revise the individualized education program or a student (Ed. Code, §56343). A student's educational placement is defined as "that unique combination of facilities, personnel, location or equipment necessary to provide instructional services to an individual with exceptional needs, as specified in the IEP..." (Cal. Code Regs. tit. 5, §3042). If the alteration of a program operator truly has no impact on the facility, personnel, location or equipment provided to the student, then the change in program operator would not require that an IEP meeting be convened for each affected student.

- June: The new program operator is responsible for developing a MOU with any other LEA that also provided program transfer notification who plans to access the new program.
- June: A LEA utilizing a program outside of the EV SELPA shall complete an Intra-SELPA Transfer form for each student attending such program.

Implementation Year

- The new program operator will begin providing services effective the beginning of the next school year calendar. The current program operator provides services during extended school year unless negotiated otherwise. In such cases, the existing MOU applies.

PROGRAM TRANSFER ASSURANCES

The _____ School District certifies that the agency herein represented will comply with all applicable requirements of federal and state laws and regulations and special education local plan area policies, including compliance with the Individual with Disabilities Education Act, Section 504 of Public Law, and the provisions of the California Education Code, Part 30, specifically:

- Section 56207(a) – develop a detailed program transfer plan
- Section 56207(a)(1) and (3) – pupil needs and the continuation of the current IEP for all affected students
- Section 56207(a)(2) and (4) – availability of the full continuum of program placements and services in the least restrictive environment for all affected students
- Section 56207(a)(5) – maintenance of all appropriate support services to include qualified support staff and administrative support
- Section 56207(a)(7) – involvement and representation of parents of all affected students and staff (e.g. special and non-special education teachers, itinerant specialist, administrators, and classified) in the planning process
- Section 44903.7 – certificated employee rights
- Section 45120.2 – classified employee rights
- Section 56207(c) - & Section 56205(b)(5) – resolving disagreements related to program transfers

Attached is the required **Detailed Plan for Special Education Program Transfers** that delineates how the LEA has or will fulfill these obligations.

Signature of Special Education Administrator

Signature of LEA Superintendent

Date

Date

DETAILED PLAN FOR SPECIAL EDUCATION PROGRAM TRANSFERS

LEA Name: _____ Date of Submission: _____

This required Detailed Plan for Special Education Program Transfers complies with Section 56207(a) and other procedural safeguards.

1. Section 56207(a)(1) and (3) – pupil needs and the continuation of the current individualized education program (IEP) for all affected students.

(a) Direct Instruction:

Sample Language:

The students will continue to receive all services as required in their current Individualized Education Programs (IEPs) in the least restrictive environment. New IEPs will be held if needed.

(b) Related Services and Equipment

Sample Language:

The students will continue to be provided all required appropriate supports, including related services, pursuant to their IEPs. All required related services will be provided by qualified support staff with the appropriate training and administrative support. The LEA plans to provide the following required related services: speech and language; counseling and guidance; adapted physical education; health and nursing services; and transition services. The LEA will provide other related services when the needs of students so dictate the need for additional supports.

The current regionalized service provider will conduct an inventory of current equipment to determine which equipment will stay with the transferring students. The receiving LEA has built funds into the budget to purchase required equipment. Regarding equipment, the low incidence equipment will follow the student.

(c) Facilities

Sample Language:

Outlined below is a list of facilities by school available to house the students involved in the program transfer.

School Site	Available Facility	Comments

(b) Involvement of Staff

Sample Language:

Meetings were held on the following dates and for the identified personnel positions

DATE OF MEETING	PARTICIPANTS

Reviewed by Steering Committee: March 9, 2017, September 14, 2017, October 12, 2017

Reviewed by Board of Directors: May 24, 2017, September 27, 2017

Approved by Board of Directors: November 15, 2017