Policy/Procedural Handbook
Wabash Miami Area Program
Adoption Date: [Board Adoption Date]
Review Cycle: Annual

Wabash Miami Area Program for Exceptional Children (WMAP) is a special education cooperative that serves the schools of Manchester Community Schools, MSD of Wabash County, North Miami Community Schools, Peru Community Schools, and Wabash City Schools. The cooperative employs those special education services that are shared by all 5 corporations, and serves as a resource for compliance and programming for each local corporation.

Article 7

https://www.in.gov/doe/files/Special-Education-Rules-Title-511-Article-7-May-2024.pdf

Procedural Safeguards

https://www.in.gov/doe/students/special-education/laws-and-resources/

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1. General Administration (511 IAC 7-36)
Required: Both policy and written procedures (34 C.F.R. § 300.201; IC 20).

Policy Statement
Each Local School Corporation, in collaboration with Wabash Miami Area Program, shall maintain and administer a comprehensive system of special education and related services for eligible students with disabilities ages 3 through 22.

Each Local School Corporation, in collaboration with Wabash Miami Area Program, shall ensure that all special education programs and services are administered in compliance with federal and state laws and regulations and are designed to provide eligible students with a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

Written Procedures
- The WMAP Governing Board shall designate a Director of Special Education responsible for overseeing implementation of Article 7 requirements.
- The Director of Special Education shall conduct annual reviews of policies and procedures to align with updates in 511 IAC 7.
- The Director of Special Education or designee shall provide staff training on compliance obligations.
- Wabash Miami Area Program will maintain digital documentation of Governing Board actions related to special education program obligations.
- The Local School Corporation will ensure coordination across departments for timely fulfillment of LEA responsibilities.

2. FAPE (511 IAC 7-33-2)
Required: Both policy and written procedures (34 C.F.R. § 300.201; 511 IAC 7-33-2).

Policy Statement
Each partnering corporation, in collaboration with Wabash Miami Area Program, shall provide each eligible student with a disability, ages 3 through 22, a Free Appropriate Public Education (FAPE) designed to meet the student's unique educational needs and prepare the student for further education, employment, and independent living.

FAPE shall include special education and related services that:
- Are provided at public school expense, under public school supervision and direction, and at no cost to the parent
- Meet the standards of the Indiana Department of Education and IDEA

- Include appropriate preschool, elementary, or secondary education
- Are delivered in conformity with an Individualized Education Plan (IEP)
- Provide access to credit and diploma opportunities equivalent to those available to nondisabled students

Each Local School Corporation is responsible for the programming for students with disabilities. WMAP will work with staff from each corporation to provide specialized tasks and guidance specific to special education.

Written Procedures
- WMAP will work with local school corporations to identify and locate eligible students through ongoing Child Find activities.

-Each Local School Corporation will:
- Develop and implement an IEP that provides FAPE in the least restrictive environment
- Provide related services (in collaboration with WMAP), supplementary aids, and transition services as determined by the CCC
- Monitor progress and reconvene the CCC as needed to address lack of progress
- Ensure services continue during disputes unless parents revoke consent

Supporting Documents:
- Child Find Activities

3. Procedural Safeguards (511 IAC 7-37)
Required: Written procedures only.

Written Procedures
- Provide parents a copy of the procedural safeguards notice at initial referral, annual IEP meetings, upon request, and when a complaint or due process is filed.
- Ensure notice is provided in the parent's native language or other mode of communication.
- Record distribution of safeguards in either the IEP notes or in communication records.
- Respond to parent requests for explanation of rights within 5 business days.
- Follow all timelines for mediation, state complaints, and due process hearings as set in 511 IAC 7-37.

Supporting Documents:
-https://www.in.gov/doe/students/special-education/laws-and-resources/

4. Access & Disclosure of Records (511 IAC 7-38-1)
Required: Both policy and written procedures (34 C.F.R. §§ 300.611–300.626; 511 IAC 7-38-1).

Policy Statement
Wabash Miami Area Program and each partnering school shall protect the confidentiality of student educational records while ensuring parents, eligible students, and authorized individuals have appropriate access to records in accordance with federal and state law.

Each corporation shall maintain procedures to ensure that personally identifiable information contained in educational records in local buildings is collected, stored, used, disclosed, and destroyed in a manner that safeguards student privacy rights.

Written Procedures
- Permit parent inspection and review of records within 45 days of a written request (or sooner if required for IEP meetings).
- Provide copies at no cost when failure to provide copies would prevent access.
- Obtain written consent before disclosing personally identifiable information except as permitted by law.
- A public agency official is any public school employee responsible for providing special education and related services or the administration of those services.
- Maintain a record of parties, who are not public agency officials, obtaining access.
- Allow amendment requests and provide a hearing process if the district refuses.

Supporting Documents:
- Access to Educational Records
- Release of Information
- Parent Request for Records

5. Confidentiality Safeguards (511 IAC 7-38-3)
Required: Both policy and written procedures (34 C.F.R. §§ 300.611–300.626; 511 IAC 7-38-3).

Policy Statement
Wabash Miami Area Program and each partnering school shall protect the confidentiality of all student education records and personally identifiable information collected, maintained, used or disclosed in the provision of special education and related services.

The corporation shall implement administrative, physical, and technical safeguards to ensure that confidential information is accessed only by authorized individuals and used solely for legitimate educational purposes.

Written Procedures
- Train staff annually on confidentiality requirements.
- Destroy records no longer needed after the student reaches age 21 or 3 years after graduation, unless parents request continued maintenance.
- Obtain consent for release of records outside permitted exceptions.
- Provide notice to parents via our website when records will be destroyed.

Supporting Documents:
- Maintenance of Records Schedule
- Maintenance and Destruction of Records Form
- Release of Information
- Office Filing Procedures

6. Educational Surrogate Parents (511 IAC 7-39)
Required: Both policy and written procedures (34 C.F.R. § 300.519(b)).

Policy Statement

Wabash Miami Area Program, in cooperation with each Local School Corporation, shall protect the educational rights of students with disabilities by ensuring the appointment of an educational surrogate parent whenever required under IDEA and Indiana Article 7. A surrogate parent is appointed to protect the educational rights of a child with a disability when no parent can fulfill that role. Wabash Miami Area Program shall ensure that surrogate parents are properly selected and assigned to represent the student in all matters relating to the identification, evaluation, educational placement, and provision of a Free Appropriate Public Education (FAPE).

Written Procedures
- Local school staff will Identify students needing a surrogate at enrollment or prior to a case conference. Students may need an educational surrogate if:
    - The school cannot identify or locate the student's parents after making reasonable efforts;
    - The student is an unaccompanied homeless youth, as defined under McKinney-Vento Homeless Assistance Act;
    - The student's parents' educational decision-making rights have been terminated or limited by a court, and not one else has been appointed to make educational decisions; or

- The child is a ward of the state if the courts require a surrogate to be appointed.

- WMAP will provide written notice to the surrogate of their appointment and responsibilities.
- Ensure surrogates participate in CCC meetings and decisions affecting the student.
- Maintain records of surrogate assignments.

7. Child Find (511 IAC 7-40-1)
Required: Both policy and written procedures (34 C.F.R. § 300.111(a)(1); 34 C.F.R. § 300.201).

Policy Statement
Wabash Miami Area Program, working with each partnering corporation shall identify, locate, and evaluate all students suspected of having disabilities who may require special education and related services, including:

- Students enrolled in public schools;
- Highly mobile students;
- Homeless students;
- Wards of the state;
- Parentally placed nonpublic school students; and
- Students advancing from grade to grade.

Evaluations shall be conducted in accordance with IDEA and Article 7 timelines and procedures.

Written Procedures
- Conduct annual activities and screenings.
- Accept and respond to referrals from parents, staff, and outside sources.
- Coordinate with community agencies and preschools for early identification.
- Maintain documentation of all Child Find activities and referral outcomes.
- Ensure Child Find applies to students in nonpublic schools and those suspected of needing special education.

Supporting Documents:
-Child Find Activities

8. Evaluations (511 IAC 7-40 series)
Required: Both policy and written procedures (34 C.F.R. § 300.201).

Policy Statement

A multidisciplinary evaluation shall be completed before determining eligibility for special education services. Eligibility determinations shall be made by the Case Conference Committee (CCC) using multiple sources of information and in compliance with Article 7 requirements.

Parents shall receive prior written notice and procedural safeguards throughout the evaluation and eligibility process.

Wabash Miami Area Program shall collaborate with families, First Steps providers, and other agencies to ensure eligible children transitioning from Part C early intervention services to Part B preschool special education services experience a coordinated and uninterrupted transition process. The corporation shall ensure that all timelines, procedural safeguards, evaluations, eligibility determinations and service implementation requirements under IDEA and Indiana Article 7 are met.

If a student meets the eligibility criteria, an Individualized Education Plan shall be developed, reviewed, and revised when appropriate by the Case Conference Committee for each eligible student.

Written Procedures
- Parents may request an initial educational evaluation through the WMAP website (ages 3-5 only) or by notifying the school's principal or designee.
- Form a Multi-disciplinary team to meet the Article 7 criteria of requested eligibility.
- Complete initial evaluations within 50 school days of receiving parental consent.
- Complete an initial evaluation within 20 school days when a referral is made during the time period a student is suspended, expelled, or placed in an interim alternative educational setting.
- Use a variety of assessment tools and strategies, including those in the student's native language.
- Provide parents with evaluation reports and notice of CCC meeting 5 days prior to CCC meeting.
- Request a re-evaluation if a member of the CCC feels additional information is necessary to develop an appropriate educational program.
- Ensure evaluations address all areas of suspected disability.

Supporting Documents
-Preschool Referral and Evaluation Procedure
-Special Education Referral Procedure

9. CCC Participants (511 IAC 7-42-3)
Required: Written procedures only.

Written Procedures
- Ensure required participants attend CCC meetings, including a public agency representative, special education teacher, general education teacher, and parent.
- Invite the student when transition or age-appropriate participation is discussed.
- Allow parents to invite individuals with knowledge of the student.
- Document excusal of required participants with written consent when appropriate.
- Maintain meeting attendance records in the IEP and ensure all required roles are filled.

Supporting Documents
- CCC Participants
- Procedure When a Parent Does Not Respond to Meeting Requests

10. CCC Process (511 IAC 7-42-4 to 7-42-7)
Required: Written procedures only.

Written Procedures
- Provide written notice of CCC meetings to parents, including purpose, time, location, and participants, consistent with 511 IAC 7-42-4.
- Provide annual training for staff fulfilling the role of Public Agency Representatives.
- Conduct meetings to develop, review, or revise the IEP within required timelines following evaluation or annual review needs. The IEP shall include:

- Present levels of academic achievement and functional performance;
- Measurable annual goals;
- Special education and related services;
- Supplementary aids and services;
- Accommodations and modifications;
- Participation in state and district assessments;
- Transition services, when applicable; and
- Progress monitoring procedures.

The Local School Corporation shall ensure that services identified in the IEP are implemented as written.

- Ensure all required documentation (e.g., meeting notes, decisions) is completed and provided to parents within 10 business days.

- Address parent input and document any disagreements or additional requests.

- Follow 511 IAC 7-42-5 through 7-42-7 for meeting facilitation, decision-making, and implementation steps.

Supporting Documents:
- Initial Case Conference Procedures

- Case Conference Committee (CCC) Process
- Individualized Education Program (IEP) and Least Restrictive Environment (LRE)
- Continuum and Delivery of Services
- Procedure When a Parent Does Not Respond to Meeting Requests

11. Exit CCC & Summary Of Performance (511 IAC 7-43-7)
Required: Written procedures only.

Written Procedures for students no longer eligible for special education services.
- Convene a CCC meeting to review eligibility criteria. When a student is no longer eligible for special education services, as determined by the ccc, a Termination of Eligibility form will be generated.

Written Procedures for students who have completed their high school course of study.
- Convene a CCC meeting when a student is no longer eligible for special education services or graduating/completing their high school course of study.
- If a student is completing a course of study, develop a Summary of Performance (SOP) that includes academic achievement, functional performance, and recommendations for graduating students.
- Provide the SOP to the student (and parent if applicable) at the exit meeting or upon graduation/aging out.
- Document the exit decision and ensure compliance with notice requirements under 511 IAC 7-43-7.
- Maintain records of the last CCC and SOP for required retention periods.

12. Revocation of Consent (511 IAC 7-42-15)
Required: Written procedures only.

Written Procedures
- Accept written (including email) revocation of consent for special education services from the guardian.
- A Revocation of Consent, generated by PowerSchool Special Programs, will be signed by the parent/guardian.
- Cease special education and related services on the date specified in the notice (generally after 10 school days or as outlined in 511 IAC 7-42-15).
- Document the revocation and all related communications.
- Both the written request and the Revocation of Consent will be filed in the student's digital cumulative record.

13. Transfer of Rights (511 IAC 7-43-5)
Required: Written procedures only.

Written Procedures
- Notify the student and parent of the transfer of rights at least one year before the student reaches the age of majority (18).
- Students of majority will sign a Release of Information for parents to access educational records.
- Document the notice and any supported decision-making discussions.
- Ensure the student receives information about their rights under 511 IAC 7-43-5.
- Maintain records confirming compliance with transfer procedures.

Supporting Documents:
- Release of Information
- Transfer of Rights

14. LRE & Service Delivery (511 IAC 7-42-10)
Required: Both policy and written procedures (34 C.F.R. § 300.114(a)).

Policy Statement
Students with disabilities shall be educated with nondisabled peers to the maximum extent appropriate.

Removal from the general education environment shall occur only when the nature or severity of the disability prevents satisfactory education in the regular classroom, even with supplementary aids and services.

Placement decisions shall be:

- Individually determined;
- Based on the student's IEP;
- Made by the CCC; and
- Reviewed at least annually.

Written Procedures
- Consider the full continuum of placements when determining LRE in the development of the IEP for each student.
- Provide supplementary aids and services to support placement in the general education setting to the maximum extent appropriate.
- Document the rationale for any removal from the general education environment.
- Consideration will be given to any potentially harmful effects of proposed placement.

- Ensure that each student with a disability has an equal opportunity to participate with nondisabled students in nonacademic and extracurricular services and activities to the maximum extent possible.
- Each local building will monitor service delivery to ensure implementation as specified in the IEP.
- Reconvene the CCC if student needs change.

Supporting Documents:
- Continuum and Delivery of Services
- Individualized Education Program (IEP) and Least Restrictive Environment (LRE)

15. Nonpublic Placements (511 IAC 7-42-13)
Required: Both policy and written procedures (34 C.F.R. § 300.129).

Policy Statement
Wabash Miami Area Program will work with both the Local School Corporation and known nonpublic school entities, including students who are home schooled, to ensure their educational needs, inclusive of those outlined below, are addressed.

- Identify, evaluate, and program for students with disabilities.
- Support student success in the least restrictive appropriate educational environment.
- Promote positive partnerships between families, the district, and nonpublic schools.
- Ensure consistency in communication and expectations.
- Foster student safety, dignity, accountability, and educational progress while recognizing the individualized needs of each student.

Written Procedures
- Provide on-going consultation with private school representatives and parents to identify needs.
- Allocate proportionate share of IDEA funds for services to eligible students in nonpublic settings.
- Ensure a public agency representative participates in conferences at the nonpublic school.
- Develop initial, annual, and move-in service plans for students receiving services.
- Maintain records of consultations and service delivery.
- Ensure equitable participation opportunities for eligible students.
- Records procedures are the same for public and nonpublic school students.
- ESA Procedures are available through the Director of Special Education.

Supporting Documents:
- Non-pub Student Enrollment Information
- Conference Procedures for Students Parentally Placed in Nonpublic Schools

16. IEP Components (511 IAC 7-42-6)
Required: Written procedures only.

Written Procedures
- Ensure every IEP includes all required components under 511 IAC 7-42-6. These should be updated at each conference.
- Develop IEPs that address the student's unique needs.
- Review and revise IEPs at least annually or more frequently as needed.
- Provide parents with a copy of the IEP and prior written notice of any changes.
- Each building will develop a documentation procedure to ensure implementation of IEP components and monitor fidelity.

Supporting Documents:
- Case Conference Committee (CCC) Process
- Individualized Education Program (IEP) and Least Restrictive Environment (LRE)
- Continuum and Delivery of Services
- Procedure When a Parent Does Not Respond to Meeting Requests

17. Residential Placement Transportation (511 IAC 7-42-14)
Required: Written procedures only.

Written Procedures
Each corporation shall:
- Arrange and fund transportation to and from residential placements as required by the student's IEP.
- Coordinate with residential facilities to ensure safe and timely transport.
- Document all transportation arrangements and related costs.
- Reimburse parents for travel costs in accordance with policies established for school employees.
- Reconvene the CCC if transportation needs change.
- Maintain records of compliance with payment obligations under 511 IAC 7-42-14.

18. Part C → B Transition (511 IAC 7-43-2)
Required: Both policy and written procedures (34 C.F.R. § 300.201 + §§ 300.124).

Policy Statement

Wabash Miami Area Program shall collaborate with families, First Steps providers, and other agencies to ensure eligible children transitioning from Part C early intervention services to Part B preschool special education services experience a coordinated and uninterrupted transition process. The corporation shall ensure that all timelines, procedural safeguards, evaluations, eligibility determinations and service implementation requirements under IDEA and Indiana Article 7 are met.

Written Procedures
- With parent consent, virtually participate in transition planning meetings 6 months prior to the child's third birthday.
- Conduct evaluations and convene the initial CCC meeting by the student's third birthday.
- If eligible, develop an IEP, where services begin on or before the student's third birthday, that addresses the student's needs upon entry into Part B services.
- Coordinate with Part C providers to share records and information with parent consent.
- Document all transition activities and ensure FAPE begins on the third birthday.

Supporting Documents
- Preschool Referral and Evaluation Procedure

19. Discipline (511 IAC 7-44)
Required: Written procedures only.

Written Procedures
- Follow discipline procedures for students with disabilities under 511 IAC 7-44, including manifestation determination reviews and continuation of educational services, when required.
- Provide functional behavioral assessments and behavioral intervention plans when required.
- Ensure educational services continue during removals exceeding 10 school days in a school year.
- Coordinate with general education discipline rules adopted under IC 20-33-8-12.
- Document all disciplinary actions and related CCC decisions.

Supporting Documents:
- Student Discipline and Removal Procedures

20. Emergency Warning/Evacuation (511 IAC 6.1-2-2.5)
Required: Both policy and written procedures (IC 20-26-5-6).

Policy Statement
Each local corporation shall provide equitable emergency preparedness, warning, evacuation, response, and reunification procedures for students with disabilities. The corporation shall ensure that emergency procedures address the individualized needs of students with disabilities and provide appropriate supports, accommodations, and assistance necessary to protect student health and safety during emergencies.

Written Procedures
Each Corporation shall:
- Incorporate individualized emergency plans for students with disabilities into School Safety Plans.
- Conduct drills that account for the needs of students with disabilities.
- Train staff on evacuation procedures specific to students requiring assistance.
- Maintain updated emergency contact and support information for each student.
- Review and update safety plans annually to ensure compliance with IC 20-26-5-6.

21. Federal Child Count (511 IAC 7-40-1)
Required: Both policy and written procedures (34 C.F.R. § 300.640).

Policy Statement
Each corporation accurately counts and reports the number of students with disabilities for federal purposes, in accordance with 511 IAC 7-40-1.

Written Procedures
Each Corporation shall:
- Collect and verify child count data on December 1 through PowerSchool Special Programs.
- Ensure only eligible students receiving special education services are included.
- Maintain supporting documentation for audit purposes.
- Correct any identified discrepancies within required timelines.
- Provide the Department of Education any other program information requested.

22. Early Childhood Data Collection (511 IAC 7-43-2)
Required: Written procedures only.

Written Procedures
- Document the incidence and duration of disciplinary actions of students with disabilities by:
    - Race;
    - Ethnicity;

- Limited English proficiency status;
- Gender;
- and Disability Category

- Use approved state tools and processes for data entry.
- Ensure data reflects progress in social-emotional skills, knowledge acquisition, and appropriate behaviors.
- Submit required reports to the Indiana Department of Education within state timelines.
- Train staff on accurate data collection and reporting practices.

23. Early Childhood Monitoring/ISPROUT (511 IAC 7-40 series)
Required: Written procedures only.

Written Procedures
- Participate in state monitoring activities for early childhood programs.
- Utilize the ISPROUT system to track and report preschool outcomes.
- Conduct internal reviews of early childhood services for compliance with Article 7.
- Maintain records of all early childhood data submissions and reviews.