



Jackson-Madison County School System

ADMINISTRATIVE PROCEDURES

DEPARTMENTS: SPECIAL SERVICES & HOMEBOUND SERVICES

TOPIC: EDUCATIONAL AND MEDICAL HOMEBOUND INSTRUCTION PROGRAMS

I. Purpose

To outline provisions regarding the Medical and Educational Homebound Instruction Program.

II. Scope

These procedures apply to the district's medical and educational homebound instruction programs.

III. Types of homebound placements.

In accordance with state regulations, these procedures set forth the requirements for (1) medical homebound and (2) educational homebound for students with disabilities.

IV. Medical Homebound Procedures:

A. Definitions:

1. "Homebound Instruction Period" means the number of school days that the medical homebound instruction program shall be provided to the student.
2. "Individualized Education Program (IEP) team" means a group of individuals described in 34 C.F.R. § 300.321 that is responsible for developing, reviewing, and/or revising an IEP for a child with a disability.

3. “Medical Condition” means a physical or mental condition, illness, or disorder that prevents a student from attending regular classes and is certified in writing by the student’s treating physician.
4. “Medical Homebound Instruction Program” means an instruction program provided at home, hospital, or other related locations to all students, including students with disabilities, who are enrolled in a public school but are unable to attend regular classes due to a medical condition.
5. “Regular Classes” means the classes to which the student has been assigned by the school where the student is enrolled.
6. “Review Team” means Local Education Agency (“LEA”) staff and/or school staff, including the student’s 504 team or IEP team if applicable, who are familiar with the health and educational needs of the student for whom a medical homebound instruction program is being requested.
7. “Student” means a child enrolled in a Tennessee public school in grades kindergarten through grade twelve (K-12).
8. “Treating Physician” means a person who is licensed under T.C.A. Title 63, Chapter 6; T.C.A. Title 63, Chapter 9; T.C.A. Title 63, Chapter 11; or T.C.A. § 63-23-105 or similar statute in another jurisdiction and who is the professional treating the student for the medical condition requiring medical homebound instruction.

B. Medical homebound qualification and placement. *See* SBE Rule 0520-01-02-.10.

1. A student qualifies for a medical homebound instruction program if the student’s treating physician certifies in writing that the student has a medical condition that prevents the student from attending regular classes. A student is prevented from attending regular classes if the student will miss more than ten (10) consecutive instructional days over the period of the school year due to the medical condition or who miss an aggregate of at least ten (10) instructional days over the period of the school year due to a medical condition to be eligible for a medical homebound instruction program.
2. Once a student has qualified for a medical homebound instruction program, the homebound instruction period shall be determined by the student’s review team on a case-by-case basis and shall take into consideration the recommendations of the student’s treating physician, if available. Educational decisions regarding the student’s medical homebound instruction program shall be determined by the student’s review team on a case-by-case basis.
3. Decisions regarding students with disabilities who require instruction in the home, hospital, or related site pursuant to an IEP team’s determination that the home, hospital, or related site is the child’s least restrictive environment are governed by

the requirements set forth in the Individuals with Disabilities Education Act (34 C.F.R. § 300.39; 34 C.F.R. § 300.115) and State Board Rule 0520-01-09-.07 regarding educational homebound placements.

4. A medical homebound instruction program shall consist of a minimum of three (3) hours of instruction per week while school is in session for the homebound instruction period determined by the student's review team.
5. For students receiving special education and related services, the frequency and duration of instruction necessary to provide a free appropriate public education for a student with a disability during a medical homebound instruction program placement shall be determined by the student's IEP team but shall not be less than the minimum of three (3) hours per week.
6. The student's review team shall consider the student's grade level, academic status, physical abilities, individual academic needs, homebound instruction period, and similar factors when determining the amount of instructional time per week provided to the student under a medical homebound instruction program.
7. The minimum of three (3) hours of instruction per week shall not include travel to and from the student or preparation time. Homebound instruction is measured by the amount of time that the student and the homebound teacher are working together; or, if a student is enrolled in an LEA's virtual program, homebound instruction is only the actual time that the student is engaging in instruction via the virtual program.
8. Homebound instruction shall be provided by a teacher holding a valid Tennessee teacher license as provided in T.C.A. Title 49, Chapter 5.
9. An adult, other than the homebound teacher/instructor, shall be present during the homebound instruction period.
10. JMCSS will provide the homebound instruction program by sending a teacher to the student's home, hospital, or related site, by contracting with a hospital or related site to provide educational services to the student in compliance with this rule, or via the JMCSS's online or virtual program, if the review team deems it appropriate for the student. The JMCSS will verify that the student has all the necessary equipment, access, and training for working via the internet at no additional cost to the student.
11. A medical homebound instruction program for longer than the initial medical homebound instruction period shall only be provided to a student who is recertified in writing by his or her treating physician as having a medical condition that, in the student's treating physician's judgment, continues to prevent the student from returning to regular classes.
12. The initial medical homebound instruction period and any additional medical homebound instruction period shall be for the number of school days certified by the student's review team.

13. Recertification must be obtained upon the expiration of each additional medical homebound instruction period if medical homebound instruction is to be continued beyond the initial medical homebound instruction period.
14. Prior to the expiration of the medical homebound instruction period, the review team shall develop a transition plan for the student's reentry into the school environment.
15. JMCSS is responsible for ensuring the provision of medical homebound instruction to students enrolled in the district. Such students shall not be counted absent from school and shall continue to earn Basic Education Program (BEP) funding for the district in which the student is enrolled.
16. IDEA Part B funds may be expended only for instruction of students with disabilities who are placed in a homebound instruction program.

C. Medical Homebound Referral Contact Information:

1. Medical Homebound referrals shall be submitted to JMCSS's Medical Homebound Coordinator for consideration by the Medical Homebound Review Team.
2. JMCSS's Medical Homebound Coordinator is Hope Khalil, M.Ed. She can be reached by email at hkhalil@jmcass.org or by phone at (731) 627-7195.

V. Educational Homebound Placements for Students with Disabilities.

1. Eligibility for Homebound Placements.
 - (a) An educational homebound placement for students with disabilities is made by an IEP team when considering the full continuum of placement options made available pursuant to IDEA. The IEP team must document that a homebound placement is necessary, temporary and consistent with requirements for the provision of a free appropriate public education.
 - (b) Medical Homebound decisions shall be in accordance with the State Board's Homebound Instruction Rule 0520-01-02-.10.
2. Use of Educational Homebound Placements.
 - (a) Educational homebound instruction is provided at home, hospital or related site to children with disabilities who are eligible pursuant to IDEA and state regulations. Instruction provided to children with disabilities in educational homebound placements shall be provided by qualified personnel, pursuant to IDEA and state regulations.

- (b) Educational homebound instruction is appropriate if the child's IEP team determines that the student cannot receive an educational benefit in a less restrictive setting, including as a result of the student's behavior. All educational homebound placements shall be temporary. The IEP shall contain a goal of returning the child to a less restrictive environment within the school year.
- (c) An IEP containing an educational homebound placement shall be reviewed at intervals of thirty (30) school days by the child's IEP team to ensure appropriateness of the provision of instruction and appropriateness of continuing the homebound placement.
- (d) The frequency and duration of instruction necessary to provide FAPE during a homebound placement will be determined by the IEP team.
- (e) IDEA Part B funds may be expended only for instruction in homebound placements of children with disabilities who are eligible for special education pursuant to IDEA and state regulations

District-level trainings shall be held annually on special education procedures.

Effective date: October 1, 2024.

See Board Policy 4.206.



Jackson-Madison County School System

ADMINISTRATIVE PROCEDURES

DEPARTMENT: SPECIAL SERVICES

TOPIC: ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH DISABILITIES

I. Purpose

To outline provisions regarding the use and implementation of IEP accommodations/modifications.

II. Scope

These procedures apply to IEP team members when selecting the appropriate accommodations for each subject and/or course for the individual student as needs vary by content area or setting and to ensure appropriate implementation of accommodations and modifications.

III. Selecting Accommodations/Modifications for Core Instructions, Intervention, and Assessment.

- A. Accommodations provide equitable access during instruction and assessments and do not change the construct being assessed nor compromise the integrity or validity of the assessment or content. Accommodation is defined as a change in the routine conditions under which students access and participate in instruction and assessment. Accommodations change how the student is taught or expected to learn. Accommodations are intended to reduce or mitigate the effects of a student's disability; however, accommodations do not reduce learning expectations. Although accommodations do not change the construct intended to be measured by the assessment or the meaning of the resulting scores, they do provide equity and serve to level the playing field for students with disabilities.

- B. The accommodations provided to a student on accountability assessments must be generally consistent with those provided for classroom instruction and classroom assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. There may be consequences (e.g., not counting a student's test score) for the use of some accommodations during state assessments. It is very important for educators to become familiar with policies regarding accommodations during state assessments.

Accommodations <u>should</u>:	Accommodations <u>should not</u>:
<ul style="list-style-type: none">• enable students to participate more fully in instruction and assessments and better demonstrate their knowledge and skills• be based upon individual student need, and not upon the category of disability, level of instruction, or program setting• be aligned with and part of daily instruction• be provided on a regular basis during instruction• foster and facilitate independence for students, not dependence• provide access not advantage	<ul style="list-style-type: none">• remove instructional content or standards• eliminate participation or opportunities within general education• be introduced only for high-stakes testing• be provided solely as a way to help ensure proficiency

- C. It is important to ensure that performance in the classroom and on assessment is influenced as little as possible by a student's disability. Providing effective accommodations during instruction and assessment is critical to achieving this important goal.
- D. When determining appropriate accommodation use, the following questions can guide IEP team discussion:
1. How are the materials presented? For example, provide large-print or Braille, pre-teach vocabulary, or use media/technology.
 2. How does the student respond? For example, allow student to dictate to a scribe, use word processing for writing, or respond orally for formative tests.

3. What is the environmental setting? For example, allow student to work at a table instead of desk or in a group of two rather than four; dim lights in the classroom; test in a small group or a separate setting.
4. What are potential changes for timing or scheduling? For example, allow student to complete small portions of an assignment at a time, have extra time to complete a large project, have choice of activity or work from two, or take the test in short intervals or at a specific time of day.

E. Selecting Accommodations Based on Individual Student Need.

1. As part of each annual IEP meeting, accommodations will be considered and discussed individually for each content area, course, setting, and assessment.
2. Any accommodation selected by the IEP team must directly relate to the impact of the student's deficit(s) and increase their access to core instruction and assessment.
3. The IEP team should select the appropriate accommodations for each subject and/or course for the individual student as needs vary by content area or setting. An accommodation does not eliminate the need for the student to continue to learn new skills in the identified deficit(s), but rather minimizes the impact of the deficit while learning the skills. For example, a student may require read aloud to access grade-level texts; however, this does not negate the need for the IEP team to consider additional interventions and supports for reading.
4. Each member of the IEP team must be informed of responsibilities related to implementing the student's IEP. Those responsibilities include selecting, administering, and evaluating accommodations during instruction and assessment.
5. The team must select accommodations on the basis of the individual student need(s), and educators must use those accommodations consistently for instruction and assessment.

F. The following questions can guide IEP team in determining instructional accommodations:

1. Are the recommended accommodations related to the student's PLEPs?
2. Are the recommended accommodations necessary for access to the core instruction or assessment process?
3. Has the student previously been provided with the recommended accommodations, and have they proven to be effective?
4. Will the recommended accommodations lessen the integrity of the core instruction or assessment?
5. How do the student's specific areas of deficit affect the achievement of grade-level content standards?

6. What specialized instruction and intervention (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level content standards?
7. What accommodations will increase the student's access to core instruction by addressing the student's specific learning needs and reducing/mitigating the effect of the student's disability? These may be new accommodations or accommodations the student is currently using.
8. What accommodations are regularly used by the student during core instruction?
9. How does the use or elimination of accommodations affect the student's performance?
10. Did the student report that the accommodation was helpful in accessing and participating in class?
11. Did the parent(s)/legal guardian(s) and/or school personnel report that the accommodation was helpful in accessing and participating in class?
12. What difficulties did the student experience previously when using accommodations?
13. Should the student continue to use an accommodation, are changes needed, or should the use of the accommodation be discontinued?
14. How do multiple accommodations support or work against one another?

***NOTE: If no accommodations are being considered for the student, the informational fields must be completed with a statement explaining that the IEP team has considered the accommodations, but none are required at the present time. In some cases, the accommodations used in instruction may not be allowed on a test because they would invalidate the results of the test (i.e., when the performance no longer reflects what the test was designed to measure). In these instances, teachers should be sure to adequately inform the parent(s)/legal guardian(s) and student of the assessment guidelines and accommodation limits.*

G. The following questions can guide IEP team in determining accommodations for large-scale assessments:

1. IEP teams must consider and discuss accommodations individually for each state assessment mandated for the student's grade level and should not broadly assign accommodations across all assessments.
2. Students should receive the accommodation they need in order to participate in the assessment but should not be given more accommodations than are necessary to participate meaningfully.
3. Accommodations are not to be used to compensate for a student's lack of knowledge and skills.

4. Students need opportunities to learn what accommodations are most helpful for them in day-to-day classroom instruction and assessment, as well as on large scale assessments.
5. The more input students have in selecting an accommodation, the more likely they are to use that accommodation.
6. The use of any accommodation must be considered in light of the student's disability and must be necessary for the student to access the assessment due to his/her disability.

H. Modifications to Core Instruction, Intervention, and Assessment.

1. A modification is a change to the content of the standard, which will mean identifying standards that are fundamentally related but also developmentally appropriate. Modifications change what the student is taught or expected to learn.
2. When considering modifications to the core instruction, the team should use the least dangerous assumption, which would be that students are able to participate within the core curriculum without modifications unless student performance data indicates otherwise.
3. The IEP team should also consider the long-term ramifications of modifications to content. For example, modifications can impact grades, diploma options, and course work.

IV. Implementation of IEP Accommodations & Modifications.

A. When IEPs must be in Effect.

- a. At the beginning of each school year, each school must have an IEP in effect for each child with an IEP due to a disability.
- b. To ensure timely access to FAPE, the IEP shall be implemented as soon as possible after development of the IEP. However, if agreement was not reached on the IEP, no change in the child's IEP or eligibility status shall be made for fourteen (14) days, in order to afford a parent time to request a due process hearing.
- c. For initial IEPs, the IEP shall not be implemented without parental consent.

- B. Providing staff with copies of the IEP/IEP-at-a-Glance.
- a. By the beginning of each school year, each IEP case manager shall provide a copy of the IEP-at-a-Glance or IEP, including any active BIP, to all teachers and staff serving a student on an IEP.
 - b. As soon as possible after IEP team agreement on an IEP, the IEP case manager shall provide a copy of the new IEP-at-a-Glance or IEP, including any updated/amended BIP, to all teachers and staff serving the student. If the parent of the student does not consent to implementation of an annual/amended IEP for a student with an active IEP, the new IEP-at-a-Glance or IEP shall be provided to all teachers and staff serving the student upon implementation, which shall be 14 days after the IEP was proposed to the parent.

District-level trainings shall be held annually on special education procedures.

Effective October 16, 2024.



Jackson-Madison County School System

ADMINISTRATIVE PROCEDURES

DEPARTMENT: SPECIAL SERVICES

TOPIC: LEAST RESTRICTIVE ENVIRONMENT (“LRE”)

I. Purpose

To outline relevant state and federal laws/regulations regarding the placement of students with disabilities in the least restrictive environment.

II. SCOPE

These procedures apply to placement decisions made by IEP teams for students with disabilities.

III. GENERAL PROVISIONS

Pursuant to federal and state laws and regulations, school districts must ensure that, to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled.

Special classes, separate schooling, or other removals of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Team considerations should not focus on the child’s disability category but on the scope of individual needs and the least restrictive setting in which those needs can be met. IEP teams must consider providing supports and services in the general education setting before placing a student in a more restrictive setting.

Students must be educated with nondisabled peers in a general education setting unless (1) the student would receive no benefit from the mainstreamed setting; (2) any marginal benefits of mainstreaming would be far outweighed by the benefits of a separate setting that could not feasibly be provided in a nonsegregated setting; or (3) where a child would be a disruptive force in the nonsegregated setting.

District-level trainings shall be held annually on special education procedures.

Effective date: October 16, 2024.



Jackson-Madison County School System

ADMINISTRATIVE PROCEDURES

DEPARTMENT: SPECIAL SERVICES

TOPIC: TRANSITION PLANNING

I. Purpose

To outline provisions regarding transition planning for students with disabilities.

II. Scope

This procedure applies to the supports and services needed to assist students with disabilities in meeting their post-secondary goals.

III. General Provisions

A. Transition Planning.

1. Except when a written explanation to the contrary is included, the IEP of a child with a disability must include:
 - (a) pre-vocational assessments for students in kindergarten through sixth grade (K-6) inclusive, or students of comparable chronological age;
 - (b) appropriate measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills for the first IEP that will be in effect when the student turns fourteen (14) years old as a part of the IEP transition plan; and
 - (c) courses of study, transition services, and annual IEP goals that will reasonably enable the student to meet the post-secondary goal in the first IEP that will be in effect when the student turns fourteen (14) years old as a part of the IEP transition plan.

2. Transition services means a coordinated set of activities for a child with a disability that —
 - (a) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 - (b) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes —
 - (i) Instruction;
 - (ii) Related services;
 - (iii) Community experiences;
 - (iv) The development of employment and other post-school adult living objectives; and
 - (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
3. Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education. Transition services must consist of specialized instruction or related services that are tailored to the individual student to effectively prepare them for their transition from school to post-school activities. These services can be delivered in either a special education setting or a general education setting.
4. Transition planning should include student input on the following topics:
 - (a) **Career Interests:** Students should share their interests and goals regarding potential career paths or job opportunities.
 - (b) **Postsecondary Education Goals:** Input on preferences for further education, such as college, vocational training, or other educational opportunities.
 - (c) **Life Skills:** Students can provide insight into the daily living skills they wish to develop or improve, such as budgeting, cooking, or transportation.
 - (d) **Support Needs:** Students should communicate what support or resources they believe will help them succeed in their transition.
 - (e) **Living Arrangements:** Input on where they envision living after graduation, whether with family, in independent housing, or in a supported living situation.
 - (f) **Social and Recreational Interests:** Students should discuss their interests in social activities, hobbies, and community involvement.
 - (g) **Self-Advocacy:** Opportunities for students to express how they wish to advocate for themselves and their needs during the transition process.
5. The student must be invited to their IEP meetings beginning at the IEP in which they will turn 14 years old during the effectiveness of the IEP.

- B. Termination of a child's eligibility due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for FAPE.
 - 1. For a child whose eligibility terminates due to graduating high school or exceeding the age eligibility for FAPE, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals. A Summary of Performance (SOP) is required for students graduating with a traditional (regular) diploma, as well as for those who are exiting due to exceeding the age of eligibility. The LEA should also develop a SOP for any student who has earned an Alternate Academic Diploma (AAD), occupational diploma, or special education diploma and exits before the age of 22.
 - 2. Prior to graduation or aging out, the IEP team may wish to meet to review the relevant information regarding the student's progress toward transition goals. The student and all relevant stakeholders (parent, career counselor, teachers, related service providers, outside agency representatives, etc.) should be invited to the IEP meeting.

District-level trainings shall be held annually on special education procedures.

Effective date: October 16, 2024



Jackson-Madison County School System

ADMINISTRATIVE PROCEDURES

DEPARTMENT: SPECIAL SERVICES

TOPIC: FUNCTIONAL BEHAVIOR ASSESSMENTS (FBA) AND BEHAVIOR INTERVENTION PLANS (BIP)

I. PURPOSE

To outline procedures when planning for and implementing a functional behavior assessment (FBA) and behavior intervention plan (BIP).

II. SCOPE

This procedure applies to students with disabilities who exhibit challenging behaviors that require assessment and intervention.

III. General Provisions

Pursuant to state and federal laws and regulations, the IEP team must consider the use of positive behavioral interventions and supports, and other strategies to address the behavior of a student whose behavior impedes his or her learning or the learning of others. In certain situations, such positive behavioral interventions shall be developed via a Behavior Intervention Plan (BIP) based upon the results of a Functional Behavior Assessment (FBA).

IV. Functional Behavior Assessment (FBA)

A. What is an FBA?

1. “FBA” means a process rooted in applied behavior analysis that focuses on determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment.
 - a. An FBA involves data gathering from various sources (e.g., direct observations, teacher and parent input, developmental history, behavior tracking systems) to help determine reasons why an individual is displaying behaviors (i.e., the function of the behavior) in order to for teams to create an effective behavior intervention plan.

- b. An FBA can be completed for students with and without disabilities, but it is required in certain situations for student with disabilities.
 - c. An FBA is an individualized evaluation and, therefore, in accordance with the IDEA, written, informed parental consent is required.
- 2. An FBA shall include, at a minimum:
 - a. Description of the problem or targeted behavior(s);
 - b. Systematic observation of the events that immediately precede each display of the targeted behavior(s) and are associated with the display of the behavior(s);
 - c. Systematic observation and analysis of the consequences following the display of the targeted behavior(s);
 - d. Analysis of the antecedent/setting(s) or environment(s) in which the targeted behavior(s) occurs and the frequency of those behavior(s);
 - e. Review of the student's educational and disciplinary records;
 - f. Structured interviews with or surveys completed by the student's teachers, parents, or school personnel, as determined by the group of individuals conducting the FBA, who regularly interact with the student, and when applicable, a student interview;
 - g. Review of the history of the targeted behavior(s) to include the effectiveness of any intervention previously used; and
 - h. Determination of whether a skill deficit is a contributing factor to the behavior(s). If the results of the FBA determine that a skill deficit is contributing to the target behavior(s), the IEP must include measurable annual goal(s) to address the skill deficit.

B. Establishing a Team

A multidisciplinary team is established to provide a variety of perspectives about the interfering behavior that a particular student is exhibiting.

- 1. An FBA shall be conducted by a group of at least three (3) individuals knowledgeable about the student, which may include as appropriate:
 - a. The Parent of the child;
 - b. At least one (1) special education teacher of the child;
 - c. At least one (1) general education teacher of the child;
 - d. Related Service provider(s);
 - e. School psychologist;
 - f. Other school personnel; and
 - g. The student.
- 2. To the extent possible, the FBA process shall be led by a school psychologist, Licensed Behavior Analyst, or other school personnel trained to conduct FBAs. A Licensed Behavior Analyst means an individual who is certified as a board certified behavior

analyst (BCBA) or board certified behavior analyst-doctoral (BCBA-D) and is licensed by the Applied Behavior Analyst Licensing Committee of the Tennessee Department of Health to practice applied behavior analysis as an independent practitioner.

C. When to Conduct an FBA

1. An FBA shall be conducted to inform the development or revision of a BIP in the following situations:
 - a. When a student receiving special education and related services engages in conduct that results in a disciplinary change of placement and the school, the parent, and relevant members of the IEP team determine that the student's conduct that gave rise to the change in placement was a manifestation of the child's disability;
 - b. When an IEP provides for the use of restraint or isolation;
 - c. When the student exhibits a pattern of behaviors that impede their learning or that of others;
 - d. When the student exhibits a pattern of behavior that places the student or others at risk of harm or injury;
 - e. When the student's IEP team is considering a more restrictive placement as a result of the student's behavior; or
 - f. When determined appropriate by the student's IEP team.
2. An FBA shall be conducted, as appropriate, to inform the development or revision of a BIP in the following situations:
 - a. When a student receiving special education and related services is removed from their current placement for more than ten (10) consecutive school days for behavior not determined to be a manifestation of the student's disability; or
 - b. When a student receiving special education and related services is removed to an interim alternative education setting for up to forty-five (45) school days for weapons, drugs, or serious bodily injury, irrespective of whether the student's behavior is a manifestation of the student's disability.

II. Behavior Intervention Plan

A. What is a BIP?

1. BIP means an individualized plan based on the results of an FBA that is designed to assist a student to decrease inappropriate behavior and increase or teach an alternative appropriate behavior. A BIP includes positive strategies, program modifications, and supplementary aids and supports aimed to decrease problem behaviors and reinforce replacement behaviors that allow the child to be educated in the LRE. The BIP should be developed using the data and recommendation from the FBA. The group of individuals that conducts the FBA shall review the

description of the problem or targeted behavior(s), the results of the assessment, and a hypothesis of the function of the behavior to develop a BIP.

2. The BIP shall include, at a minimum:
 - a. A description of the behavior(s) and the frequency;
 - b. A restatement of the hypothesized function of behavior(s);
 - c. Measurable replacement behavior goals that align to the hypothesized function of behavior(s);
 - d. Strategies for intervention, including but not limited to antecedent-based interventions, mitigating the consequences that reinforce the targeted behavior(s), and/or reinforcing identified replacement behavior(s) based on the results of the FBA;
 - e. Identification of team members to teach appropriate replacement behaviors;
 - f. A progress monitoring plan, including regular and frequent data collection and fidelity checks;
 - g. A plan to train school personnel who interact regularly with the student on the intervention strategies identified in the student's BIP; and
 - h. A description of the responses (i.e., consequences) or strategies required when challenging behavior occurs (responses or strategies may include, but are not limited to extinction procedures, de-escalation, re-direction, or cost-response).
3. The BIP shall be based on the student's most recent FBA.
4. The student's IEP team shall review the BIP at least annually during the student's annual IEP team meetings and revise the BIP as needed.
5. Nothing in this procedure shall prohibit an IEP team from developing an informal behavior plan for a student when the IEP team determines an FBA is not warranted due to the student's lower intensity behaviors.

Effective date: November 1, 2024.



Jackson-Madison County School System

ADMINISTRATIVE PROCEDURES

DEPARTMENT: SPECIAL SERVICES

TOPIC: TRANSFER STUDENTS

I. Purpose

To outline provisions regarding the provision of services for students with disabilities who transfer into JMCSS from outside the district.

II. Scope

This procedure applies to the provision of services for students with disabilities who transfer into JMCSS from outside the district.

III. General Provisions for Student Transfers During the School Year

When a student with a disability transfers into JMCSS from another school district (out-of-state or in-state), the school will need to request and review transferring records in a timely manner, and then schedule an IEP meeting based on the procedures below. The IEP team must include the following participants: the parent(s), regular education teacher, special education teacher, and LEA representative. Additional members may be needed based on the student's individual circumstances, such as the school psychologist, related service providers, the student, a Department of Children's Services (DCS) educational consultant, and/or a surrogate parent.

Until a new IEP can be developed by the IEP team (or the student is determined not eligible), JMCSS must provide the student with FAPE including services comparable to those in the transferring IEP, in consultation with the parents.

Note: Students in DCS custody and homeless students shall be immediately enrolled even if the student is unable to produce records normally required for enrollment. When a student enrolls in JMCSS from a facility, in-state program, out-of-state program, or other nontraditional program, the IEP team shall meet as quickly as possible to review any available records and determine appropriate placement for the student to prevent educational disruption. For students in DCS custody, the school administrator (or as delegated to another JMCSS staff member such as a special education coordinator or special education case manager) shall coordinate with DCS to obtain the student's Education Passport and any special education and mental health/medical records needed to determine the student's educational needs. As requested by DCS, the appropriate JMCSS personnel shall participate in a Best Interest Determination Meeting (BID) when a JMCSS student in DCS custody is new to custody, changes placements, or changes school zones.



Jackson-Madison County School System

A. In-State Transfer Students (Intrastate)

Since the student has a current Tennessee eligibility and IEP, the IEP team will not need to complete a new eligibility report, and the student's eligibility date remains the same. Without unnecessary delay, the IEP team should discuss the out-of-district IEP and determine if any changes should be made based on the most recent data and information including present levels of performance and either adopt or revise the out-of-district IEP as appropriate. Provide the parent with a prior written notice documenting the team decisions.

B. Out-of-State Transfer Students (Interstate)

1. When Transfer Records are Sufficient to Determine Eligibility.

If, after review of the available transferring documents, the out-of-state records are sufficient for determining eligibility, the IEP team will meet without unnecessary delay to complete a Tennessee eligibility report. Eligibility must be completed within 60 calendar days of the district's knowledge that the student is a student with a disability. On the Eligibility Report, ask the parent to sign in agreement to the following statements: "I agree that no further data is needed for my child's eligibility to receive special education services. I am informed of the reasons that no further assessments are needed. I understand that the school system does not need to complete further assessments unless I request them." Provide the parent with a prior written notice documenting the team decisions.

Within 30 days of determining Tennessee eligibility, the IEP team should schedule an IEP meeting to draft and propose a Tennessee IEP. Provide the parent with a prior written notice documenting the team decisions.

2. When Transfer Records are Not Sufficient to Determine Eligibility.

- a. When special education transfer records are unavailable despite reasonable attempts.
 - i. Without unnecessary delay, JMCSS shall obtain initial parental consent for a comprehensive evaluation utilizing the initial consent form. Provide the parent with a prior written notice documenting the team decisions.
 - ii. Within 60 days, complete the evaluation and determine Tennessee eligibility. Provide the parent with a prior written notice documenting the team decisions.



Jackson-Madison County School System

- iii. Within 30 days of determining Tennessee eligibility, the IEP team should schedule an IEP meeting to draft and propose a Tennessee IEP if the student is eligible for services. Provide the parent with a prior written notice documenting the team decisions.
- b. When special education transfer records are available, but additional assessments are needed to determine Tennessee eligibility.
 - i. Without unnecessary delay, the IEP team will complete a re-evaluation summary report (“RSR”) and determine what assessments/evaluations are necessary to determine Tennessee eligibility. Continue to provide comparable services to those in the transferring IEP during the evaluation process. Provide the parent with a prior written notice documenting the team decisions.
 - ii. The evaluation and determination of Tennessee eligibility shall be completed within a reasonable time frame.
 - iii. Within 30 days of determining Tennessee eligibility, the IEP team should schedule an IEP meeting to draft and propose a Tennessee IEP if the student is eligible for services. Provide the parent with a prior written notice documenting the team decisions.

IV. Student Transfers during the summer.

The IDEA and its implementing regulations only specifically address a district’s obligations for students with disabilities who transfer during the school year; however, the IDEA requires that each district have an IEP in effect for each child within its jurisdiction at the beginning of each school year.

For a student who transferred into JMCSS over the summer break, the IEP team should convene an IEP meeting before school starts or provide comparable services to the transfer IEP (unless the parent specifically requests an IEP meeting prior to the beginning of the school year) until a new IEP is developed or the child is determined not eligible. The IEP team should follow the transfer procedures set forth above for eligibility and IEP review/determinations.



Jackson-Madison County School System

V. JMCSS Enrolled Students Admitted to Residential Facilities

If a JMCSS enrolled student is privately (not an IEP team placement) admitted to a residential facility, the student should remain enrolled in JMCSS as long as the student's permanent residency status does not change. While the student is admitted to the facility, the student should be coded K-IN or K-OUT depending on whether the facility is in-state or out-of-state.

Unless the student's Tennessee eligibility expired while admitted to the facility, the IEP team will not need to complete a new eligibility report when the student returns to school, and the student's eligibility date will remain the same. If the student's eligibility expired, complete a reevaluation summary report and any reevaluation needed for continuing eligibility. Continue IEP services while the reevaluation is being completed. Provide the parent with a prior written notice documenting the team decisions.

Without unnecessary delay upon the student's return to school, the IEP team should meet to develop an annual or amended IEP based on updated information received from the family, including the student's discharge summary from the in-patient facility. Provide the parent with a prior written notice documenting the team decisions.

District-level trainings shall be held annually on special education procedures.

Effective November 5, 2024.