

# LUMBERTON INDEPENDENT SCHOOL DISTRICT

## Behavioral and Social-Emotional Program Redirection Program



August 2025



## NON-DISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination, Lumberton ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

The following district staff members have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Anna Miller, Assistant Superintendent, 121 South Main Street, 409-923-7504.
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Dr. David A. Brackett, Director of Special Programs and Services, 121 South Main Street, 409-923-7504.
- All other concerns regarding discrimination: See the Superintendent, Dr. John Mathews, 121 South Main Street, 409-923-7504.



*Lumberton ISD Core Values, Vision, Mission*

**Core Values**

***Activate each individual's full potential by:***

Promoting innovation  
Encouraging lifelong learning  
Creating opportunities  
Having high expectations for all

***Exemplify character traits based on:***

Honesty & integrity  
Inclusiveness  
Compassion  
Work ethic  
Perseverance  
Confidence

***Continue a tradition of excellence through:***

Demonstrating Raider pride  
Exemplifying energetic leadership  
Exuding positivity  
Promoting a family atmosphere

***Provide a positive environment with:***

Opportunities to grow  
Safe & nurturing conditions  
Individuals who are team players  
Strong relationships  
High levels of community support  
Transparent & timely communication  
Family-oriented values

**Vision**

*“Challenge & inspire all students to develop their talents, becoming the best version of themselves”*

**Mission**

*“To be a premier school district with an inclusive culture for excellence in learning & leading*

**Motto or Tagline**

*“Raiders Today, Leaders Tomorrow”*



## LISD Redirection Program

Redirection is a campus behavior support program for students who qualify for special education services. Redirection is designed to support students who have demonstrated difficulty maintaining expected behaviors in the school environment over time, despite classroom interventions, accommodations, and a behavior intervention plan. The goal of Redirection is to help support students in situational problem-solving, teach appropriate social skills, and support de-escalation strategies.

Redirection is designed to:

- Keep students in their scheduled classes
- Equip students with behavioral, social, and/or emotional skills needed to be successful in the school environment
- Build self-esteem
- Provide students with the skills to cope with stressful/negative situations in the current setting
- Provide students the opportunity to learn alongside their peers while practicing appropriate social skills
- Allow access to a student's least restrictive environment with access to programs such as Art, Band, Athletics, etc.
- Prepare students to function independently in society

REDIRECTION IS...

- In the mainstream setting
- A Positive Behavior Support
- Restorative
- Non-Confrontational
- A way to learn replacement behaviors in the least restrictive environment
- A safe place for students to regain emotional/behavioral control

REDIRECTION IS NOT...

- A Punishment
- Confrontational
- In School Suspension (ISS)
- Disciplinary Alternative Education Program (DAEP)



Students can receive Redirection Support in the following environments:

- Regular Education Classes
- Special Education Classes
- Unstructured Times
  - Lunch
  - Transitions in between classes
  - Before and After School
  - Pep Rallies, School Assemblies

*A monitoring schedule is based on individual student needs. Some will require more frequent check-ins than others.*

### **Considerations for Student Participation in Redirection**

- The student is eligible for services
  - If a student is receiving services through 504 or Multi-Tiered Systems of Support (MTSS Behavior), Redirection Program can be considered if the behavior is keeping the individual out of placement or an individual evaluation has been requested and more intensive support is needed during that evaluation period.
  - The Student is transitioning back to school from a more restrictive environment (psychiatric hospitalization, residential...etc.) as part of the transition plan back to campus
- The student exhibits significant behavioral problems which result in difficulty focusing on and engaging in activities in a productive manner, persistent classroom disruption, or other significant behavioral/social-emotional difficulties.
- The student exhibits social skill deficits that consistently result in maintaining appropriate behaviors in the classroom setting.
- The student must have a behavior intervention plan that addresses the current behavioral concerns.

### **Redirection Support System**

The purpose of the Redirection Support System is to take a restorative approach to behavior based on the student's individual need. Students will be monitored daily on a schedule depending on individual need, along with daily progress and data collection, and will have access to social, emotional and behavioral supports to help build social, emotional and learning skills.

Criteria for Redirection Support:

- The student qualifies for special education services (or is part of 504, MTSS)
- There is a Functional Behavior Assessment (FBA) that addresses the current behavioral concerns.

- A Behavior Intervention Plan (BIP) has been implemented with fidelity for 4-6 weeks.
- Data shows a prolonged time for the student to redirect after an emotional or behavioral outburst
- The student requires more targeted “check in/check out” times in order to make progress on skills in the school environment.
- The student requires more direct instruction to learn appropriate social and behavioral skills.
- The student needs access to a higher rate of positive reinforcement and rewards (1-3 times per day or more) based on FBA and BIP.

If there is a student identified as a candidate for Redirection support, campus staff should communicate with the lead special education teacher, Redirection teacher, diagnostician, or 504 coordinator to review the student information and determine if the above criteria have been met. If so, an ARD meeting or 504 meeting must be held in order to address behavioral needs and supports in the Behavior Intervention Plan before a student can access the Redirection Program.

Potential Redirection Supports (included but not limited to):

- Daily Check-ins/check outs (2 times per day...up to every hour/period)
- Monitor daily behavior report
- Deliver positive reinforcement and rewards based on criteria and BIP (could be 1 time daily...up to every hour/period)
- Student could receive direct instruction on social, emotional, and behavioral skills from Redirection Staff.
- Students can use “Redirection Pass” as determined on individual need to access Redirection staff and room throughout the day if support is needed.
- Refocus time: Redirection staff can pull student from class or LRE to help refocus, redirect or provide support in a private location.
  - Level 1: if Redirection Staff is called, the student can be removed in a private location or Redirection room for a refocus/redirection for 15-20 minutes and quickly returned to class.
  - Level 2: If the behavior(s) occur a 2nd time after the initial refocus/redirection, the student will go to Redirection for a direct refocus time with a guided intervention (problem solving form, social skills lesson ...etc.). This time could be up to 1 hour. During this time the student can also complete assignment(s) from class.
  - Level 3: If the behavior(s) occur a 3rd time after (level 1 and level 2 intervention), the student COULD be removed to the Redirection room for an hour or up to the remainder of the day AFTER consultation with the behavior support team and/or campus administration. During this time the student will continue to receive intensive remediation of social, emotional

skills while completing school work. If the student ends the day on a level 3, the following school day the student will meet with redirection staff before starting the regular classroom schedule in order to problem solve any potential problems and give reminders of skills.

### **Student Monitoring System**

The student monitoring system is a way for teachers in the classroom to identify and document the level of the student's current behavioral performance during class periods. This "non-verbal" monitoring system is used in order to minimize disruption of classroom instruction while effectively communicating to Redirection staff the current performance of student's targeted behavior through the use of technology. Data sheets are used daily through google in order to effectively document daily behavior performance in each class period.

<b>Green</b>	Student is performing at expected behavior level
<b>Yellow</b>	Warning: Teacher implemented behavior response plan in BIP and behavior redirected. The student did not escalate in further the remainder of the class period
<b>Red</b>	Redirection Needed: behavior continues to occur even after the private discussion and with reasonable time to change behavior

If a student is on red, teacher will contact Redirection support. Redirection staff will enter the classroom and attempt to provide support or pull the student to the hallway to assess the situation in an attempt to redirect the behavior, de-escalate the behavior, or problem solve the situation. Redirection staff will follow through with a "refocus time" based on current behavioral data for the day. Refocus time is either a level 1, level 2 or level 3 (see above Redirection Supports).

#### Alternative Interim Educational Placement (AIEP):

The Redirection Program can be used as an "Alternative Interim Educational Placement" if the ARD committee or 504 committee determine the behavior that was under disciplinary review IS a manifestation of the individual's disability and the student needs a restorative/temporary placement to work on behavior and social/emotional skills in a more intense setting. This placement should be no longer than 10 school days, a transition plan must be included, and the transition to integrate back into the least restrictive environment begins within 3-5 school days. This placement must be agreed upon by the ARD committee or 504 committee.

## Expectations of School Personnel

### General Education Teacher

Collaborate with redirection staff and behavior support team regarding the following:

- Assist in identifying behavioral/social/emotional skill deficits for the student
- Follow the planned response to problem behavior based on the Student Monitoring System
- Positively reinforce displays of positive/replacement behaviors.
- Help identify early triggers of misbehavior in order for Redirection Staff to intervene within a timely manner.
- Allow the student to use Redirection Pass to speak with Redirection Staff or communicate their need for a refocus time.
- Implement the accepted behavior intervention plan with fidelity.


### Redirection Staff

Collaborate with school staff, behavior support team, student, and anyone else involved in the education of the student.

- Provide direct behavioral/social/emotional support to students.
- Collaborate with behavior support staff and teachers to develop and maintain a daily schedule of classroom visits and frequent check-ins/check outs with the student.
- Help support and lead the student's teachers to identify targeted behaviors, identify and follow a planned response to misbehavior, identify and follow a plan to positively reinforce displays of positive behaviors as written in Behavior Intervention Plan.
- Attend data review meetings with Behavior Support Team and campus staff (Lead Special Ed. Teacher) in order to review progress every reporting period.
- Do observations in the general education setting in conjunction with the Lead Sped Teacher if data shows a pattern of behavior continuing to occur in a specific setting.
- Collect and maintain student data on daily behaviors, refocus time, and interventions (i.e., point sheets, redirection log, reflection sheets...etc.)
- Follow agreed upon plans for students (BIP, Social Skills lessons, redirection support...etc.)
- Support only students that have been placed with redirection support through ARD committee.

### District Behavior Support Team:

- Collaborate with the student's campus support team (Redirection Staff, Teachers, and School Staff) to develop Behavior Intervention Plans and identify social emotional skill deficits in order to create appropriate interventions.

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- Train staff on how to appropriately intervene and respond to the student's behavior appropriately.
  - Facilitate and attend data review meetings in order to review the progress of students with redirection support.
  - Provide training regarding the use of techniques and interventions to be used in an educational setting.
  - Help create data collection forms, redirection logs, and any other documents needed for redirection program.

Campus Administrator:

- Provide oversight and supervision of the Redirection staff on campus.
- Ensure that all teachers working with the student have been adequately trained and implement the accepted intervention plan with fidelity.
- Ensure that staff are following procedures regarding access to Redirection staff (only students who have been identified for the need of Redirection are getting access to that staff for support).
- Attend campus meetings for the student as needed in order to review progress or identify other areas of need/concern.
- Collaborate with the Redirection teacher to develop and maintain a daily schedule of classroom visits, frequent check-ins and monitoring of the students on caseload.
- Assist with problem solving any campus specific needs of implementation.
- Ensure procedures for placement in program are being followed with fidelity.