

LUMBERTON INDEPENDENT SCHOOL DISTRICT

Redirection Support Handbook 2026-2027



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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: Michelle Harris, Director of Special Programs and Services, 121 South Main Street, 409-923-7552.
- 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 Support

Redirection is a campus behavior support service 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 Placement
- Punishment
- Confrontational
- In School Suspension (ISS)
- Disciplinary Alternative Education Program (DAEP)



Students can receive Redirection Support in the following environments:

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

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...
 - Student is receiving special education services, services through 504 or Multi-Tiered Systems of Support (MTSS Behavior). Redirection 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 504, MTSS).
- A Functional Behavior Assessment (FBA) addresses current behavioral concerns.

- A Behavior Intervention Plan (BIP) has been implemented with fidelity for 4-6 weeks.
- Documentation identifies a prolonged time period for the student to regulate after an emotional or behavioral escalation.
- The student requires schedules/targeted check in/check out (CICO) times in order to make progress on skills in the school environment.
- The student requires more direct instruction to learn preferred social and behavioral skills than can be provided solely in the general education setting.
- The student requires a higher rate of positive reinforcement (1-3 times per day or more) based on FBA and BIP.

When a student is identified as a candidate for Redirection support, campus staff should communicate with the Lead Special Education teacher, Redirection teacher, Educational Diagnostician, or 504 Coordinator to review the student's information and determine if the above criteria have been met. If so, an ARD or 504 meeting must be held in order to address behavioral needs in the Behavior Intervention Plan before a student can access the Redirection support.

Potential Redirection Supports (included, but not limited to):

- o Daily Check-in/check out (2 times per day...up to every hour/period)
- o Monitor daily behavior report
- o Deliver positive reinforcement based on criteria and BIP (could be 1 time daily...up to every hour/period)
- o Direct instruction on social, emotional, and behavioral skills from Redirection personnel
- o "Redirection Pass" to access additional support
- o Redirection personnel and room throughout the day
- o Refocus time: Redirection staff can remove student from class or LRE to help refocus, redirect or provide support in a private location.
 - Level 1: If Redirection personnel 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 personnel before starting the regular classroom schedule in order to problem solve any potential concerns for the new day.

Student Monitoring System

The student monitoring system is a method for classroom teachers 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 personnel 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.

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

If a student is on red, the teacher will contact Redirection support. Redirection personnel will assess the situation, redirect the behavior, de-escalate the behavior, or problem solve the situation with the student. Redirection personnel 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 Support 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

Campus Administrator:

- Ensure all stakeholders have been adequately trained and implement the adopted intervention plan with fidelity.
- Ensure staff are following procedures regarding access to Redirection (only students who have been identified for the need of Redirection are getting access to that staff for support).
- Attend campus meetings to identify areas of progress and needs/concerns.
- Collaborate with the Redirection personnel 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 use of Redirection support is being followed with fidelity.

Teachers of Record

Collaborate with Redirection 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 personnel to intervene within a timely manner.
- Honor students' request for access to Redirection.
- Implement the adopted Behavior Intervention Plan with fidelity, including daily documentation.

Redirection Personnel

- Collaborate with all stakeholders involved in the education of the student.
- Provide direct SEL support/instruction to students.
- Collaborate with stakeholders to develop and maintain a daily schedule of classroom visits and CICO for students.
- Assist Teachers of Record with implementation of Behavior Intervention Plans.
- Attend monthly PLC meetings.
- Conduct student observations.
- Document, collect, and maintain student data on behaviors, refocus time, and

- interventions.
- Support only students that have been placed with Redirection support through the ARD or 504 committee.

District Behavior Support Team:

- Collaborate with the student's campus support team (Redirection personnel, Teachers of Record, and Campus Administration) to develop Behavior Intervention Plans and identify social emotional skill deficits in order to create appropriate interventions.
- Facilitate monthly PLC meetings to review student progress.
- Provide training regarding the use of techniques and interventions to be used in an educational setting.
- Assist in creating data collection forms, redirection logs, and other supporting documents.