Agenda

Legal and Financial Requirements

Texas Academic Code: for nonpublic residential or off-campus day placements, ARD committee must develop reintegration criteria and timelines

Reintegration Planning Steps

te(ation Planning Steps: Overview

1. Identify observable behaviors justifying placement
2. Identify steps taken by LEA to meet student needs

Reintegration Planning Steps: Step One

1 Identify observable behaviors justifying placement

Identify behaviors that are observable or measurable – use accurate baseline data
Avoid vague or subjective descriptions (i.e. manipulative, disruptive, disrespectful)
Prioritize most significant behavior concerns

Reintegration Planning Steps: Step Two

2 Identify steps taken by LEA to meet student needs

Include specific services and supports

Reintegration Planning Steps: Step Three

3 Identify observable criteria and timeline

Reintegration criteria must be observable, measurable, developmentally appropriate, and attainable

Prioritize behaviors that are limiting access to FAPE on the home campus

Include replacement behaviors and coping skills, not just goals related to compliance

Reintegration Planning Steps: Step Three Examples

3 Identify observable criteria and timeline

EXAMPLES	NON-EXAMPLES
In 18 instructional weeks, given direct instruction in refusal strategies such as indicating “no” in her communication system, walking to a calming space, or holding up her “I need a break” card, Christine will refuse tasks without hitting, kicking, or biting staff in 4 out of 5 opportunities over three consecutive weeks with no more than three verbal prompts.	The facility will wait and see after Christine has transitioned to her new setting. Christine will need to have zero instances of defiant or violent behavior for two

Reintegration Planning Steps: Step Four

4 Identify LEA staff/facility needs for reintegration

Consider staff, physical space, and technology currently offered at home campus and at facility
Plan any needed evaluations
Identify staff professional development needs
Plan for campus needs at the time of placement – don't let these needs delay reintegration
Identify crisis intervention protocols and train appropriate staff

Reintegration Planning Steps: Step Four Examples

4. Identify LEA staff/facility needs for reintegration

EXAMPLES	NON-EXAMPLES
Upon reintegration, Christine will continue to need access to a self-contained classroom with a 1:1 paraprofessional and low staff-to-student and student-to-student ratio. She will need additional assistive technology indicated in the new AT evaluation, including a voice output device. Classroom staff will need training in her communication system and in the verbal prompts used by the facility.	Christine needs highly trained staff and a highly structured environment. The nonpublic school has lots of technology that we cannot provide at her home campus.

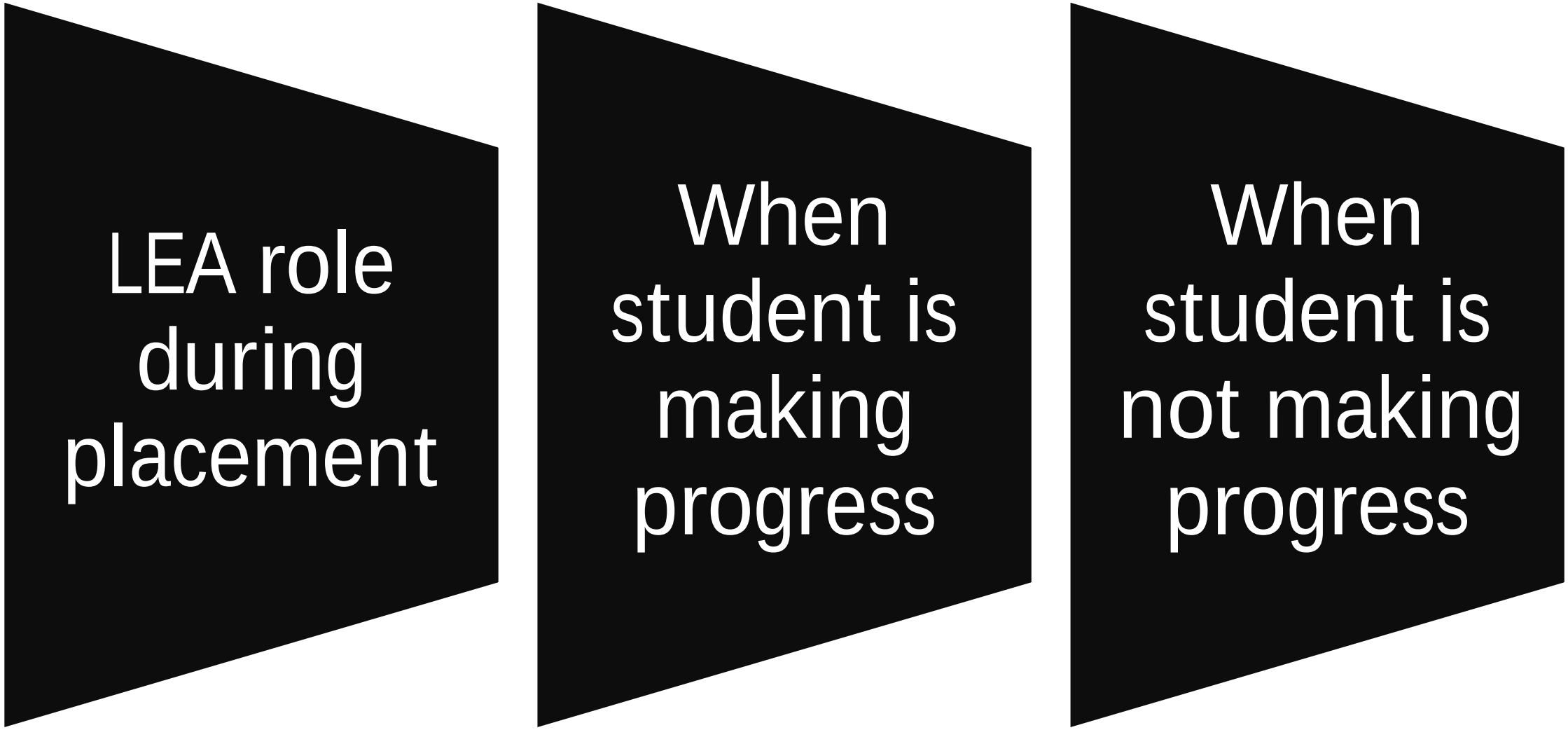
Reintegration Planning Steps: Step Five

Reintegration Planning Steps: Step Five - Examples

Describe student and family needs upon return

Monitoring the Reintegration Plan

Monitoring the Reintegration Plan: Overview



Monitoring the Reintegration Plan: Making Progress

When student is making progress

Identify what's working – and let this guide IEP development for return
Plan needed evaluations if additional services or assistive technology are needed
Collaborate with facility and student/family to coordinate transition back to LEA

Monitoring the Reintegration Plan: Not Making Progress

When student is not making progress

Ensure IEP implementation with fidelity
Determine need for additional evaluations, such as updated FBA
Determine need for IEP revisions
Consider ongoing appropriateness of facility selected and whether change of placement is needed

Contact Information

Texas Education Agency