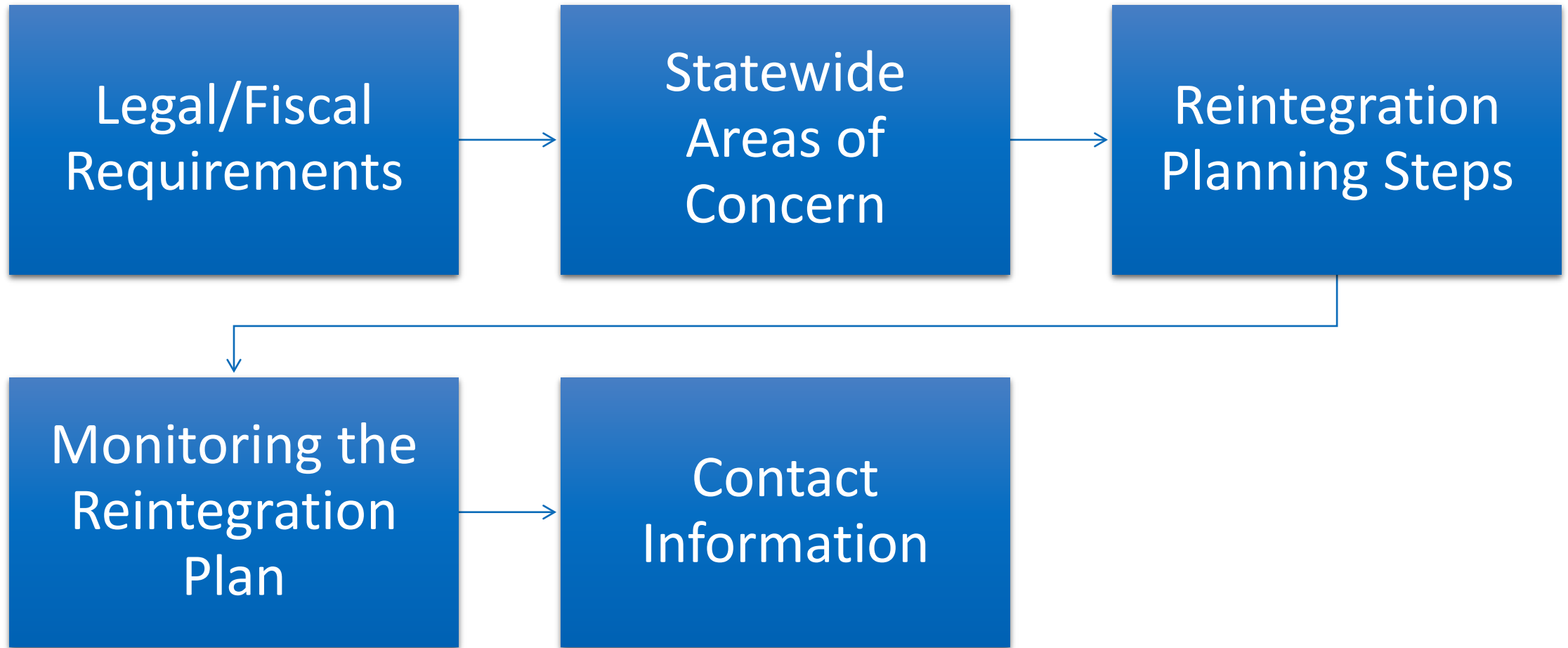




**2020 Nonpublic/ Off-
Campus Reintegration
Guidance**



Agenda



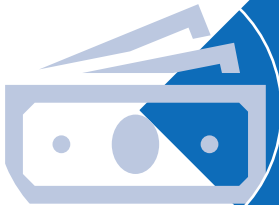
Legal and Financial Requirements



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



IDEA: Student must be educated in the least restrictive environment; placement in separate settings must be justified



State funding: Funding cannot be approved if the LEA does not have individualized timelines and criteria for reintegration



Statewide Areas of Concern in Reintegration Plans

- ✗ Unobservable/unmeasurable behaviors
- ✗ Developmentally inappropriate criteria
- ✗ Criteria outside school day
- ✗ Plans written after placement ARD
- ✗ Moving-target criteria

- ✓ Develop measurable, observable criteria from baseline data
- ✓ Identify developmentally-appropriate replacement behaviors and coping strategies
- ✓ Enlist community supports for concerns outside school day
- ✓ Develop plans prior to placement
- ✓ Plan campus supports for successful, timely reintegration



Reintegration Planning Steps



Reintegration Planning Steps: Overview

- 1 Identify observable behaviors justifying placement
- 2 Identify steps taken by LEA to meet student needs
- 3 Identify observable criteria and timeline
- 4 Identify LEA staff/facility needs for reintegration
- 5 Describe student and family needs upon return



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 One - Examples

1

Identify observable behaviors justifying placement

EXAMPLES	NON-EXAMPLES
<p>Over a six-week period, Christine engaged in physical aggression towards staff, including hitting with closed fist, kicking, head butting, and attempted biting, an average of 19 times per day. She engaged in physical aggression towards other students, including pinching, hair pulling, and slapping, and average of 34 times per day.</p>	<p>Christine is non-verbal and does not get along with staff or peers. She is violent and manipulative. When she doesn't get what she wants, she becomes physically aggressive. She is a danger to herself and others.</p>



Reintegration Planning Steps: Step Two

2

Identify steps taken by LEA to meet student needs

- ✓ Include specific services and supports
- ✓ Identify evaluations completed, including FBA
- ✓ List outside resources accessed



Reintegration Planning Steps: Step Two - Examples

2

Identify steps taken by LEA to meet student needs

EXAMPLES	NON-EXAMPLES
<p>Christine is receiving services in a self-contained setting on the home campus. She is assigned a 1:1 teaching assistant and is in a classroom with a 3:5 staff-to-student ratio. She is accessing an alternate curriculum at her instructional level. Her FIE is current. A new FBA was conducted in October of this year, and the BIP was revised. The family is accessing respite care through noneducational funds and has a case manager through the local CRCG.</p>	<p>The campus has implemented the IEP, but they don't have the resources to help Christine. She's not making progress. The BIP isn't working. She is a danger to herself and others. The family agrees that she needs a more structured setting.</p>



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
<p>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.</p>	<p>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 consecutive semesters before the committee can meet and discuss reintegration.</p>

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
<p>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.</p>	<p>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.</p>

Reintegration Planning Steps: Step Five

5

Describe student and family needs upon return

- ✓ Consider in-home or parent training as IEP service
- ✓ Consider [noneducational funds](#) for additional home and community support
- ✓ Collaborate with local [Community Resource Coordination Group \(CRCG\)](#)
- ✓ Collaborate with [Local Intellectual/Developmental Disability Authority \(LIDDA\)](#) or [Local Mental Health/Behavioral Health Authority \(LMHA/LBHA\)](#)



Reintegration Planning Steps: Step Five - Examples

5 Describe student and family needs upon return

EXAMPLES	NON-EXAMPLES
<p>Upon reintegration, Christine and her family will need continued access to noneducational funds for respite care. The district and family will continue collaborating with the CRCG. Christine will also need access to postsecondary transition services, since she will turn 14 next month.</p>	<p>Christine's parents agree that she needs a lot more support than they can really provide at home. They don't think the district is providing enough support for Christine to make progress. The family agrees with the residential placement because they can't really manage her behavior at home over the weekends.</p>



Monitoring the Reintegration Plan



Monitoring the Reintegration Plan: Overview

LEA role
during
placement

When
student is
making
progress

When
student is
not making
progress



Monitoring the Reintegration Plan: LEA Role

LEA role during placement

- ✓ Communicate continually with facility and family
- ✓ Monitor student's progress
- ✓ Monitor IEP implementation
- ✓ Collaborate with facility to conduct needed evaluations
- ✓ Plan for campus staff, equipment, and facility needs
- ✓ Plan student and family supports



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

Office of Special Populations and Monitoring

Division of Special Education Projects and Strategy

Website: [Nonpublic Placement Notification and Application](#)

Email: NPDayandRes@tea.texas.gov