Table of Contents

Chapter One: Reintegration Scenarios and Process	3
Chapter Two: Reintegration	6
Chapter Three: Reintegration Me	9
Chapter Four: Reintegration	

Overview

For this manual, reintegration is defined as: the action or process of integrating a student back into the school environment.

failure, and drop-outs is the lack of adequate transition services support for children and youth , -Improvement Plan (2002) p.14.

The establishment of a school site reintegration team is required to provide immediate and effective services for students who have been absent for an extended period. The goal of reintegration is for students, who have made an offense on or off campus, to be provided with

Chapter One: Reintegration Scenarios

Reintegration Process

The reintegration process can be used for students returning from suspension/expulsion or release from juvenile detention.

Pre

Coordinator: Schedules and reserves meeting location, speaks with student to identify advocate/support person, sends out a meeting notification and invites all participants to the scheduled meeting, ensures all roles are present.

During

Coordinator: Ensures all roles are in attendance Note Taker: Takes notes during the meeting Facilitator: Asks and responds to questions Participants: Participate as appropriate

Post

Coordinator: Follow up-checks in with student and documents visit in Q as an intervention within one week of holding the reintegration meeting Note Taker: Documents and distributes plan to the team members

FONIAN	NIFIED SCHOOL DISTRICT
	 Document and distribute
	final plan to all
	team members

Reintegration Meeting-Suspension/Expulsion

Welcomes the group, invites participants to introduce themselves, and reviews the process of the meeting. Facilitator informs the group that all district personnel are mandated reporters; anything disclosed during the reintegration meeting where a child could be in danger or a danger to themselves must be reported.

- 1. Welcome to the reintegration meeting. Thank you for being here.
- 2. (To the Student) We are happy that you are back.
- 3. Please introduce yourselves and your role/relationship to the student.
- All district personnel are mandated reporters; anything disclosed during this
 meeting where a child could be in danger or a danger to themselves must be
 reported.
- 5. (To the Student) The purpose of this meeting is to ensure that you are successful on campus and have the appropriate supports in place.
- 6. Talents and Strengths:
 - a. Purpose: We want to highlight student strengths to build on them.
 - a. To student: What do you feel are your strengths? What things are you interested in? or What are your talents in and out of school?
 - b. To parent/guardian: Do you have anything to add about your , interests or talents?
- 7. Ask the questions of the offender.
 - a. What happened?
 - b. What were you thinking at the time?
 - c. What have you thought about since the incident?
 - 1. What could you have done differently?
 - d. Who has been affected by your actions?
 - 1. In what way?
 - e. What do you think you

- 9. The team finalizes the support plan.
 - a. Ensure the student understands the supports that are being offered on campus and where to access them. Use the Student Support Plan form on page 12.
 - b. Provide the parent a copy of the support plan.

10.

Chapter Four: Follow Up

Student Name: <u>April Johnson</u>		Grade:	4
Student I.D.: 123456	Follow Up Designee:	Ms. Fox	

She cannot control her anger	Anger Management	Wednesday after school once a week	Counselor

She doesn

Check In-Check Weekly

feel Out

connected to anyone

Student Name:			
		-1 3	

Student Support Plan.docx