

PCS Protocol for Reintegration Following Out-of-Educational Environment Time

Intended Outcomes:

- **Students returning from incarceration, alternative placement, out-of-school suspension or other sustained absence receive a supported transition to their assigned school**
 - **The student and family receive needed supports to enable the student to be successful in school**
 - **A plan is created that clarifies each participant's role and responsibilities in supporting the student**
 - **The student is supported and held accountable to fulfill his or her plan**
1. Identify school counselor who will serve as reintegration coordinator. (PD will be provided to principals and student services staff members throughout the school year.)
 2. Form School Reintegration Team
 - Team membership (**minimum of 3 of the following**):
 - Administrator ***Required**
 - School Counselor ***Required**
 - Student Services Staff (School Psychologist, School Social Worker)
 - Behavior Coach or Behavior Specialist
 - MTSS Coach/Facilitator
 - ESE Case Manager/504 Coordinator
 - Teacher Representative (**Required if involved in the discipline incident, referral process, or is the harmed person**)
 - Parent (Will be invited to attend. Participation is not mandatory)
 - Assign team roles: e.g., Facilitator, Recorder, Data Manager, Plan Communicator, etc.
 - Designate one staff member as student's Go-To/Check Person (available, trusted adult)
 3. On the day of alternative school assignment, OSS, ACE, knowledge of DJJ involvement:
 - Calendar date of student's anticipated return
 - Inform parent of the reintegration process and anticipated meeting dates during due process time period
 - Draft plan or review existing plan for student's reintegration; e.g., schedule changes, mentor assignment, peer mediation, behavior agreement, carry card, Check-In/Check-Out process
 - Practice greeting the student in a positive, proactive manner; reiterate expectation of not re-hashing/discussing/mentioning the behavior incident
 - Designate one team member as Go-To Person (available, trusted adult) for the student.
 4. At least one day prior to beginning reintegration with student:
 - Explain process to parents and elicit their support.
 - Invite parent (or other significant adult) to initial reintegration meeting with student. Ensure that the family understands the intended outcomes (student will be supported, relationships will be restored, etc.)
 - Notify relevant school staff when the student will start/return
 - Review expectations with teachers (e.g., Check-In Check-Out if used, welcome process, meeting time, etc.)
 - Answer questions about the reintegration plan

5. Before student returns to class, on the first day of student's return to school:

- Remind teachers and other relevant school staff of student's return
- Make sure teachers are notified of meeting and provide sample CICO record card if part of the plan
- Conduct reintegration meeting before student goes to class with student and parent/significant adult (if possible/appropriate). If needed for restoration, a Harm/Conflict Circle will be convened by trained staff.
 - Review any schedule changes, mentor (days/times), cool-down location, carry card, Check-In/Check-Out process
 - Provide opportunity for student/parent feedback
- If teacher is the harmed person, school counselor who coordinates reintegration should conduct morning meeting in the harmed teacher's classroom.
- Initiate Check-In Check-Out (CICO) record card if part of the plan
- Walk student to first class (Go-to adult)
 - ensure positive/proactive greeting
 - hand teacher CICO card if part of the plan
- Meet student at last period class (Go-to adult)
 - review day's successes (e.g., CICO card)
 - accompany student to exit point (bus circle, bike cage, car circle, etc.)

6. Subsequent days following student's return to school:

- For every student in the reintegration process, continue cycle for at least one week following reentry, then fade the intervention (for example, if student meets daily goals, fade to every other day, then once a week, then independence as appropriate).
- For students with significant behaviors, unresolved social/personal issues, or any demonstrated need for additional support, continue the cycle as long as it is effective and necessary for the student's success in school.