Case #2

Reintegration Guide for:
Date:
Current Level:

Reintegration Guide
The purpose of the Reintegration Guide is to help a student’s IEP team support a student moving from a more restrictive environment to a less restrictive one (Least Restrictive Environment). The guide is to ensure a plan is in place to help with the transition so it can be as smooth as possible. When a student has a Reintegration Guide the IEP team will meet to review progress to reintegrate from a more restrictive placement to a less one every 4 weeks.

Demonstrated Skills Prior to Reintegration into the school building:
STUDENT will follow adult directions to use an appropriate coping strategy with adult supervision (walking break, listening to music, sensory tools) 100% of the time when HE/SHE exhibits Stage 3 behaviors.

STUDENT will ask for help appropriately, or appropriately express HIS/HER emotional state with an adult when HE/SHE is feeling anxious or depress, and will not threaten another student, whether verbally or through electronic communication, 100% of the time.

STUDENT’s Reintegration Levels
Level 1- STUDENT will attend SCHOOL on a full day schedule. HE/SHE will not share a class or lunch period with previous targeted individuals. Supervision during passing periods.

Level 2 – STUDENT will attend a shortened day (5-6 periods) at SCHOOL and the BEHAVIOR PROGRAM. HE/SHE will not share a class or lunch period with previous targeted individuals. Supervision during passing periods.

Level 3 – STUDENT will attend a shortened day at (3-4 periods) at SCHOOL and the BEHAVIOR PROGRAM. HE/SHE will not share a class or lunch period with previous targeted individuals. Supervision during passing periods.

Level 4- STUDENT will be picked up 5 days a week by designated individual at the BEHAVIOR PROGRAM at the end of HIS/HER school day (currently 11:15am).
Criteria for Guide
All levels include positive behavior supports, referenced in HIS/HER Positive Behavior Support Plan, to encourage success for STUDENT.

Safe Areas (calm down areas) and designated adults for coping will be determined prior to STUDENT’s visit into SCHOOL. STUDENT will be shown these safe areas upon HIS/HER visits so HE/SHE is aware of where HE/SHE can go to take a break. STUDENT will also practice going into the safe area(s). In addition, staff members that are designated as STUDENT’s contacts will be notified beforehand, and STUDENT will be aware of who HE/SHE can talk to, and where HE/SHE can go, for every period that HE/SHE is at SCHOOL.

STUDENT’s behaviors will be measured by a rubric and the behaviors being measured will be operationally defined so that school staff and parents have common language and knowledge of what is being measured. Part of STUDENT’s behavior will be measured/judged by the effect it is having on the peers in the school.

Increases or shifts in the Reintegration Guide will happen at each 4 week status meeting.

In order for STUDENT to increase HIS/HER time at SCHOOL the team will consider the following criteria.

- If STUDENT communicates a threat to harm another student, tours/visiting will be discontinued until a threat assessment can be completed, to determine the potential for harm towards other students, staff, and SCHOOL building.

- If STUDENT communicates a threat to harm HIMSELF/HERSELF, tours/visiting will be discontinued until a suicide screening can be completed, to determine the potential for harm to self

- If STUDENT has a Stage 3 behavior on SCHOOL CAMPUS, tours/visiting will be discontinued until STUDENT’s IEP team can reconvene to discuss HIS/HER reintegration as well as positive behavior supports.

At any time the building administrator has the authority to exercise discretion to call STUDENT’s parents to come and get STUDENT and to send HIM/HER home immediately, should the building administrator believe that doing so is necessary for the safety of STUDENT, staff or other students.

* Parent was informed of Reintegration Guide: