

FONTANA UNIFIED SCHOOL DISTRICT
REINTEGRATION MANUAL

STUDENT REINTEGRATION

RESTORATIVE PRACTICE

FUSD REINTEGRATION TEAM

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Table of Contents

Overview.....1
Chapter One: Reintegration Scenarios and Process.....3
Chapter Two: Reintegration Meeting Preparation.....6
Chapter Three: Reintegration Meeting.....9
Chapter Four: Reintegration Meeting Follow Up.....12
Student Support Plan Example.....14
Student Support Plan Template15

Overview

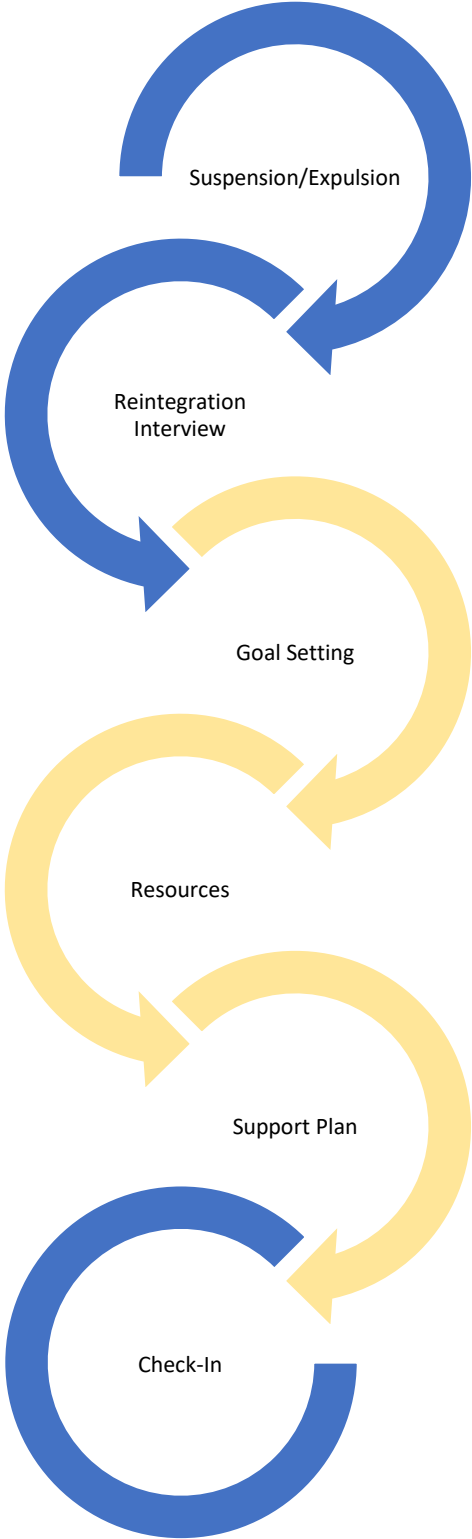
For this manual, reintegration is defined as: the action or process of integrating a student back into the school environment.

“One of the major factors that contribute to high recidivism rates, behavioral regression, school failure, and drop-outs is the lack of adequate transition services support for children and youth exiting separate sites”, Minnesota’s Self-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 the opportunity to take accountability for their action(s) and behavior(s). The plan implements on- campus supports for students to have a successful educational experience.

The following sections contain information and materials to aid the team throughout the reintegration process.

Reintegration Flowchart



Chapter One: Reintegration Scenarios

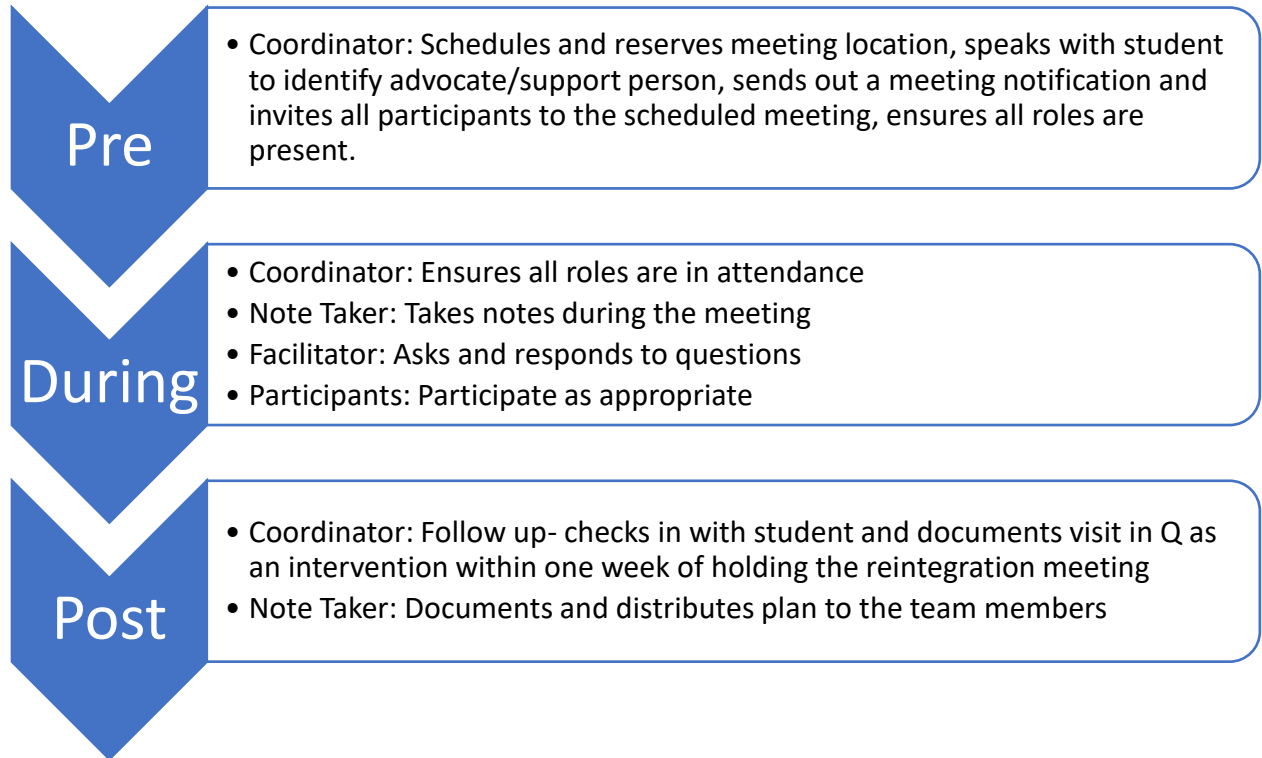
REINTEGRATION SCENARIOS

Successful reintegration of students promotes best practices in developing interagency collaboration, identifying areas of needed improvement, support planning, and student follow-up. Listed below are examples of reintegration meetings that may occur in order to provide on campus support.

Type of Reintegration Meeting	Need	Member Roles
Students returning from suspension	Provides an opportunity to repair the harm and provide supports. 5+ days the student needs a support plan (BIP/ Internal plan for structured check-ins)	Coordinator schedules a meeting prior to the student’s return to class.
Students returning from pre-expulsion/expulsion	Provides an opportunity to repair the harm and provide supports Support Plan (BIP/Internal plan for structured check ins) is created with the team.	*District Parent Admin Student Reintegration team (CCC/ CC Specialist and/or counselor)

Reintegration Process

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



Chapter Two: Reintegration Meeting Preparation

Establishing Reintegration Roles

Integration/Reintegration roles and responsibilities are a vital part of the success of integration/reintegration meetings and should be assigned accordingly.

Role	Person Responsible	Responsibilities
Reintegration Coordinator	Discipline Clerk or designated personnel	<ul style="list-style-type: none"> • Schedules meetings • Informs facilitator, parents, teachers and students of meeting • Ensures a person facilitates a follow up for each meeting • Documenting/recording in Q • Request translation (if needed) • Stores files/Support Plan
Participants	Principal/AP/Counselor/CC Specialist/CCC	Assigned Facilitator leads the conferencing portion
	Parents/Guardians	Provides support at home through positive reinforcements
	Student	Speaks up for the support needed from school
	Teacher/Support Staff	Person on campus who has the best relationship with the student
	Counselor/CC TOA	Provides Resources on campus
	Community Liaison or translator	Provides Resources off campus and translation if needed
Follow Up Point Person	Selected by team	<ul style="list-style-type: none"> • Follow up with student plan • Ensures student supports are being offered and student is receiving available resources • Conducts student check-ins
Note Taker	Selected by the team	<ul style="list-style-type: none"> • Active listening for triggers (knowledge of Antecedents of Behavior recommended)

FONTANA UNIFIED SCHOOL DISTRICT

		<ul style="list-style-type: none">• Document and distribute student's final plan to all team members
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Chapter Three: Reintegration Meeting

Reintegration Meeting-Suspension/Expulsion

Facilitator

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.

Facilitator Says:

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.
4. 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 child's strengths, 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 need to do to make things right?
 1. How can we support you?
 - f. Do you have any questions?
8. (The group discusses resources and supports): Let's consider the possible resources that are available and choose which would be best to support you and your family.
 - a. Share relevant suggestions for support options for the family to think about.
 1. Share site/district interventions: Check In Check Out, SEL referral, FLIP, site-based interventions
 - b. Allow the family time to discuss and share the resources they plan to utilize. Document selected resources in support plan.

FONTANA UNIFIED SCHOOL DISTRICT

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. Close the meeting
 - a. Again, thank you for your participation.
 - b. Schedule Follow Up Meeting and include who will be facilitating.
 1. This person should have a connection with the student.
 - a. Counselor
 - b. Psychologist
 - c. Teacher or Staff Member on campus
 - d. Climate and Culture TOA
 - e. Climate and Culture Specialist

FOLLOW UP

1. Follow up with student within the first week of meeting.
 - a. Document in Q as an intervention.
 - b. Follow up with student as needed.

Chapter Four: Follow Up

Follow Up

Follow Up Facilitator Says:

1. “Welcome back. I just wanted to check in with you to make sure that our supports are working”.
2. Ask:
 - a. How has this plan helped you?
 - b. What makes you feel most successful?
 - i. What are your biggest challenges and what is holding you back from being successful?
 - c. Are there any other supports that you need?
 - d. Is there anything you would like to change?
3. Thank the student for visiting and speaking with you.
4. Facilitator documents visit in Q as an intervention and includes any modifications added at the follow up meeting to increase success.
5. Schedule another meeting if needed

Student Support Plan Example

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

Student Needs	Student Supports	Frequency	Person Responsible
She cannot control her anger	Anger Management	Wednesday after school once a week	Counselor
She doesn't feel connected to anyone	Check In-Check Out	Weekly	Climate and Culture TOA
She is failing Science	Tutoring	Before or after school as needed	Student Science Teacher

Student Support Plan

Student Name: _____ Grade: _____

Student I.D.: _____ Follow Up Designee: _____

Student Needs	Student Supports	Frequency	Person Responsible

Click here to access the fillable form: [Student Support Plan.docx](#)