



Respect

Relate

Reflect

Restore

Restorative Re-entry Toolkit

To access the most current version of this toolkit, visit cps.edu/re-entry

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Introduction

Whether returning to the same school they left or entering a new school, students who are coming back to school after a serious incident or extended absence may have some difficulty adjusting. During their absence, students may encounter challenging experiences that may not be apparent to teachers. Upon returning to school, students may not know what to expect. They may worry about being behind in their school work, that their classmates or teachers will view them differently, or that ongoing relationship issues with classmates or teachers will resurface. All of these and other stressors can make returning to school difficult, and it is incumbent upon school staff to offer support, minimize the stress, and help students re-enter school successfully.

The development of clear and consistent restorative re-entry protocols can also serve to minimize stress that school staff may experience during a student's transition back to school. Re-entry can be a complex process requiring the consideration of a student's multiple needs and coordination between school staff, community agencies, families, and the student. Depending on their relationship with the student, re-entry may also be an emotionally challenging time for staff and peers.

This toolkit provides guidance and resources for school teams to develop systems, structures, and supports so that throughout the re-entry process, the student, caregiver, school staff, and fellow students feel supported, respected, and safe. The work of re-entry support is focused on meeting the social, emotional, and academic needs of all returning students.

Why Restorative Re-entry?

Effective re-entry supports will be restorative, in that they will focus on building and repairing relationships in order to promote a sense of connectedness between the student, the caregiver, and school. This sense of connectedness will help the student stay motivated to continue in school, despite whatever fears or difficulties they are facing. School connectedness is positively related to students' academic and health outcomes, including increased attendance and graduation, decreased disciplinary issues, and decreased risk for substance use, emotional distress, violent or suicidal behavior, and pregnancy (Blum, 2005).

Students who feel connected to school have a more positive learning and social experience. Connected students enjoy coming to school, believe that school is important, feel that their teachers value them and their education, and believe that school discipline is just. Connected students have friends, a sense of belonging, and the ability to participate in after-school activities. (Blum, 2005).

What types of situations need to be supported with re-entry procedures?

This toolkit provides general guidance for re-entry in all situations in which a student is entering or returning to a school after a serious incident or prolonged absence, and specific guidance for the following types of re-entry:

- **Out of School Suspension (3+ days):** This toolkit may provide resources for the re-entry of any student who has been suspended, but schools required by state law to develop a reintegration plan for students who have been suspended out of school for 3 or more days.
- **Hospitalization:** Students who have been admitted to inpatient hospital services for physical or psychiatric treatment.
- **Nancy B. Jefferson Enrollment:** Students with extended detention at the Cook County Juvenile Temporary Detention Center are withdrawn from their school and enrolled at Nancy B. Jefferson school during their stay.
- **Safety Transfer:** A student may be transferred to another CPS school if the student and/or other students' safety or well-being are jeopardized by remaining at the home school. See the Chicago Public Schools Policy Manual section 702.1, [Enrollment and Transfer of Students in Chicago Public Schools](#), for more information.
- **Emergency Placement:** Students who commit Groups 5 or 6 misconducts may be assigned to an interim alternative education setting on an emergency basis while a request for an expulsion hearing is pending. See the [Student Code of Conduct](#) for more information.
- **Expulsion:** Expulsion is the removal of a student from school for 11 or more consecutive days, up to a maximum of two calendar years. See the [Student Code of Conduct](#) for more information.
- **Homebound:** CPS's [Home and Hospital Instruction Program \(HHIP\)](#) provides access to continuous instruction by a certified teacher to all students whose academic programs are interrupted for 10 or more consecutive or intermittent school days due to a medical or psychiatric condition.

- **SOAR program:** SOAR re-engages out-of-school and chronically truant youth between the ages of 14-21. SOAR is a bridge program that conducts outreach to find out-of-school youth and prepare the youth for successful re-entry into school after exiting the SOAR program.
- **Refugee:** [A refugee](#), according to the 1951 Geneva Convention, is someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion.
- **Students in Temporary Living Situations (STLS):** Students may transfer schools when they are experiencing [homelessness](#).
- **Department of Child and Family Services (DCFS) Transfer:** Students may transfer schools when they are under the care of Department of Child and Family Services.

How do I use this toolkit?

This toolkit is designed to provide detailed information on best practices for schools at every step of the re-entry process, from proactively developing the systems and structures to support re-entry to the specific considerations schools will need to make when following up with students after their initial return to school.

We hope you will use this toolkit in your initial planning process and then as a checklist and reference as you revise and implement procedures with re-entering students.

To learn more about opportunities for training and consultation on re-entry supports, contact your [Network SEL Specialist](#) or the Office of Social Emotional Learning (osel@cps.edu; 773-553-1830).

Student Enrollment Policies

Per CPS policy, students who are withdrawn from their school due to a mandatory placement (e.g. due to enrollment at Nancy B. Jefferson, expulsion, or emergency placement), have the right to return to their school of origin when their period of removal has ended, though they may also choose to enroll in their current zoned school if it is different than the school of origin.

More information on enrollment policies may be found in the Chicago Public Schools Policy Manual section 702.1, [Enrollment and Transfer of Students in Chicago Public Schools](#) and the accompanying [Policy Guidance document](#). Further questions about policy may be directed to Brendan Perry, Policy & Procedure Specialist, at 773-553-1216.

References

Blum, R. W. (2005). A case for school connectedness. *Educational Leadership*, 62(7), 16-20.

Structures to Support Re-entry

RE-ENTRY PROCESS ROLES AND RESPONSIBILITIES

The designation of assigned roles and responsibilities supports schools in creating an organized, consistent re-entry process. In this section, we describe the various roles that staff may play in re-entry and recommend the type of staff who may be best suited to the role. Utilize the template on the next page to assign the staff who will support re-entry in your school to each role.

Role	Responsibilities	Suggested Staff
Re-entry Liaison	A Re-entry Liaison will be designated to coordinate the steps for each type of re-entry, including actions to be taken when the student leaves the school, preparing for and supporting the student's return, and following up on plans and agreements put in place. In order to build an ongoing relationship with the student and caregiver, the Re-entry Liaison will also act as the Day of Re-entry Facilitator and, if relevant, Circle Keeper, whenever possible.	• Hospitalization - Counselor, Social Worker • Out of School Suspensions (3+ days), Expulsion, Emergency Placement, Safety Transfers - Dean, Administrator • Homebound - Homebound Coordinator • Drop Out/SOAR - Dean, Administrator • Nancy B. Jefferson (Juvenile Detention) - Counselor, Dean, Administrator • Refugee, Students in Temporary Living Situations (STLS) Transfer - STLS Liaison • DCFS Transfer - Counselor, Social Worker in coordination with STLS Liaison
Academic Support Coordinator	Responsible for collecting student work and making it available for family or friends to pick up/drop off during the student's absence.	Attendance Coordinator, Clerk, Student Support Interventionist/Advocate
Day of Re-entry Facilitator	Meets with the student to welcome him or her back to school and conduct the re-entry conversation. Assists with re-integrating the student into the classroom and introduces the student to staff as needed.	See suggested staff for Re-entry Liaison above
Trained Circle Keepers	Appropriate restorative processes will be identified prior to or during the Re-entry Conversation. Circle Keepers will then be responsible for planning and facilitating circles and following up on agreements made.	Dean, Administrator, Counselor, Student Support Interventionist/Advocate
Additional Student Supports Staff	Responsible for supporting the re-entry team in welcoming the student back and ensuring the student and caregiver have access to needed resources.	Principal, Assistant Principal, Case Manager, Programmer, Social Worker, Attendance Coordinator, Security, Counselor(s), Dean, Teachers on student's schedule, Community Partners who work with the student

RE-ENTRY PROCESS ROLES AND RESPONSIBILITIES (Template)

List the names and roles of the staff members who will be responsible for fulfilling each of the roles below.

Type of Re-entry	Re-entry Liaison
Hospitalization	
Out of School Suspensions (3+ days)	
Homebound	
Expulsion/Emergency Placement/Safety Transfers	
Drop Out/SOAR/Extended Absence	
Detention	
Refugee	
Students in Temporary Living Situations (STLS) Transfer	
DCFS Transfer	

Day of Re-entry Facilitators If unavailable on the student's return date, the Re-entry Liaison selects one of the following staff based on availability and relationship with the student: (Select One)	Trained Circle Keepers The following staff have been trained and are available to facilitate these restorative practices: Peace Circles Circles of Support Restorative Conversations
Academic Support Coordinator(s) The following staff are responsible for collecting students' classwork during an absence and making the work available for pick up by a friend or family member:	Additional Student Supports Staff The Re-entry Liaison sends emails to the following staff with notifications and reminders according to the relevant re-entry steps:

GENERAL RE-ENTRY SUPPORTS

Schools supporting a student's re-entry will benefit from having established clear systems and protocols before the student ever leaves the building. The list of supports below is not required for all schools to establish, but all have been identified as contributing to the development of a consistent and welcoming restorative re-entry process.

Behavioral Health Team: An MTSS school-based team comprised of (but not limited to) administrators, social workers, school psychologists, school counselors, special educators, general educators, and community mental health providers (if available). The focus of the team is to address the needs of students identified as needing Tier 2 and/or Tier 3 social, emotional and/or behavioral supports. OSEL provides initial training and an on-going PLC for schools interested in developing Behavioral Health Teams (BHT) to coordinate Tier 2-3 SEL supports.

Checklist of documents needed for the day of the student's return: Use a checklist to ensure that all necessary documents are prepared for the day of the student's return. See [Sample Checklist](#).

Check-ins: Determine the frequency, time, and location for checking in with returning students to develop relationships, identify needed supports, and ensure that re-entry plans are being followed. Ideally, a staff member who has a positive relationship with the returning student should either be the check-in person or be present for the check-in meeting. A recommended cadence for check-ins includes checking in the day of the student's re-entry, the following day, and then at minimum weekly for the first month. Integrate documentation of check-ins into existing tracking system (e.g., MTSS Intervention Logging Tool), and create decision rules for gradually decreasing and phasing out the frequency of check-ins.

For students whose re-entry plan includes goals for improving behavior, consider using [Check-In/Check-Out](#), a highly-effective evidence-based Tier 2 intervention for persistent low-level misbehaviors across multiple settings. Training is offered by the district through OSEL.

Confidentiality: Share only information with school staff and teachers that is imperative to the student's functioning in school. If the staff needs information in order to support the student effectively in the classroom, it should be shared, while the rest of the student's information should be kept confidential.

Example 1: The details around a suicide attempt, including any medications the student is taking, are not necessary to share with staff; however, a student's safety plan and plan for coping when feeling stressed are examples of important information of which the school staff and teachers should be aware.

Example 2: If a student is returning from the Juvenile Detention Center, details about their arrest are not necessary to share; however, a teacher may need a consent for release of information signed to communicate directly with a probation officer regarding the student's compliance with school attendance.

Flagging students at school entrance: If students swipe in with their school IDs, you can use Verify to flag a returning student at the school entrance on the day of their return. If the student is returning with a caregiver or if your school does not use a swipe-in system, staff at the security desk can be asked to call the re-entry facilitator upon the student's arrival to meet at the entrance or in a designated neutral space.

MTSS Referrals: Utilize your school's existing MTSS processes to determine if the returning student is in need of Tier 2/Tier 3 academic and/or social emotional interventions, and if so, identify the appropriate interventions to put in place. MTSS Referrals may be routed to Behavioral Health Teams.

Peer Orientation: Identify and train student leaders who will welcome new students on their first day (or several days) back. These student leaders can orient new students to the layout of the school building, routines, expectations, opportunities for extracurriculars, eat lunch together, and introduce them to key staff and other students with shared interests. If the new student is an English learner, try to ensure the peer orientation leader speaks the same language as the new student.

Re-entry Process Tracker: Use a tracking system for each returning student to ensure necessary steps are taken and to document the supports and interventions provided. A sample tracking spreadsheet is available here: [Re-Entry Sample Tracker](#). This tracking system may be embedded into an existing system used by a Behavioral Health Team (BHT).

Requesting Related Service Providers (e.g., social workers, psychologists, nurses, or physical therapists) to attend Re-entry Conversations or Circles: Students' return dates may not coincide with Related Service Providers' (RSPs) scheduled dates to be at the school, but the RSP's presence may be needed. Principals can request RSP redeployment to attend Re-entry Conversations or Circles of Support by contacting the RSPs direct supervisor (coordinator or manager). See [List of RSP Managers and Coordinators](#) for each network.

Schoolwork collection: For students who are suspended, hospitalized, homebound, or in any other situation in which they will need to complete missed assignments, create a system for collecting schoolwork and making it readily available for family or friends to pick up. See [Sample Schoolwork Collection Form](#).

Sharing re-entry plan and/or circle agreements with relevant staff: Develop a protocol for sharing relevant portions of the re-entry plan and/or circle agreements with relevant staff and following up on implementation, while respecting the student's confidentiality (see "[Confidentiality](#)" above).

Updating caregiver contact information: Develop a process for school staff to flag non-working numbers and share working numbers with the school staff member designated to update student contact information in the student information system. Suggested processes include the use of a Google Form or Student Logger.

RESTORATIVE PRACTICES TO SUPPORT RE-ENTRY

Restorative Practices serve a key role in supporting a student's successful re-entry by ensuring that the student and their caregiver are able to build relationships with supportive members of the school community, develop support plans, and, as necessary, repair relationships that were harmed prior to the student leaving.

Prior to or during the student's re-entry conversation, the school will share the menu of available restorative practices with the student and their caregiver and will determine collaboratively which practice(s) will best serve the student's needs.

A trained Circle Keeper will then work with the student to identify participants, prepare for, schedule, facilitate, and follow up on agreements made during the restorative practice(s).

Possible restorative practices include:

Circle of Support - This circle provides a space for re-entering students to reconnect to school as they are surrounded by welcoming staff, community partners, and/or peers who commit to providing the student and caregiver with the supports the student may need to be successful in school.

Peace Circle - If a conflict or harm between the re-entering student and a member(s) of the school community remains unresolved, a peace circle will guide reflection on the actions that led up to the conflict or harm, identification of the impact that participants' actions had on others, and the development of a plan to make amends.

Restorative Conversation - This structured conversation can help students, caregivers, and staff process concerns they may have about the re-entry process by guiding them through a reflection on their thoughts and feelings, the impact of their actions and the actions of others, and the resulting needs and obligations. Restorative conversations are appropriate to support anyone who has caused harm or who has experienced harm.

Steps for Re-entry

STEPS FOR RETURN FROM HOSPITALIZATION

Communication of Absence

- ❑ Obtain and document consent for release of information from hospital ([Parent Authorization to Release Medical Records](#) and [CPS Parent Consent and Release](#)).
- ❑ Complete relevant documentation (i.e., Verify entry).
- ❑ Inform relevant staff, agencies, and/or providers of student's absence ([sample letter](#)).

As needed:

- ❑ Call CPS Hotlines for information and support:
 - ❑ Psychiatric: Call Crisis Hotline (773-553-1792) to document and, if needed, request additional support
 - ❑ Call CPS Medicaid Hotline (773-553-KIDS) for support with insurance enrollment or to identify available supports for students with no insurance

Creating a Plan for the Student's Return

- ❑ Meet with or call student and caregiver to inform them of and gain support for the re-entry process, create [re-entry plan](#) (as needed), and (re)build relationships ([sample script](#)).
- ❑ **Academic Support Coordinator** collects school work and makes it accessible to family or friends for pick up ([sample schoolwork collection form](#)).
- ❑ While respecting confidentiality, a **circle keeper** will provide restorative practices or counseling support to students, families, or staff affected by the student's absence and/or surrounding incidents.
- ❑ Confirm date of student's discharge and return to school from hospital. Schedule re-entry conversation with student, caregiver, and other relevant support people for first day back. Reserve a neutral space for the meeting. If student or caregiver prefers, identify a translator. As needed, [request Related Service Provider presence](#) on date of return.
- ❑ Gather information from the hospital, including recommended accommodations and modifications, significant events that occurred while student was hospitalized, triggers to watch out for and strategies for de-escalation if student is triggered, and contact information to follow up with the hospital as needed.
- ❑ Consult with relevant Related Service Providers (ie., social worker, psychologist, nurse, and/or physical therapist) to plan services, accommodations, and modifications, including updates to or development of an IEP/504 plan, if relevant.
- ❑ Gather pertinent documents to plan student supports ([sample checklist](#)).

As needed:

- ❑ If the Re-entry Liaison is unavailable on the scheduled date of re-entry, designate a **Day of Re-entry Facilitator** and share all relevant information.
- ❑ Draft a Safety Plan ([Crisis Manual](#) Safety Plan Template, pg. 102).
- ❑ If applicable, identify **staff to administer student's medication**. Communicate with the hospital to learn about dosage and how to look for and respond to possible side effects.
- ❑ Contact the Crisis Team for support (773-553-1792).

Communication of Return

- ❑ Inform **Additional Student Supports** (see [Re-entry Process Roles and Responsibilities](#)) of student's return and provide guidance on how staff and students can welcome the student back ([sample letter](#)).
- ❑ Decide how the student will be [flagged](#) at the school entrance and how Liaison or **Day of Re-entry Facilitator** will be alerted of student's arrival.
- ❑ Obtain student and caregiver's permission about what can be discussed with the student's classmates. It may be helpful to discuss how classmates can be supportive to the returning student.

Welcoming the Student Back

- ❑ Greet student and caregiver at school entrance and escort to designated re-entry meeting place according to [protocol for flagging students](#).
- ❑ Conduct the [Re-entry Conversation](#). With hospital representative, student, and caregiver, learn about student's discharge plan and create the Hospital to School Transition Plan ([Crisis Manual, p. 120](#)).
- ❑ Check in with student throughout the day or at the end of the day.
- ❑ Share relevant parts of re-entry plans with relevant staff and, if student agrees to a restorative process, designate a **Circle Keeper**.

As needed:

- ❑ Provide building orientation to new students (use [Peer Orientation](#) when possible).
- ❑ Create student schedule using IEP, transcript, and progress report from any academic programs attended during hospitalization to maximize continuity and credit.
- ❑ If student's absence is related to a Group 4-6 SCC infraction and student has not already participated, offer caregivers to enroll their child in the SMART program.
- ❑ If the student's primary language is one other than English, introduce them to staff and fellow student(s) who speak the student's language for translation and/or social support. Refer to OLCE for guidance if this is not possible.

Following Up

- ❑ [Refer student](#) to MTSS for monitoring of re-entry plan and needed Tier 2 or 3 interventions.
- ❑ Continue regularly scheduled [check-ins](#) with student and caregiver.
- ❑ Follow up with staff regarding follow-through on re-entry plan roles/supports.
- ❑ Share previous transcripts, grades, and [guidance for entering grades](#) with teachers.
- ❑ Document student progress on tracker; review at regular intervals.
- ❑ Support student and caregiver in keeping up with appointments and, if applicable, medications. Provide reminders and share resources to remove barriers to student receiving needed supports.
- ❑ **Circle Keeper** prepares for and holds agreed upon circle processes and follows up on agreements.

STEPS FOR RETURN FROM NANCY B. JEFFERSON (NBJ) ENROLLMENT

Communication of Absence

- ❑ Confirm in student information system that NBJ has withdrawn student from home school (home schools do NOT withdraw students when student goes to juvenile detention; NBJ withdraws from previous school membership as part of enrollment).
- ❑ Inform relevant **staff**, agencies, and/or providers of student's absence ([sample letter](#)).
- ❑ **Principal/designee** will respond to Juvenile Justice (JJ) team's request for input on student relevant to placement recommendation and any information that should be communicated to student.

As needed:

- ❑ Provide NBJ with student transcript, schedule, and progress reports within 24 hours of request (applicable to schools that do not use CPS's student information system as the system of record).

Creating a Plan for the Student's Return

Prior to court date:

- ❑ Meet with or call caregiver to inform them of and gain support for the re-entry process, create [re-entry plan](#) as needed, (re)build relationships ([sample script](#)). Provide potential dates/times for re-entry conversation in case of release.
- ❑ While respecting confidentiality, provide **restorative practices** or **counseling** support to students, families, or staff affected by the student's absence or surrounding incidents.
- ❑ **Principal** will communicate information from CPS Juvenile Justice team about student placement recommendation and court date to Liaison.

After court date:

- ❑ Receive confirmation of student release from JJ team. Confirm date and time of student return.
- ❑ Schedule re-entry conversation with student, caregiver, and other relevant support people (including Juvenile Justice team member and/or Probation Officer) for first day back. If student or caregiver prefers, identify a translator. Reserve a neutral space for the meeting.
- ❑ Gather pertinent documents to plan student supports: prior transcript, IEP/504, prior class schedule, relevant health information, and other student needs.

As needed:

- ❑ If the Re-entry Liaison is unavailable on the scheduled date of re-entry, designate a **Day of Re-entry Facilitator** and share all relevant information.
- ❑ Draft a Safety Plan ([Crisis Manual](#) Safety Plan Template, pg. 102).

Communication of Return

- ❑ **Principal** forwards release notification and progress report (sent by NBJ to principal) to Liaison.
- ❑ Inform **Additional Student Supports** (see [Re-entry Process Roles and Responsibilities](#)) of student's return and provide guidance on how staff and students can welcome the student back ([sample letter](#)).
- ❑ Decide how the student will be [flagged](#) at the school entrance and how Liaison or **Day of Re-entry Facilitator** will be alerted of student's arrival.

Welcoming the Student Back

- ❑ Greet student and caregiver at school entrance and escort them to designated re-entry meeting place according to [protocol for flagging students](#).
- ❑ Conduct the [Re-entry Conversation](#).
- ❑ Create student schedule using IEP, transcript, and NBJ progress report from any academic programs attended during absence to maximize continuity and credit.
- ❑ Check in with student throughout the day or at the end of the day.
- ❑ Share relevant parts of re-entry plans with relevant staff and, if student agrees to a restorative process, designate a **Circle Keeper**.

As needed:

- ❑ Provide building orientation to new students (use [Peer Orientation](#) when possible).
- ❑ If student's absence is related to a Group 4-6 SCC infraction and student has not already participated, offer caregivers to enroll their child in the SMART program.
- ❑ If the student's primary language is one other than English, introduce them to staff and fellow student(s) who speak the student's language for translation and/or social support. Refer to OLCE for guidance if this is not possible.

Following Up

- ❑ [Refer student](#) to MTSS for monitoring of re-entry plan and needed Tier 2 or 3 interventions.
- ❑ Continue regularly scheduled [check-ins](#) with student and caregiver.
- ❑ Follow up with staff regarding follow-through on re-entry plan roles/supports.
- ❑ Provide teachers with NBJ progress report grades from equivalent classes, and encourage teachers to use in their own grading (weighted by instructional hours received at NBJ). Share any other previous transcripts, grades, and [guidance for entering grades](#) to support.
- ❑ Document student progress on tracker; review at regular intervals.
- ❑ Communicate with Juvenile Justice Specialist and/or Probation Officer regarding regular monitoring, probation/court information, and available resources.
- ❑ **Circle Keeper** prepares for and holds agreed upon circle processes, follows up on agreements.

As needed:

- ❑ Pursue credit recovery options for classes with no NBJ equivalent

STEPS FOR RETURN FROM OUT-OF-SCHOOL SUSPENSION (3+ DAYS)

Communication of Absence
❑ Confirm with caregiver that a responsible adult is available to supervise the student during suspension. ❑ Complete relevant documentation (e.g., Verify entry). ❑ Initiate a reintegration plan with student and caregiver input to ensure student will receive academic work and relevant social emotional supports during suspension, identify mentor, and schedule re-entry conversation (reintegration plan template). Upload reintegration plan to student information system. ❑ Inform relevant staff, agencies, and/or providers of student's absence (sample letter).
Creating a Plan for the Student's Return
❑ Meet with or call student and caregiver to inform them of and gain support for the re-entry process and (re)build relationships (sample script). ❑ Academic Support Coordinator collects school work and makes it readily accessible to family or friends for pick up (sample schoolwork collection form). ❑ While respecting confidentiality, provide restorative practices or counseling support to students, families, or staff affected by the student's absence or surrounding incidents. ❑ Schedule re-entry conversation with student, caregiver, and other relevant support people for first day back. If student or caregiver prefers, identify a translator. Reserve a neutral space for the meeting. ❑ Continue to develop reintegration and support plan based on root causes of student behavior leading to suspension. Integrate input from relevant stakeholders (ie., student, caregiver, school staff, RSPs, Network SEL Specialist, District Representative, Special Education Administrator, outside agencies) to complete relevant documents (ie., IEP, Tier III Behavior Support Plan). As needed: ❑ If the mentor (Re-entry Liaison) is unavailable on the scheduled date of re-entry, designate a Day of Re-entry Facilitator and share all relevant information. ❑ Draft a Safety Plan (Crisis Manual Safety Plan Template, pg. 102).
Communication of Return
❑ Inform Additional Student Supports (see Re-entry Process Roles and Responsibilities) of student's return and provide guidance on how staff and students can welcome the student back (sample letter). ❑ Decide how the student will be flagged at the school entrance and how mentor (Liaison) or Day of Re-entry Facilitator will be alerted of student's arrival.
Welcoming the Student Back
❑ Greet student and caregiver at school entrance and escort to designated re-entry meeting place according to protocol for flagging students. ❑ Conduct the Re-entry Conversation. Make appropriate edits to re-integration plan document and upload to student information system. ❑ Check in with student throughout the day or at the end of the day. ❑ Share re-entry plans with relevant staff and, if student agrees to a restorative process, designate a Circle Keeper.

As needed:

- ❑ If the student's primary language is one other than English, introduce them to staff and fellow student(s) who speak the student's language for translation and/or social support. Refer to OLCE for guidance if this is not possible.
- ❑ If student's absence is related to a Group 4-6 SCC infraction and student has not already participated, offer caregivers to enroll their child in the SMART program.

Following Up

- ❑ [Refer student](#) to MTSS for monitoring of re-entry plan and needed Tier 2 or 3 interventions.
- ❑ Continue regularly scheduled [check-ins](#) with student and caregiver.
- ❑ Follow up with staff regarding follow-through on re-entry plan roles/supports.
- ❑ Share previous transcripts, grades, and [guidance for entering grades](#) with teachers.
- ❑ Document student progress on tracker; review at regular intervals.
- ❑ **Circle Keeper** prepares for and holds agreed upon circle processes and follows up on agreements.

STEPS FOR ALL OTHER RE-ENTRY TYPES

Communication of Absence

- ❑ Complete relevant documentation (ie., Verify entry, consent for release of information).
- ❑ Inform relevant staff, agencies, and/or providers of student's absence ([sample letter](#)).

As needed:

- ❑ Prepare bilingual folder for receiving school.
- ❑ **DCFS Transfer** - Coordinate with DCFS caseworker.
- ❑ **STLS or DCFS Transfer** - Ensure that caregivers or unaccompanied youth understand they have the right to remain enrolled in your school even if they move out of the attendance area. In most cases it is in the best interest of the student to remain enrolled in the same school even if their living situation changes. STLS Liaison will assist in providing transportation if the student and their caregiver would like them to stay at the school of origin but have moved out of the area or transportation becomes a barrier to enrollment.
- ❑ **Drop Out** - Contact a Student Outreach and Re-engagement Center (SOAR) if a student is about to drop out or has dropped out.

Creating a Plan for the Student's Return

- ❑ Meet with or call student and caregiver to inform them of and gain support for the re-entry process, draft [re-entry plan](#) as needed, and (re)build relationships ([sample script](#)).
- ❑ While respecting confidentiality, provide **restorative practices** or **counseling** support to students, families, or staff affected by the student's absence or surrounding incidents.
- ❑ Schedule re-entry conversation with student, caregiver, and other relevant support people (ie., SOAR representative) for first day back. If student or caregiver prefers, identify a translator. Reserve a neutral space for the meeting.
- ❑ Gather pertinent documents to plan student supports: prior transcript, IEP/504, prior class schedule, relevant health information, and other student needs.

As needed:

- ❑ If student is still enrolled, **Academic Support Coordinator** regularly collects school work and make it accessible to family or friends for pick up ([sample schoolwork collection form](#)).
- ❑ If the Re-entry Liaison is unavailable on the scheduled date of re-entry, designate a **Day of Re-entry Facilitator** and share all relevant information.
- ❑ Draft a Safety Plan ([Crisis Manual](#) Safety Plan Template, pg. 102).
- ❑ **Camelot-SAFE** - Relevant staff (ie. Principal, Case Manager) attend the transition meeting, where Camelot - SAFE will share interventions, academic progress, and IEP updates.
- ❑ **Refugee** - Schedule orientation with Office of Language and Cultural Education (OLCE) (kmgirma@cps.edu).

Communication of Return

- ❑ Inform **Additional Student Supports** (see [Re-entry Process Roles and Responsibilities](#)) of student's return and provide guidance on how staff and students can welcome the student back ([sample letter](#)).
- ❑ Decide how the student will be [flagged](#) at the school entrance and how Liaison or **Day of Re-entry Facilitator** will be alerted of student's arrival.

As needed:

- ❑ **Homebound** - Obtain student and caregiver's permission about what can be discussed with the student's classmates. It may be helpful to discuss how classmates can be supportive to the returning student.

Welcoming the Student Back**Re-entry Liaison or Designated Day of Re-entry Facilitator will:**

- ❑ Greet student and caregiver at school entrance and escort to designated re-entry meeting place according to [protocol for flagging students](#).
- ❑ Conduct the [Re-entry Conversation](#).
- ❑ Check in with student throughout the day or at the end of the day.
- ❑ Share relevant parts of re-entry plans with relevant staff and, if student agrees to a restorative process, designate a **Circle Keeper**.

As needed:

- ❑ Create student schedule using IEP, transcript, and progress report from any academic programs attended prior to re-entry to maximize continuity and credit, including credit recovery options.
- ❑ Provide building orientation to new students (use [Peer Orientation](#) when possible).
- ❑ If student's absence is related to a Group 4-6 SCC infraction and student has not already participated, offer caregivers to enroll their child in the SMART program.
- ❑ If the student's primary language is one other than English, introduce them to staff and fellow student(s) who speak the student's language for translation and/or social support. Refer to [OLCE](#) for guidance if this is not possible.
- ❑ **Homebound** - Contact caregiver if student does not return to school after their homebound eligibility end date. If an extension of homebound instruction is required, then offer caregiver a copy of the district's [medical](#) or [psychiatric](#) referral form to request an extension of support.
- ❑ **DCFS, STLS Transfer or Refugee** - Enroll students regardless of whether they have physical records or proof of residency or guardianship.
- ❑ **DCFS, STLS Transfer or Refugee** - Work with caregiver or unaccompanied youth to complete the STLS enrollment form and enter the student status into IMPACT. Provide students with standard STLS supports (e.g, uniforms, school supplies, fee waivers).

Following Up

- ❑ [Refer student](#) to MTSS for monitoring of re-entry plan and needed Tier 2 or 3 interventions.
- ❑ Continue regularly scheduled [check-ins](#) with student and caregiver.
- ❑ Follow up with staff regarding follow-through on re-entry plan roles/supports.
- ❑ Share previous transcripts, grades, and [guidance for entering grades](#) with teachers.
- ❑ Document student progress on tracker; review at regular intervals.
- ❑ **Circle Keeper** prepares for and holds agreed upon circle processes and follows up on agreements.

As needed:

- ❑ **SOAR** - Coordinate with SOAR Student Engagement Specialist, who will monitor student's enrollment and attendance and meet with student on a bi-weekly basis until stable enrollment for 45 days is reached. Communicate with SOAR Student Engagement Specialist regarding any barriers to continued enrollment.

Tools and Resources

RE-ENTRY CONVERSATION PROTOCOL

Facilitating a re-entry conversation

The re-entry conversation will take place on the day of the student's return to welcome the student back to school, build relationships, review the student's current circumstances, and ensure that the school has a plan in place to support the student's successful re-entry. If the student's Re-entry Liaison is unavailable to facilitate the conversation, a Day of Re-entry Facilitator should be designated.

Preparation

Ensure that preparations are completed according to [Steps for Re-entry](#) for the student's re-entry type.

Using this protocol

Prior to meeting with the student and caregiver, review the questions below to determine which ones are most relevant to the student and their type of re-entry. Upon reviewing the Steps for Re-entry, please feel free to develop other questions that may be appropriate to your school or situation.

During the conversation, utilize the appropriate [re-entry plan](#) to document information and identified next steps.

Process:

1. Participants get acquainted and build relationships.
2. Facilitator guides the conversation through a series of topics related to re-entry. Based on the student's particular needs, additional staff may be engaged during some topics.
3. Facilitator reviews the decisions made during the conversation as recorded in the re-entry plan, highlighting next steps or action items. All parties sign the re-entry plan and the meeting is closed.
4. Facilitator sends a high-level recap of the re-entry conversation to the **Additional Student Supports Staff**. This recap should respect [confidentiality guidelines](#).

Conversation Topics and Suggested Questions

Step 1. Getting acquainted and build relationships

- *We are happy to have you back in school today.*
- *Let's start by introducing ourselves. Please introduce yourself, your role or relationship to (student), and a word to describe how you are feeling today.*
- *The purpose of our meeting today is to welcome you back to school, talk through your thoughts and feelings about returning to school, and make sure we have a plan to support you over the next few days and weeks. How does that sound to you?*
- *Let's agree on how we will work together during today's meeting. I'd like to propose a few shared agreements.*
 - *Only one person speaks at a time*
 - *What is said remains confidential, unless what is said reveals risk of harm to self or others*
 - *Be present by limiting distractions, including technology*
 - *Speak from your own perspective and experience*
 - *While it is important to hear about any outstanding conflicts so we can make a plan to address them, this meeting is not to resolve any outstanding conflicts.*
- *Do these agreements work for everyone? Are there any agreements you would like to add?*

Possible questions for all participants to answer:

- *What's something you like to do to relax?*
- *What is something you like about school?*
- *If you could lead a club or team at school, what would it be?*
- *Who among your family or friends are you closest to? Why?*

Possible questions for the student:

- *What would you like people to call you?*
- *What kind of job would you like to have? How do you think school can help you do that?*
- *What has your year been like so far? What classes have you liked?*

Student's Feelings about Having Been out of School and Returning

- *How did you feel when you realized you were going to be missing school?*
- *What was it like for you while you were not in school?*
- *How are you feeling about coming back to school?*

Acknowledge the student's feelings (positive or negative) as normal and remind them that you are glad they are back.

Current Living Arrangements & Family Supports:

- *Who are you currently living with? Is this the same as your living situation prior to you leaving school?*
- *Who in your family do you have a close relationship with?*
- *Do you have any siblings who attend this school? If yes, how would you describe your relationship with each sibling?*

Facilitator asks the caregiver to add details and/or clarifications, as needed. Determine if student qualifies as a Student in Temporary Living Situation (STLS) and, if so, refer to STLS Liaison.

Review of Documentation/Mandates/Supports from Outside Agencies

- *(If the student was hospitalized or in juvenile detention) What were the next steps provided to you by the hospital/judge regarding school?*
- *Is there anything the school needs to know to support your...(treatment plan/probation/etc.)?*
- *Are there any upcoming appointments or dates that you may need to miss school for? Is there anything that might get in the way of you being able to keep your appointments?*
- *Are there any medications the school will need to administer?*

As needed, Facilitator engages the school nurse to develop a medication plan.

Review of Past & Current Academic Schedule:

- *(If applicable) Tell us about the courses you were taking before coming (back) to this school.*
- *In the past, which classes have you been most successful in? Which classes have been most difficult for you?*

If (re)enrolling student: Facilitator engages Counselor and/or Case Manager (as applicable) in determining what the student's schedule will be and [what credits](#) the student can earn at the end of the semester.

- *Based on the schedule you will now have, which classes/teachers do you look forward to having? Which ones are of concern for you and why?*
- *How can we plan for your success in the classes you have concerns about?*
- *What do teachers need to know about you to support your success?*

Review of Individualized Education Plan (IEP) or 504:

- *Do you have an IEP/504?*
- *What supports did you find helpful from your IEP/504?*
- *Do you think you will need any changes to your IEP/504?*

If the student has an IEP or 504, the Case Manager should schedule a review of the student's current IEP/504 and determine when the student's next annual review will be held and what may be needed from the student, caregiver, or other participants. If the student's annual review took place while the student was at another school, the Case Manager should review and discuss what revisions, if any, may be necessary upon re-entry to the receiving school. A special evaluation may be necessary to reopen the IEP/504 and make changes to reflect the student's needs upon returning.

Attendance:

- *How would you describe your school attendance?*
- *When you have missed school or classes, what, generally, was the reason?*
- *What might get in the way of you being in school on time every day?*
- *How do you plan to get to school each day?*

As needed, facilitator engages Attendance Coordinator to add details, clarifications, review attendance expectations, and determine whether the student is eligible to receive bus cards.

Behavior:

- *How would you describe your behavior in class?*
- *How would you describe your behavior outside of class?*
- *What improvements, if any, would you like to make in your behavior?*
- *Are there any conflicts or issues you still have with staff or students that we can help you address?*
- *Are there any concerns you have about your or others' safety?*

As needed, facilitator engages Dean and/or Restorative Practices representative to add details, clarifications, and review behavior expectations. If appropriate, a peace circle or other restorative practice may be planned to resolve ongoing conflicts. If a Safety Plan or MTSS Tier 2-3 Referral is needed, use the appropriate template to create a draft and identify next steps.

Social and Emotional:

- *What are your strategies for when you run into problems or stressful situations?*
- *Who are your go-to people for dealing with stressful situations? Are there any adults at school? How about in your community?*
- *How can we support you right now and in the coming days so you can be successful here?*
- *What else might you need from friends, family, or others to be successful?*

Invitation to Circle of Support

- *Returning to school can be stressful and we want to make sure you have as much support as possible. At our school, we like to hold what's called a "Circle of Support" for students returning to school. In this circle, we bring together a small group of caring people who you will be able to go to for support. We hold the circle so that you can get to know each other, learn about what you need from each other, and you can find out how they can support you. At the end of the circle, we come away with a shared agreement of how adults in the school will support you to be successful. We hope that your caregiver will be able to join us, but if not, we can still hold the circle. I think a circle of support would be helpful to...(describe how the circle will address a concern the student has about returning, a difficulty the student may have, or build connections that may be lacking). Can we organize a Circle of Support for you?*

If the student agrees, facilitator engages Circle Keeper to plan and facilitate a Circle of Support.

Additional Supports:

- Facilitator reviews possible additional supports to connect the student to, such as:
 - Peer Orientation
 - Bilingual supports
 - Behavioral Health Team (BHT) or other Tier 2-3 services
 - Check-In/Check-Out
 - Academic Interventions
 - Structured Mentoring
 - Extracurricular Activities
 - Athletics

Check-in schedule for student and caregiver

- *I'd like to set up a schedule for us to check in with each other today, tomorrow, and over the coming weeks to make sure things are going well. Let's look at your schedule and mine (or, look at the designated check-in person's schedule) to see when would be best...*

Set a regular check-in time and schedule. Checking in daily at first is recommended, and then tapering off as the student settles in at the school. If the student has regular behavioral concerns, consider implementing a formal Check-In/Check-Out intervention.

- *I'd also like to schedule a regular check in with (Caregiver). What is the best way to communicate with you (call, text, email)? What is a good time for me (or designated check-in person) to contact you, and what is a good number to reach you? If you'd like to get in touch with me, you can reach me at (number or email).*

Final Clarifications & Logistics:

- Review student schedule and start date (as applicable)
- Uniform (as applicable)
- Student ID
- Review of bell schedule; school start/end time
- Acquiring bus cards (as applicable)

This Re-entry Conversation protocol was adapted from the Re-entry Meeting Protocol written by Ellen Kennedy, Christine Agaiby, and Daveed Moskowitz.

SAMPLE COMMUNICATIONS USING SUPPORTIVE AND RESTORATIVE LANGUAGE

Communications to Staff

Notifying Staff of Extended Student Absence (Email):

Dear (Staff),

We would like to inform you that (student) will be absent for an extended period of time. While they are absent, instead of marking their grades with 'zeros' or 'incompletes,' please leave them blank.

You will be notified when the student is expected to return to school. If the student chooses to participate in a restorative process upon their return and would like you to attend, you will be notified and sent a formal invitation. If you or any students are in need of any restorative supports related to this student or their absence, please feel free to make that request by contacting (circle keeper/RP coordinator).

If you have any questions, please feel free to reach out to me.

Thank you,

(Staff)

Notifying Staff of Student's Return (Email)

Hello (school) staff,

This email is to inform you that (student) will be returning to school from an extended leave. Their anticipated return date is (Date). Keep in mind that while this is only an anticipated date of return, we, as a school, should be prepared to welcome the student back on or around this date. It is important that staff be aware that (include only information relevant to staff's ability to support the student (see "[Confidentiality](#)").

As a school community we want our school to be a place where every student, staff member, and caregiver feels welcome. With that, please consider how you will first welcome (student) upon their return. Please consider using some encouraging phrases such as:

- "Welcome back!"
- "Hello, it's so good to see you. "
- "Hey, glad you're back. Let's touch base to get you caught up."

Please stay away from using language that further excludes or alienates students, such as:

- "What are you doing here?"
- "Why were you gone? You missed so much!"
- Ignoring the student.

We are consciously and intentionally trying to foster more positive relationships between (student) and adults in the building. We do this in order to encourage positive behavior and increased connectedness to the school during what will likely be a stressful transition period.

In order to welcome (student) back to school on a positive note, we will offer restorative processes. If you would like to show your support for this student in a circle of support or feel the need to repair your relationship in a peace circle or restorative conversation, please reply to this email to let us know.

If you have any questions, please feel free to reach out to me or ([Circle Keeper](#)).

Thank you,

([Staff](#))

Communications to Student

Contact student before their return to school (phone call or visit)

- Let the student know the school is looking forward to welcoming them back.
 - Confirm the student's anticipated date of return to school.
 - Inquire about how they are doing, whether there are any concerns they have about coming back:
 - How are you feeling about coming back?
 - What do you need to be successful and feel supported in your return to school?
 - Explain the re-entry process:
 - Identify their Day of Re-entry Facilitator.
 - Explain what will happen on their first day, including the [re-entry conversation](#).
 - Explain any steps they need to complete immediately and what additional steps they will need to complete in connection to their type of re-entry
 - Explain that they have the option to have a [circle of support](#) as part of their re-entry process, describe the circle process, and encourage them to think about participating.
-

Communications to Caregiver

Contact caregiver about the student's return (phone call or visit)

- Introduce yourself and explain your role within the school and in helping ([student's name](#)) feel welcome and be successful upon their return.
 - Let them know the school is looking forward to welcoming their student back.
 - Confirm student's anticipated date of return to school.
 - Inquire about how they are doing and if there are any concerns they have about their student coming back.
 - Be prepared that this might include a critique of school staff. It's important to simply listen to their concerns. You don't need to agree or disagree with them, simply reflect their feelings and indicate that the re-entry process will be an opportunity to repair the school's relationship with the student and caregiver.
- Explain the re-entry process:
 - Identify the Day of Re-entry Facilitator.
 - Explain what will happen on the student's first day back, including the re-entry conversation.
 - Explain what steps they need to complete immediately and what additional steps they will need to complete in connection to the student's type of re-entry.

GENERAL RE-ENTRY PLAN

- This is a general re-entry plan to be used for students returning to school for various reasons including: safety transfer, STLS/DCFS transfer, detention/incarceration, drop out (non-SOAR), homebound and refugee students.
 - You can find templates for re-entry from suspension, SOAR, and psychiatric hospitalization [here](#).
 - Not every section will be relevant to the student's specific type of re-entry. Please feel free to leave some sections blank.
 - When information is not immediately available, please complete the form to the best of your ability.
 - The re-entry team should follow the steps outlined on pages 11-18 to support the development of this plan.
 - This general re-entry plan may be drafted when the student leaves the school or prior to the student's return and completed at the scheduled Re-entry Conversation with the student, caregiver, and school re-entry team.
-

Sharing the Re-entry Plan

The general re-entry plan or its relevant components may be shared with any adult in the building who plays an active role in the student's education. Anyone receiving a component of this plan agrees that they will not disclose information pertaining to the student's absence or transfer, or the terms of this plan, to any other person. List the names of adults who will be given access to the general re-entry plan here:

Name	Role	Components Shared	Date Shared

Re-entry Conversation Information

School	Date	Time

Conversation Participants	

Student Information

Name	
ID#	
Age	
Gender	
Grade	
Disability	
Caregiver	
Contact Info.	

Protective Factors & Student Strengths

--

Student Concerns about Returning to School

--

Health and Medical Information

Medical Diagnosis, if applicable

--

Name of Medication	Taken at School • YES • NO	Dosage	Times per day	Start Date	Stop Date
1.					
2.					
3.					

Staff responsible for administering medication	Title	Activity Details

Note possible side effects, behavior or social/emotional expectations as a result of medication

Note accommodations that need to be made if student has a physical disability

Note risk factors and warning signs

Additional Outside Services

Is the student connected with an outside agency?	Name of Agency
• YES • NO	
Name of Contact	Contact Number
Document any mandates related to student's involvement with agency (ie., probation)	

Is the student receiving outside counseling services?	Name of Agency:
• YES • NO	

Name of Clinician		Release of Information?	•YES •NO
Number of sessions per month		Contact Number	

Restorative Processes

Circle of Support

Circle Keeper	Date	Time
Potential participants		

Peace Circle

Circle Keeper	Date	Time
List of potential participants		

Restorative Conversation

Circle Keeper	Date	Time

Additional Supports

What language(s) does the student speak?	
Does the school have staff and/or students who speak this language(s)? • YES • NO	Name of Staff/Student
Does the student need a translator? • YES • NO	Does the parent need a translator? • YES • NO
Translator name	Translator contact info

Would this student benefit from a peer mentor?	Name of peer mentor
• YES • NO	

Tier 2-3 Academic or SEL Interventions

Intervention initiated prior to absence/transfer	Progress Monitoring Data	Will intervention continue?
		• YES • NO
		• YES • NO

School Action Plan

Staff Assignments: Staff members should be assigned to provide counseling, to monitor, or check in with the student. Assigned staff members should be made aware of the specific responsibility(ies) including the nature of the activity, frequency, duration, and time.

Names	Titles	Activity Details

Additional Plans: A Safety Plan or a Behavior Plan might be necessary when a student is transitioning back to school. Sample Safety Plans can be found on page 102 of the Crisis Manual.

Safety Plan	• YES • NO • In Process
FBA/BIP (Special Education)	• YES • NO • In Process
Tier III Behavior Support Plans (General Education)	• YES • NO • In Process

Additional Notes/Considerations

Caregiver Action Plan

Scheduled check-ins with the school

Liaison contact information	Caregiver contact information

Initial Frequency	Day of the Week	Time	In Person/Phone Call
Daily Weekly Bi-weekly	M T W Th F		
Date to review frequency			

Caregiver action item list

Action	Date/Time

Community Agency: *The school team should identify community resources to assist caregivers with any needs.*

Name	Phone Number	Address

Additional Notes

Student Action Plan

Scheduled check-ins with the school

Initial Frequency	Day of the Week	Time	In Person/Phone Call
Daily Weekly Bi-weekly	M T W Th F		
Date to review frequency			

Student action item list

Action	Date/Time

Student

Caregiver

Caregiver

School Re-Entry Facilitator, Title

School Administrator, Title

STUDENT GRADING IN RE-ENTRY

How grading can support successful re-entry

Transfer and re-entry after absence/interruption creates a challenge in grading for students and schools alike. There are several possibilities and practices consistent with the CPS-CTU [professional standards and guidelines for grading](#) which schools can enact to support successful student transition and re-entry. Schools and teachers are encouraged to prevent transitions from unnecessarily impeding a student's ability to progress academically.

When a student experiences a transfer mid-grading period, students are often at risk of losing credit for work completed pre- and post-transition. This undermines student motivation and creates the conditions for classroom disengagement or misbehavior. With scheduling, communication, and record transfer, school teams can work with programmers and teachers to develop grading practices that ameliorate some of the disruption of re-entry. When students see their work has value and can produce tangible results in service of promotion and graduation, they are far more likely to re-engage successfully in school.

Re-entry with vs. without change in enrollment

If a student is *withdrawn* from enrollment when they leave school, schools should respond promptly to records requests by providing any needed transcripts, schedules, or current grades, which allows students to be programmed appropriately. Upon re-entry, students should be *scheduled for classes that provide the greatest possible continuity across the transition*.

When students leave *without* being dropped from enrollment, schools are encouraged to NOT enter zeros for missing assignments. Schools are also encouraged to develop a [schoolwork collection procedure](#) so that students can complete missed assignments to be used in final grading.

Using previous work/grades in awarding credit

Students must generally complete 60 hours of instruction to earn a half-credit, but those hours *can* be from multiple schools or settings with appropriate documentation. It is permissible and highly recommended as best practice for teachers to take into account relevant work or grades from a previous school or placement when determining final grades. Schools can facilitate this by providing guidance to teachers in allowable practice, ensuring they receive a student's assignments, homework, or official progress reports upon transfer or re-entry, and forwarding the information to teachers.

Grading for students entering *without* grades

When students are newly added to a classroom roster and they do not enter with grades, teachers are encouraged *not* to enter 0 or MSG for assignments due prior to the student's entry. Rather, if those fields are left blank, Gradebook will simply exclude them from the student's calculated average.

Grading for students entering *with* grades

When students transfer in *with* existing grades, teachers can combine marks from the same (or analogous) class at two different schools into a single, final grade, and use manual override in Gradebook to enter it.¹ Alternately, a teacher can take the "transfer" grade and enter it for all missing assignments prior to the

¹ This practice is sometimes used when entering grades for students with IEPs containing modified grading scales.

student's re-entry. In cases where a student transfers between CPS schools and course codes match, this can be done using Gradebook's "walk-in average" feature.²

The grades from each school can be weighted in accordance with the percentage of instructional time completed there. For example, if a student completes 50% of a class at Nancy B Jefferson with a grade of D, and completes the other 50% of the class at receiving school with a grade of B, the teacher can average them to enter a final grade of C. This can be performed most simply via manual override. Note that completing 4 weeks on a double-period or extended schedule (including the 75 minute class periods used at NBJ) is approximately equivalent to completing 40% of a semester-long course on a traditional, single-period schedule.

Grading for students entering with incompatible grades

If a returning student will *not* be able to earn a grade due to lack of analogous course or sufficient Carnegie hours to earn credit, teachers are encouraged to leave blank or mark incomplete grades rather than giving F's to returning or transferring students. For example, a student who returns from Nancy B Jefferson school (where students have four 75-minute periods and students earn credit each quarter) to a traditional 7-period school can receive blank or incomplete grades at the receiving school for the courses with no NBJ match. Schools can give students additional opportunities to pursue credit recovery for these courses. Schools are encouraged to seek out ways to make time meaningful for students when time or schedule constraints make traditional methods of credit attainment impossible -- including through the use of online learning options. If your school does not currently have online seats, please reach out to CPS' Virtual Learning Program Manager in the Department of Instructional Supports at cpsonlinecourses@cps.edu for more information. CPS provides online seats for district-managed, Title I-eligible schools.

² See page 4 here: <http://impact.cps.edu/downloads/TransferringGradesMid-CycleInGradebook.pdf>

PARENT'S AUTHORIZATION TO RELEASE MEDICAL RECORDS v.7.2015

SCHOOL _____ RE: _____
Last Name First Name

HOME ADDRESS _____ CPS ID# _____

DATE OF BIRTH _____ HOME PHONE # _____

PARENT'S WORK OR CONTACT PHONE NUMBER _____

I, _____ Father/
Mother/ of _____
Guardian Student Name

Hereby authorize _____
AGENCY/HOSPITAL/DOCTOR/CLINIC STREET ADDRESS

City State Zip Code

to release my child's medical records to the Chicago Public Schools. This information is required for the following reason (specify purpose):

This authorization for disclosure is valid until _____, 20____ and, I understand that I may withdraw this authorization at any time. This authorization complies with the Health Insurance Portability and Accountability Act (HIPAA) privacy provisions. I understand that I have the right to inspect the information disclosed.

DATE

SIGNATURE OF CONSENTING PARTY

WITNESS (PERSON IDENTIFYING CONSENTING PARTY)

RELATIONSHIP

DOCUMENTS TO COLLECT IN PREPARATION FOR STUDENT'S RE-ENTRY

Re-entry processes and conferences can better focus on support when necessary documentation is collected or started ahead of time. The following is intended as a checklist to help organize a school's preparation and requests to other institutions or staff. Not all of these documents will be relevant to every student's re-entry.

GRADES/PROGRAMMING

- ☐ Student transcript (Official or Unofficial) - check against enrollment history to determine possible gaps
- ☐ Schedule, grades, or progress report for coursework not yet reflected on transcript
- ☐ Course request constraints for students with IEP/504 Plan or ELL status
- ☐ Graduation plan
- ☐ New student schedule

CONTACT INFORMATION

- ☐ Current student and caregiver address and phone numbers
- ☐ Contact info for other relevant stakeholders (caseworker, mentor, health care provider, probation officer, re-engagement specialist)

SCHOOL INFORMATION

- ☐ Requirements for enrollment (for new student)
- ☐ Student and/or Parent Handbook
- ☐ Student Code of Conduct

BEHAVIORAL SUPPORT DOCUMENTS

- ☐ Check-In/Check-Out form
- ☐ Request for Assistance or Behavioral Health Team (BHT) referral form

PLANS

- ☐ Student IEP/504 Plan
- ☐ Discharge plan from host institution
- ☐ Draft Re-integration Plan (after suspension)
- ☐ Draft Safety Plan, if necessary
- ☐ Draft Transportation Plan, if necessary

ADDITIONAL CONTACTS

Internal CPS Resources

- Crisis Unit
 - Hotline: 773-553-1792
- Emergency Placement
 - Kishasha Ford (kwilliams-ford@cps.edu)
 - Camelot - SAFE School (Kendra Turner - KLTurner3@cps.edu)
- Expulsion
 - Kishasha Ford (kwilliams-ford@cps.edu)
- Home and Hospital Unit (Homebound/Hospitalization for Physical Health)
 - Tora Evans (tevens@cps.edu)
- Medicaid
 - Hotline: 773-553-KIDS
- Nancy B. Jefferson
 - Daveed Moskowitz (djmoskowitz1@cps.edu)
- Office of Social Emotional Learning
 - [Network SEL Specialists](#)
 - Restorative Practices Specialist - Jean Klasovsky (jpklasovsky@cps.edu)
 - Tier 2-3 Specialist - Christina Kolski (clkolski@cps.edu)
- Office of Language and Cultural Engagement
 - olce@cps.edu
- Parent Support Center
 - Hotline: (773) 553-3772
- Refugee Entry
 - Ernesto Matias (ematias@cps.edu)
 - Kongit Girma (kmgirma@cps.edu)
- STLS and DCFS
 - Chevelle Bailey (cjbailey1@cps.edu)
- Student Outreach and Re-engagement (SOAR)
 - Sean Smith (ssmith114@cps.edu)
- Suspension (3+ Days)
 - Justina Schlund (jlschlund@cps.edu)

External Resources

- Community Partners
 - [Strategic Source Vendor List](#): Review the strategic source vendor list to identify community partners that may provide additional supports and services to the student re-entering school, including counseling, mentoring, and group therapy.
- Refugee Entry
 - Ethiopian Community Association
<http://www.ecachicago.org/home0.aspx>
 - Heartland Alliance
<https://www.heartlandalliance.org/>
 - RefugeeOne
<http://www.refugeeone.org/>
 - World Relief Chicago <https://worldreliefchicago.org/refugee-resettlement-services>
 - Catholic Charities
<https://www.catholiccharities.net/>
- Students in Temporary Living Situations
 - [Homeless Families and Youth Resources](#)
 - [Homeless Youth Resources in Chicago](#)