



Recommended Reintegration Plan for Students Entering Nonpublic or Off-Campus Placements

Student Name: LEA Name:

Facility Name:

Date Plan Developed: Proposed Placement Date: Projected Reintegration Date:

Plan Developed By
(Names and Roles):

Important Reminders for IEP development:

- Indicate the observable behaviors that make nonpublic or off-campus placement necessary.
- Include criteria for the student's return to the LEA and a projected date of return.
- Identify protocols for collecting measurable progress data on IEP goals, objectives, and benchmarks.
- Indicate the services and training necessary for LEA staff to support successful reintegration.

Reintegration Plan:

1. Identify observable behaviors that necessitate placement outside the LEA.

Identify behaviors that are observable and measurable. Describe behaviors that can be seen or heard by an observer. Avoid vague identifiers (i.e., manipulates, disrespectful, attention seeking). Prioritize the most severe behaviors first.

2. Identify steps taken by the LEA to meet behavioral and educational needs.

Be specific. Include services and supports during the school day, evaluations completed, and outside resources accessed.

3. Identify what observable behaviors must be gained to reintegrate back into the LEA.

Ensure that reintegration criteria are observable, measurable, developmentally appropriate, and attainable. Prioritize behaviors that are impacting the student's safe access to a free, appropriate public education on the LEA campus. Reintegration plans should include coping strategies and replacement behaviors, not just increased student compliance or decreased incidences of target behaviors.

4. Identify LEA needs (staff/equipment/facility) to ensure an adequate program when the student returns to the LEA.

Consider staff, technology, and physical space currently available, and identify additional resources needed.

Identify staff professional development needs, and plan to train appropriate staff.

Plan for any additional evaluations – such as assistive technology or related services – that may be needed to ensure appropriate staffing and services upon reintegration.

Identify campus crisis intervention protocols for the student, and ensure appropriate LEA staff are trained in these protocols prior to reintegration.

5. Describe the student and family needs to ensure implementation of the IEP when the student returns to the LEA.

Consider in-home or parent training as an IEP service (plan for evaluation, if not yet completed).

Consider the use of noneducational funds to support the student and family in home and community settings.

Collaborate with your local Community Resource Coordination Group (CRCG), Local Intellectual and Developmental Disability Authority (LIDDA), and/or Local Mental Health or Behavioral Health Authority (LMHA/LBHA).