

# EVERY DAY MATTERS

SCHOOL+YOU = SUCCESS

## Re-Engaging with Success After an Exclusionary Discipline Event

Every student deserves a fresh start and the opportunity to thrive after an exclusionary event, such as a suspension or expulsion<sup>1</sup>. This guide provides a framework for students, parents, and educators to facilitate a smooth and supportive re-engagement process, ensuring students are welcomed back into the educational community with a chance to learn from past mistakes with the resources they need to succeed. Re-engaging students after a suspension or expulsion is crucial for their academic, social and personal development.

This recommended re-engagement process helps students to reconnect with their school community, assuring access to the supports needed to learn skills and achieve their goals, while building a foundation for future success.

### Steps for Effective Re-Engagement

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#### 1. Pre-Return Planning

- **Stay Engaged:** Assure the student has access to educational opportunities and other resources during the expulsion period. Keep lines of communication open.
- **Set a Meeting:** Plan to meet with the student, parents or guardians, and key school staff to plan for the student's successful return.

#### 2. Personalized Re-Engagement Planning Meeting

- **Warm Reception:** The re-engagement meeting should include the student and parent(s)/Guardian(s) and ensure the student and their family feels welcomed and valued by the school community and educators.
- **Personalized Re-Engagement Plan Creation:** As a team, create a re-engagement plan that focuses on academics and social emotional functioning, making sure the student knows what supports are available and how to access them to reestablish connections.
  - **Student-Centered Approach:** Create a plan with the student and family that meets the student's academic, behavioral, and social-emotional needs.

- **Strengths and Needs Assessment:** Identify the student’s strengths and any additional supports they might need to thrive. Facilitate an [empathy interview](#) with the student to understand their challenges, needs, and preferences. Analyze academic performance, attendance records, and any other relevant data.
- **Behavioral Support:** If the student exhibited a pattern of behavior that led to disciplinary action or if the student’s behavior has impacted their or their peers’ education, the team should consider conducting a functional behavior assessment (FBA) and either developing a behavior intervention plan (BIP) or reviewing and revising the existing BIP.
- **Resources and Support:** Detail the resources available to support the student’s success, including key components of their individualized plan. Highlight opportunities for connection and re-engagement in the school community through tutoring, counseling, sports, school clubs, and other extracurricular activities.

### 3. Ongoing Support and Monitoring

- **Regular Check-Ins:** Schedule frequent check-ins to positively connect with the student, monitor the student’s progress, and make necessary adjustments to the plan.
- **Continuous Communication:** Maintain open, two-way lines of communication between the student, parents and guardians, and school staff to support the student’s ongoing success.
- **Recognize Success:** Acknowledge and celebrate the student's achievements and milestones, both big and small. Additionally, encourage the student to reflect on their own progress and celebrate their personal growth.

## Roles and Responsibilities

For Educators and School Staff: Foster a relational, positive, inclusive atmosphere for returning students. Provide consistent support. Be proactive in addressing any challenges the student may face. Review discipline data (disaggregated) to identify patterns/trends. Evaluate re-engagement strategies used to determine efficacy and implement continuous improvement processes.

Engage families as meaningful partners and revise district current discipline practices, policies and data, and focus on restorative practices in lieu of exclusionary discipline.

For Parents/Guardians: Support your child in their re-engagement journey and encourage positive school involvement. Work with the school to ensure your child is receiving the necessary support and guidance.

For Students: View re-engagement as a chance to reconnect and succeed. Take advantage of the resources and support systems available.

## Frequently Asked Questions and Resources

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### **What can I expect during the Personalized Re-Engagement Planning meeting?**

The focus will be on planning for a successful re-engagement in the school community, discussing strengths, and identifying support needs.

### **How can we make the most of the re-engagement planning opportunity?**

Stay positive, follow and update the plan as needed to assure individualized student needs are being met. Ensure regular communication with all individuals involved including the student, the parents or guardians, as well as all educators and other school support staff.

### **Where can we find more help and resources?**

- [Oregon Department of Education Discipline](#) webpage
- [Oregon Department of Education Every Day Matters](#) webpage
- [Oregon Department of Education Care & Connection](#) webpage
- [Student Sense of Belonging in Schools: Predictive Factors](#)
- [Oregon Department of Early Learning and Care Early Childhood Suspension & Expulsion Prevention Program](#) webpage

## **The Importance of Trust and Relationships**

### **How do we rebuild trust and relationships?**

Consider the school's responsibilities and necessary steps to repair.  
Develop strategies to rebuild trust and strengthen relationships through transparency, communication, and collaboration.

### **What harm occurred to the student and/or their family due to the exclusionary event and how has it impacted relationships?**

Reflect on actions, policies, or circumstances that negatively affected the student and family. Evaluate how these impacts influenced trust and relationships.