



Guidance Document Expulsion Process from Offense through Hearing/Expulsion to Return to School

Overview

This guidance document is designed to pick up where the Student Discipline Ladder ends. It will inform all Discipline Building Leaders of the decision points and steps that are taken from the time an expellable offense occurs at the school level, through an expulsion hearing, to a possible expulsion, and the possible return of the student to the school of expulsion.

Although it is written for a person who is new to the responsibility of student discipline, it can also be a helpful reminder of the experience for everyone. Also, as this document does not address the myriad of possible nuances that occur during the work of being a Discipline Building Leader, the Student Discipline Program Manager for your school is your best contact for support.

Student Discipline Program Managers

[Lisa Pisciotta@dpsk12.org](mailto:Lisa_Pisciotta@dpsk12.org)

Charter Schools

Elementary and K-8 Schools - District Managed (except KCAA Elementary School)

Middle & IMO Schools – District Managed (except Hill Campus of Arts & Sciences and Hamilton Middle School)

[Barbara Downing@dpsk12.org](mailto:Barbara_Downing@dpsk12.org)

KCAA Elementary, Middle and High Schools

Hill Campus of Arts & Sciences

Hamilton Middle School

Pathways Schools – District Managed

High Schools – District Managed

Early College High Schools – District Managed

6 – 12 Schools – District Managed

Relevant Board of Education Policies

[Section J policies](#) are the ones governing students in DPS. There is an index in BoardDocs for all of the Section J policies. By scrolling through this index, the policy for a specific topic can be found. The primary Section J policies governing student conduct and discipline are BOE Policy JK and JK-R. JK and JK-R reference many other Section J policies that focus attention on specific student behaviors such as JICH and JICH-R Drug and Alcohol Use by Students, or JIH Student Interviews, Interrogations, Searches, and Arrests.

JK Student Discipline

Brief Summary:

- Defines the purpose of student discipline as teaching students the prosocial skills that will enable them to be both academically and interpersonally successful
- Establishes the principles for school safety, behavioral expectations for students, and teacher behaviors that effectively support appropriate student behavior
- Assures equity across racial, ethnic, and cultural groups, in addition to all protected classes

JK-R Student Conduct and Discipline

Brief Summary:

- Details the procedures for the implementation of BOE Policy JK Student Conduct
- Describes the essential components of a successful disciplinary program in a school
- Lists behaviors that are considered to be misbehaviors/offenses
- Lists the steps for responding when a misbehavior/offense occurs

JH Student Interviews, Interrogations, Searches, and Arrests

Brief Summary:

- A principal or school official may conduct a search when the principal/school official has reasonable suspicion that a search will reveal evidence that a student has violated school policy or the law
- A principal or school official may search a student (within limits) and/or the student's personal property while on school grounds or during a school sanctioned activity
- A principal or school official may seize any illegal, unauthorized, or contraband materials, including, but not limited to, weapons, illegal drugs, controlled substances, or alcohol

Definitions of Offenses Subject to Possible Expulsion/Expulsion

1. Type Six Offense – Firearm - Firearm weapons include handguns; rifles; shotguns; any weapon designed to, or may be converted to, expel a projectile by the action of an explosive; any destructive device, including explosive, incendiary, or poison gas device. This does not apply to objects such as toy guns, facsimiles, cap guns, bee-bee guns, and pellet guns.
2. Type Five Offenses
 - Robbery – Taking of money or goods from a person by a threat of force or intimidation that would be considered to be robbery if the act were committed by an adult
 - First or Second Degree Assault, and Sexual Assault
 - First Degree Assault – With intent to cause serious bodily injury to another person, a student causes serious bodily injury to another person by means of a deadly weapon; or with an intent to disfigure another person seriously and permanently, the person causes such an injury; the incident during which a student shows extreme indifference to the value of human life, creating a grave risk of death to another person, causing serious bodily injury
 - Second Degree Assault – A student intends to cause bodily injury to another person, and causes bodily injury with a deadly weapon; or recklessly causes serious bodily injury to another person by means of a deadly weapon
 - Sexual Assault – A student commits sexual assault when the student inflicts sexual intrusion or sexual penetration on a victim ([Refer to The Commons/ Discrimination Prevention & Response Process](#))
 - Sale or distribution of, or intent to sell, unauthorized drugs or controlled substance – Sale or intent to sell marijuana, or unauthorized drugs that have been determined by the federal government to be dangerous, habit-forming, or otherwise not appropriate for use without a prescription
 - Dangerous Weapon - Carrying, bringing, using or possessing a dangerous weapon on school grounds, in school vehicles, or at school activities or sanctioned events without the authorization of the school or the school district. Any pellet or BB gun or other device, whether operational or not designed to propel projectiles by spring action or compressed air; a fixed blade knife with a blade that measures longer than three inches in length, or a spring-loaded knife, or a pocket knife with a blade longer than three and one half inches; or any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury

3. Type Four Offenses – To meet the criteria for a request for approval of an extended suspension and expulsion hearing, the incident needs to be a real and immediate danger to the school community or a segment of it, not a conjectural or hypothetical danger or risk
- Arson – Setting fire to, burning or causing to be burned, school property or property of another person that is on school grounds
 - Fighting: Level II – A student knowingly or recklessly causes bodily injury to another person necessitating medical attention in the context of mutual combat resulting from a conflict
 - Destruction or Theft of School Property (over \$5000) – Destruction or physical removal of an object(s) without the consent of the owner with the intention of depriving the owner of the object(s) permanently
 - Theft from an individual (over \$5000) – The physical removal of an object verified to be valued at more than \$5000 that is capable of being removed without the consent of the owner and with the intention of depriving the owner of it permanently
 - Possession of an explosive (non-fireworks/firecrackers) that seriously endangers the welfare or safety of others – A student is in possession of any chemical compound mixture, or device, the primary purpose of which is to function by explosion, i.e. dynamite, black powder, pellet powder, detonators, safety fuses, igniter cord, igniters
 - Willfully causing damage to the property of a school employee – Intentionally causing damage to the property of a school teacher or school employee
 - Assault, harassment, or false allegation of abuse against a school employee – When a student commits assault of, disorderly conduct toward, harassment of, or makes a knowingly false allegation of child abuse against a school teacher or school employee
 - Hazing Activities – When a student recklessly endangers the health or safety of or causes a risk of bodily injury to an individual for the purpose of initiation into or affiliation with a student organization
 - Child Abuse – A student placing another student in a situation that poses the risk of mistreatment, injury, or death of the student
 - Unlawful sexual behavior, unlawful sexual contact, and indecent exposure – Refer to The Commons/[Discrimination Prevention & Response Process](#)
 - Witness Intimidation or Retaliation – When a student who has engaged in a misbehavior causes harm or attempts to cause harm to an individual who has witnessed the misbehavior
 - Other student behavior presenting an active or ongoing danger to the welfare or safety of school occupants – If a student’s behavior is perceived as unsafe and threatens harm to the school community or a segment of the school community and does not meet the criteria for another offense. Is determined on a case-by-case basis.
 - Habitual Disruption – A student who has caused a material and substantial disruption on school grounds, in a school vehicle, or at a school activity or sanctioned event three or more times during the course of a school year. (School must have all of the documentation called for through the [Guidance Document for Addressing Habitual Disruption](#), and have been working closely with the Discipline Program Manager to meet the criteria for the consideration of approval of an extended suspension and expulsion hearing)
 - Recurring Type Three offenses (ECE – 3rd grade may not receive this offense) – Students who repeatedly engage in Type One offenses despite the implementation of Ladder Levels A through E with fidelity, continuous monitoring, and documentation of outcomes, can be elevated from a Type Three – Recurring Type Two offenses to the Type Four – Recurring Type Three offenses. (Refer to the [Guidance Document for Addressing Habitual Disruption](#))

Definitions of Related Terms

1. In-school Suspension - Refers to an incident resulting in a student being temporarily removed from the classroom/school activity for disciplinary reasons, with continued in-school supervision by school faculty/staff
2. Out-of-School Suspension - Refers to an incident resulting in a misbehaving student being temporarily removed from the school grounds and school sanctioned activities to home or an alternative setting, such as a juvenile detention facility
3. Expulsion – Refers to the removal of a student from the student’s school of enrollment for disciplinary purposes for a period of time, up to a full calendar year

Guidance

The [Student Discipline Ladder](#) is the companion document to the [Student Discipline Matrix](#). The Matrix lists misbehaviors/offenses beginning with Type One, the least severe misbehaviors, through Type Six, the most severe misbehavior. The Ladder provides the necessary steps for building-based responses to misbehavior. The Ladder does not address the steps taken by a discipline building leader when a student’s behavior meets the criteria for a possible expulsion. This document will provide those steps.

Expulsion Request Process

The expulsion request process is initiated when a student’s misbehavior is identified as a Type Four, Five, or Six offense. It is important to note that Type Four offenses do not meet the criteria for a review for possible expulsion unless the behavior poses a real and immediate danger to the safety of the school community or a segment of it. All Type Five and the Type Six offenses meet the criteria for a real and immediate danger to safety, and the submission of a review for a possible expulsion/expulsion is mandatory for these offenses.

Differential Processing of an Offense Based on the Grade of the Student

In DPS, students in ECE (Early Childhood Education) through 3rd grade, are not eligible for expulsion, with the exception of the Type Six offense - Firearm. The Type Six offense – Firearm is a federal law. Suspension for students in the ECE through 3rd grade range are not to be suspended out-of-school, except when an offense severely impacts staff and student safety.

Type Six Offense – Firearm

Students ECE – 3rd Grade

- Type Six offense – Firearm
 - Only offense for which it is mandatory for a Discipline Building Leader to submit an expulsion request for a student who is 9 years old or younger. Expulsion Request process is identical to the one used for students in 4th through 12th grades. The process is described below
 - Possession must occur in a school building, on school grounds, or at a school-sanctioned event. Consideration for expulsion of a student who is in possession of a firearm in any other location will be on a case-by-case basis
 - Mandatory referral to the DPS Department of Safety and the Denver Police Department
 - Essential Protocol – Threat Appraisal (Contact Jane.Lineman@dpsk12.org for guidance)

Students 4th - 12th Grades

- Type Six offense – Firearm
 - Mandatory for the Discipline Building Leader to submit an expulsion request for all students 4th through 12th grades. Expulsion Request process described below

- Possession must occur in a school building, on school grounds, or at a school-sanctioned event. Consideration for expulsion of a student who is in possession of a firearm in any other location will be on a case by case basis
- Mandatory referral to the DPS Department of Safety and the Denver Police Department
- Essential Protocol – Threat Appraisal (Contact Jane.Lineman@dpsk12.org for guidance)

Type Five and Four Offenses

Students ECE – 3rd Grade

- Expulsion request process not applicable
- Discipline Building Leader gathers information about the misbehavior through interviews (See [BOE JIH](#) Interviews, Interrogations, Searches, and Arrests Statements collected, when appropriate)
- Discipline Building Leader photographs contraband, if applicable (See [Guidelines for the Photographing and Handling of Weapons and Other Paraphernalia](#))
- Mandatory referral to DPS Department of Safety, Denver Police Department and/or Denver Department of Human Services. Mandatory referrals depend upon the offense and the age of the student. See [Student Discipline Matrix](#)
- Mandatory referral to Discrimination Prevention & Response Designee for Type Five - Sexual Assault offense and Type Four – Unlawful sexual behavior, Unlawful sexual contact, and indecent exposure. Guidance accessed through the [Discrimination Prevention & Response Process](#)
- Essential Protocol - Full Threat Appraisal for each offense (Contact Jane.Lineman@dpsk12.org for guidance)
- Essential Protocol – [Discrimination Prevention & Response Process](#) for Type Five - Sexual Assault and Type Four - Unlawful sexual behavior, unlawful sexual contact, and indecent exposure

Students 4th - 12th Grades

- Discipline Building Leader gathers information about the misbehavior through interviews (See [BOE JIH](#) Interviews, Interrogations, Searches, and Arrests Statements collected, when appropriate)
- Discipline Building Leader photographs contraband, if applicable (See [Guidelines for the Photographing and Handling of Weapons and Other Paraphernalia](#))
- Essential Protocol(s) completed (See Student Discipline [Matrix](#) for applicable Protocols)
- Mandatory Referrals applicable to the offense are made (see Discipline [Matrix](#) for applicable Referrals)
- When offense is under investigation by the Denver Police Department (or a police department in the jurisdiction where the offense occurred), delay the building-level investigation until the police department releases the case back to the school

The Expulsion Process

- Infinite Campus (IC)/Behavior Tab
 - Document the incident in IC/Behavior Tab/Behavior Management
 - Each incident that is coming forward with an expulsion request must have the following Resolutions

- Out-of-School Suspension
 - Referral to Law Enforcement (per the [Matrix Mandatory Referrals](#))
 - Extended Suspension Requested
 - Expulsion Hearing Requested
 - Double check each of the dates, including the incident date, to be certain the IC documentation is the same as the dates provided to the legal guardian on the Parent Notification Letter and the expulsion request
- Discipline Building Leader can suspend the student out-of-school for 3 school days with an additional 2 school days for a total of 5 school days when safety concerns exist for a Type Five and Four offense for students in 4th through 12th grades
 - At the time of the initial suspension, the Discipline Building Leader completes and immediately provides the following [documents](#) to the legal guardian
 - Parent Notification Letter
 - Discipline Incident Report
- If student is a student with a disability under IDEA (IEP) or ADA (504 Plan), complete Manifestation Determination during the first 5 days of suspension. Contact building Special Education case manager or 504 Plan manager to complete this step. SEIS/District 504 Coordinator must concur with both the team's process and the determination
 - If the behavior/offense is NOT considered to be a manifestation of the disability, the Discipline Building Leader can move forward with the expulsion request
 - Exception: If the offense is the Type Six - Firearm, the expulsion request process is engaged regardless of the outcome of the Manifestation Determination
- Discipline Building Leader submits the complete request document and all attachments to the expulhearings@dpsk12.org email in Outlook during the first 5 days of out-of-school suspension
 - The Complete Request Document and Possible Evidence for Hearing Attachments
 - Expulsion Hearing Request Checklist – Guide to the assembly of the complete expulsion request and attachments
 - Parent Notification Letter – Out-of-School Suspension Up to Five Days – Provided to the legal guardian at the time of the initial suspension and again at the time the expulsion request is submitted for district level review
 - Discipline Incident Report – Provided to the legal guardian at the time of the initial suspension and again at the time the expulsion request is submitted for district level review
 - Memo Requesting Extension to Suspension and Recommendation Regarding Possible Expulsion – Provided to the legal guardian at the time the expulsion request is submitted for district-level review
 - Evidence for Hearing (Listed on Checklist. Attached to request as applicable)
 - Statements

- Written statements made by the student for whom the expulsion request is being made, may not be used as evidence in the hearing unless the student’s legal guardian was present at the time the student signed the statement, or unless school officials made a reasonable attempt to contact the parent/guardian. ([Policy JK-R](#) Section 6-8 (E-1) and [Policy JIH](#))
 - Photographs – Use [Guidelines for the Photographing and Handling of Weapons and Other Paraphernalia](#)
 - Full Threat Appraisal – Complete Full Threat Appraisal with full Threat Appraisal team. The building school psychologist or school social worker can provide the document and facilitation for this.
 - Manifestation Determination – Complete during first 5 days of suspension for any student with a disability under IDEA or Section 504 of the Rehabilitation Act of 1973; or for any student for whom an evaluation for a possible disability is being considered. Contact building Special Education case manager or building 504 Plan manager to complete this step. Consult with SEIS/District 504 Coordinator for guidance
 - Submitting the Complete Request Document and Possible Attachments
 - Provide in-person, or by certified mail, a redacted copy of the complete request document to the legal guardian at the same time it is submitted to the Expulsion Hearings email address for district level review. Note: the documents emailed to Expulsion Hearings are not redacted. All names are visible. The email address is expulhearings@dpsk12.org
 - Each time the request document is corrected, a redacted copy of the complete request document and all attachments must be provided to the legal guardian when it is submitted to the Expulsion Hearings email address for continued district level review. The Expulsion Hearings version is not redacted. All names are visible.
 - If the legal guardian prefers the documents in a language other than English, it is the responsibility of the Discipline Building Leader to have all of the documents translated into the language the legal guardian prefers. Translations can be requested through the [DPS Home Page/the Commons/Communications/Request a Translation](#)
 - When the Request Document is received by the Expulsion Hearings email, the following occurs
 - The Request is reviewed by the Discipline Program Manager for accuracy
 - If corrections need to be made, the request will be returned to the Discipline Building Leader with guidance for the necessary corrections. This exchange may occur more than once. The request document and all of the attachments will need to be translated and the translation provided to the legal guardian each time a correction is made and submitted to the Expulsion Hearings email address for continued review.

- Once the request is without errors, the Discipline Program Manager notifies the Discipline Building Leader of the approval or denial of the request
 - If approved for extended suspension and expulsion hearing, the Discipline Building Leader will receive an email from the Discipline Program Manager detailing the next steps. This is described in detail below.
 - If the request for extended suspension and expulsion hearing is denied, the Discipline Program Manager will offer consultation support to the school with district level behavior strategy experts to facilitate the reinstatement of the student
- What to do if the first 5 days of suspension have been exceeded and the request for an extended suspension is in the review process
 - When the first 5 days of suspension is exceeded without approval for an extended suspension, the student is returned to school to an in-school suspension-like setting with access to all of the student’s typical coursework, materials, texts, and supports. If the student is a student with a disability, the supports and accommodations provided by the IEP/504 Plan must be provided
 - Student will remain in this setting until the district level review of the request is complete. The Discipline Program Manager will provide the Discipline Building Leader with the next steps

How to Prepare for the Expulsion Hearing

Overview:

The following describes what to expect once an expulsion request has been approved for an expulsion hearing.

The Policy:

The DPS [School Board Policy JK-R](#) Student Conduct and Discipline Procedures presents “Procedures for Expulsion” in Section 6-8. This guidance document will incorporate that information, and go beyond it to describe the actual experience once an expulsion request has been approved for an expulsion hearing.

Guidance:

Initial Actions

Once an expulsion request has been accepted for an expulsion hearing, the Discipline Building Leader will receive an email notification from the Student Discipline Program Manager summarizing the incident, and providing a notification of the approval of the extended suspension and expulsion hearing. The email will include:

- a summary of the facts of the incident
- the confirmation of the dates of the approved extended suspension
- the request that the Discipline Building Leader provides in, person or sends through certified mail, the Notification of Extended Suspension. This Notification document will be attached to the email from the Discipline Program Manager. If the legal guardian prefers a language that is not English, the Notification will need to be translated into the language the legal guardian prefers. The Discipline Building Leader can contact

Translations through the [DPS Home Page/the Commons/Communications/Request a Translation](#)

- Discipline Building Leader will be provided with the contact information for the Executive Secretary supporting the expulsion process to arrange the date, time, and location for the hearing. Hearings are typically held at the school requesting the expulsion. Alternative locations can be arranged if significant safety concerns exist as a result of the misbehavior.
- The Discipline Building Leader will have the responsibility for contacting the parent/legal guardian to confirm the date/time/location for the hearing. The Discipline Building Leader will confirm this also with the Executive Secretary supporting the expulsion process
- When a student and/or the family speak a language that is not English, the Discipline Building Leader must contact the Multicultural Outreach Office to secure an interpreter for the hearing. This office can be found through the DPS web page search box or through the [DPS web page/the Commons/Communications/Request Interpretations](#)
- The family and student have a right to be represented by an attorney at the hearing. If the family retains an attorney, the attorney will need sufficient time to review all of the documents that will be used at the hearing. If you become aware of a family's representation by an attorney, immediately contact the Executive Secretary for the expulsion process. If a family secures an attorney to represent the student at the hearing, an attorney representing Denver Public Schools will also be present at the hearing. Executive Secretary for expulsion will contact the DPS Legal Department to arrange legal representation for the district.

While Awaiting the Hearing

- The Discipline Building Leader and other school faculty will make every reasonable effort to encourage the student and family to work with the student's teachers to engage productively with coursework requirements during the period of extended suspension. The student is allowed to receive full credit for the completion of coursework during the initial suspension and the extension of the suspension. (JK-R Section 6-1 (D))

Review the Case

- In preparation for the hearing, the Discipline Building Leader representing the school will review the information gathered about the student's case during the course of the fact-finding and will review all of the documentation that was included in the Request for Extended Suspension and Possible Expulsion Hearing
- Copies of all documentation that is going to be used by the school at the hearing must have been given to the parent/guardian when the Expulsion Request and attachments were submitted for review by the Discipline Program Manager.

Present at the Hearing

In addition to the hearing officer, the following are the individuals who are integral to a hearing:

- Hearing Officer
- Discipline Building Leader
- Building Leader
- Student
- Legal Guardian
- Attorneys: When the student is being represented by an attorney, a DPS attorney will also need to be present

- [Interpretation](#) – When legal guardian and/or student need interpretation, contact to Communications must be made several days prior to the hearing to request an interpreter. If legal guardian and/or student choose not to attend the hearing, the hearing will proceed as scheduled.

- School Discipline Building Leader will work with the legal guardian prior to the hearing to ensure it is scheduled on a date, and at a time that is convenient for both the legal guardian and the student.

If the student is incarcerated at the time of the hearing, efforts will be made by Central Discipline Team members to include the student in the hearing by telephone on a conference call.

Presenting at the Hearing

- Prior to coming to the hearing, review the facts of the case. Present them objectively. Be succinct. If anyone has additional questions, they will ask. Refrain at all times from interjecting opinion or feeling
- The hearing will be conducted by a hearing officer who is an independent contractor
- All testimony and information presented at the hearing will be presented under oath
- Individuals presenting information can be questioned by all present in the hearing, not just the hearing officer
- Documents can be brought to the hearing and referenced if the parent/guardian has been given copies of the documents or otherwise informed of the existence of a particular source of documentation, such as video. The parents must be given a sufficient amount of time prior to the day of the hearing to review and consider the contents of the documents or other sources of information

Student and Parental Rights

Guidance

- Student and parental rights relative to out-of-school suspensions and expulsion can be found in BOE Policy [JK-R](#) Section Six: Suspensions or Expulsions. In addition to JK-R, rights can be found embedded in each of the Board of Education (BOE) [Section J](#) policies.
- In addition to the Board of Education policies, there are several key federal laws governing the rights of students and parents. The Office of Civil Rights (OCR) provides protections to individuals based on protected classes. The Family Educational Rights and Privacy Act (FERPA) ensures that the personal information contained in a student's educational record is properly safeguarded and used only for legitimate purposes and only when absolutely necessary. The FERPA provisions are included in the Individuals with Disabilities Education Improved Act (IDEIA). IDEIA is more restrictive than FERPA about a student's educational records. The Americans with Disabilities Act (ADA) provides civil rights protections, similar to OCR, to students with disabilities. Section 504 of the Rehabilitation Act of 1973 protects the civil and constitutional rights of persons with disabilities.
- Therefore, when releasing information regarding a discipline event, be certain that it is for a legitimate purpose and released only when absolutely necessary

Findings of the Hearing Process

The Hearing Officer submits the Findings of the Hearing process within 48 hours of the expulsion hearing to the Executive Secretary for the Expulsion Process who forwards it to the Superintendent's Designee.

The review of the findings by the Designee occurs within 24 hours of receiving the findings

- Designee upholds the Hearing Officer's decision or reverses it.
 - If upholding the decision, findings are reviewed and approved. They are sent back to the Expulsions Executive Secretary. Executive Secretary sends the Superintendent Designee's Letter of Expulsion document to the legal guardian, documents the result for the Board Report, logs it in Vol 2, and in Infinite Campus Enrollment and Behavior Tabs
 - If the Hearing Officer's decision is reversed by the Superintendent's Designee, the Superintendent's Designee contacts the expelling school and the legal guardian to inform them of the reversal of the Hearing Officer's decision. The Superintendent's Designee informs the Expulsion Executive Secretary who reflects this decision in Infinite Campus Enrollment and Behavior Tab.
- Legal Guardian receives an Appeal Form at the hearing if the student is expelled.
 - This completed document needs to be submitted to the Expulsion Process Executive Secretary within 10 school days of the hearing if the legal guardian plans on appealing the decision of the Hearing Officer. The Expulsion Process Executive Secretary is responsible for contacting the Secretary to the Board of Education to set a date for the Appeals Hearing with the Board of Education

Returning the Student to the School Requesting Expulsion or from Which the Student was Expelled

Students have the right to return to the school requesting expulsion when:

- The expulsion request has been denied at the district review level
- The student is not expelled at the hearing by the hearing officer
- The student has been expelled and the period of expulsion has expired

Occasionally, significant concerns arise when considering returning a student to a school. These will be addressed collaboratively on a case-by-case basis. Contact the Student Discipline Program Manager to initiate this collaboration.

When a student is being returned to the school originating the expulsion request, the student is supported through Restorative Practices and planning for behavioral support and supervision. Particular consideration needs to be provided to anyone in the school who may have been victimized by the student during the offense causing the expulsion request. The Action & Intervention Plan created at the Full Threat Appraisal lays the foundation for support and supervision of the reinstated student.

School discipline teams can invite others to be active participants in the process of reinstating a student. At the school level, the school psychologist and school social worker can assist with the development of plans to build prosocial skills enabling the student to be successful upon the student's return. In addition to the building-level support staff, there are a number of district level staff that can take an active role in setting the stage for successfully returning the student to school and providing consultation support for building the student's skills. The district-level support experts are:

- The school's Regional Instructional and Operational Superintendents
- Student Discipline Program Managers
- Restorative Practices – Shannon_aud@dpsk12.org
- [Family & Community Engagement](#)
- [Behavior Barriers Team](#)
- Department of Social Work and Psychological Services – Meredith_fatsea@dpsk12.org
- Special Education Department – Robert_Frantum-Allen@dpsk12.org
- School Based Health Clinics – Jade_Williamson@dpsk12.org