

Re-entry Guidelines

Any student who is suspended for more than five days will have a plan for re-entry into the school setting. This plan will be developed in collaboration with the student and their parent(s)/ caregiver(s). As part of the re-entry process, relevant information will be shared as required, while respecting the privacy, dignity, and confidentiality of students and families. (Provincial School Code of Conduct, Directive 5.10)

Purpose

- Re-entry planning focuses on supporting successful return to the school community for the student who was suspended.
- This document provides additional information about the process of creating a Re-Entry plan.

Key Considerations

- The process should consider the Guiding Principles of the *Provincial School Code of Conduct Policy* and the Important Considerations referenced in the *Guide for Unacceptable Behaviours*.
- It is important to ensure that a student returning from suspension has a clear understanding of expectations, strategies for success and access to academic, social and emotional support.
- This work should proactively prevent further disruptions to student learning and the learning environment
- Re-entry plans should be developed by the Student Planning Team (SPT) before the student returns to school from suspension.

Guidance

The following chart describes the steps that should be taken to develop the Re-Entry Plan. It starts with the Student Planning Team meeting.

Student Planning Team Re-Entry Meeting

Scheduling and Preparing for the Student Planning Team (SPT) Re-entry Meeting

Principal/designate arranges the re-entry meeting. Consider location, time, and availability of all participants.

The SPT re-entry meeting should include the student and be held before the end of the suspension; however, it should not delay the student's return to school. If this is not possible, the meeting should be held no later than five days after the suspension ends.

School administration should establish respectful and ongoing open communication with the student and family, making every effort to accommodate the family's work schedules and other commitments, and to ensure the meeting time and location is accessible and convenient for all involved. If the family requires an interpreter, schools should reach out to their entity to access services and/or funding for services.

The SPT should include staff who have established relationships with the student and family (e.g., SchoolsPlus, Student Support Worker, CYCP, School Counsellor). Those with strong relationships with the student and family are considered assets in the planning process.

Principal can designate a member of staff to facilitate the meeting. Consider skill set and relationship with family and student along with:

- cultural competence
- previous engagement with student/family
- availability of support

All efforts will be made to ensure parents/guardians can participate in an SPT meeting. If parents/guardians are unable to attend, the school team should:

- facilitate the re-entry process
- provide a clear and detailed plan for next steps
- share and review the re-entry plan with the parents/guardians

Creating the Re-Entry Plan

Identify Goals:	<p>Though re-entry plans will differ based on context and severity of a given incident, everyone (school, family, staff, and student) aims for well-being by:</p> <ul style="list-style-type: none"> • ensuring the student has voice in goal setting • identifying shared goals that ensure the student's well-being and achievement • focusing on constructively resolving issues and repairing relationships
Academic and Social Support(s)	<ul style="list-style-type: none"> • Review how the school is assisting the student during their suspension and how they will support the student upon return. • Develop strategies to help the student reengage with the school community with dignity. • Encourage involvement in positive in-school and out-of-school activities.
Key Support/Staff Connections	<ul style="list-style-type: none"> • Work with the student to identify supportive adults they can regularly check in with for connection and guidance. • Establish regular meetings to assess the student's progress, ideally on a weekly basis for the duration of the plan.
Stressors and Mitigation Strategies	<ul style="list-style-type: none"> • Identify any predictable triggers and stressors (situations, times, interactions, etc.) and discuss strategies to mitigate.
Ongoing Communication Plan with Family	<ul style="list-style-type: none"> • Establish communication routines to keep family positively engaged. Communicate often, perhaps on a set schedule, through the family's preferred method.

Follow-up Procedure

Immediate Communication	<ul style="list-style-type: none"> • Send SPT minutes to the family. • Inform and prepare the student's teachers - and any other involved staff and provide a copy of the plan.
Implementing the Re-entry Plan	<ul style="list-style-type: none"> • Ensure that any support strategies (e.g., mentoring, counseling or behavioral interventions) discussed during the meeting are in place immediately upon re-entry. • Check in with the staff member who will regularly check in with the student to monitor their academic and social progress, making sure they feel supported. • Encourage the student to rebuild relationships with peers or staff affected by the suspension, whether through one-on-one conversations, participation in group activities, or conflict resolution or restorative sessions. • Actively encourage the student to participate in positive school-related activities, such as clubs, sports, or community service, to foster a sense of belonging.
Check-Ins and Monitoring	<ul style="list-style-type: none"> • Check-in with student following the set schedule. Note: assess progress, address any concerns, and ensure the meetings focus on well-being and academic performance. • Update families updated according to set schedule. • Adjust supports based on the evidence/data and family consultation • Document actions in the re-entry plan.
Ongoing Communication Between Home and School	<ul style="list-style-type: none"> • Follow up with parents, guardians and staff within a week of the re-entry plan development. • Send regular updates to the family on the student's behavior and academic performance. Reinforce positive gains, review progress, and troubleshoot challenges. • Maintain an open line of communication.
Final Evaluation of Re-entry Success	<ul style="list-style-type: none"> • Convene an SPT if adjustments, intensive behaviour supports, referrals, etc., need to be continued explored. • Document any changes in the Re-Entry plan.

Considerations for Parents/Guardians and Caregivers

Re-entry planning aims to ensure a smooth transition back to the school environment with student wellbeing and achievement at the core of the Re-Entry Plan. The plan should provide a pathway towards improved relationships with staff members and peers.

Families are encouraged to:

- bring a trusted individual, such as a community advocate, Elder, or cultural advisor, to provide additional support and help create a positive, constructive meeting environment.
- reflect on goals and aspirations for your child's return to school and consider how the school can work collaboratively with you and your child to achieve these goals.
- consider, and communicate, a method between you and the school that works best to ensure active, honest, and ongoing communication in support of your child's re-entry plan.
- provide your understanding and perspective of the situation to foster a shared approach to resolving challenges.
- reflect on how your child's actions may have impacted the school community and explore ways to contribute to restoring harmony and relationships, emphasizing collective well-being.
- collaborate with the school to identify culturally relevant interventions, resources, or supports that can help your child thrive and avoid future disciplinary concerns.