



The Nova Scotia Public Education
System

Re-entry Plan

User Guide

TINET

Revision Date:
September 1, 2026

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(Note: Student names appearing in this document are fictitious names)

OVERVIEW OF RE-ENTRY PLAN

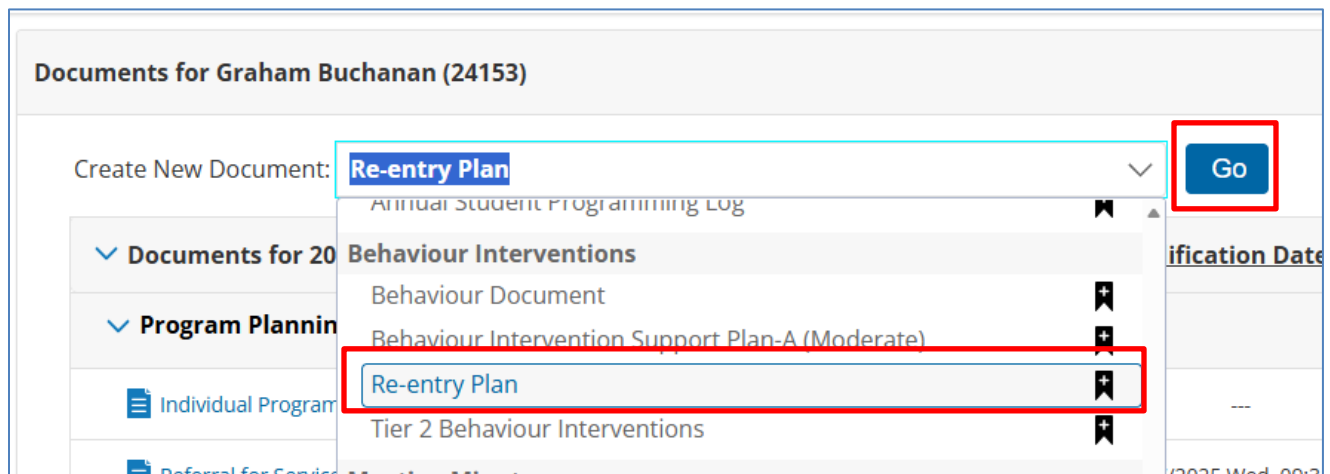
A **Re-Entry Plan** supports a student's successful return to the school community following a suspension. Any student who is suspended for more than five days will have a plan for re-entry into the school setting. This plan will be developed collaboratively with the student and their parent(s)/caregiver(s). 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).

The [Re-Entry Guidelines](#) document provides important information about the collaborative process for creating a Re-Entry Plan. This User Guide supports the creation of a Re-Entry Plan document in TIENET.

1.1 CREATING A RE-ENTRY PLAN DOCUMENT

Administrators/designates can create the Re-entry Plan document. Staff working with the student have access to view the Re-Entry Plan but cannot create or edit.

To create a Re-Entry Plan, go to the student's TIENET document library and in **Create New Document**, choose **Re-entry Plan** from the drop-down list in the **Behaviour Interventions** section and select **Go**.



You will see **Label/Comment** (it is suggested to label the document with the student's current grade), then click **NEW**.

The [Re-entry Guidelines](#) document offers important information to support planning of the SPT Re-entry Meeting and creation of the Re-entry Plan. Once in the document, users can click the available link to access the guidelines.

Re-Entry Guidelines [can be found here](#)

1.2 RE-ENTRY TIMELINE

The Re-entry Timeline includes the **Length of suspension**, **Date of return to school** and **Date of the SPT Meeting**. All fields are required and users can type the length of suspension and use the corresponding **calendar icons** to select the appropriate dates.

Re-entry Timeline

Length of suspension:
 days

Date of return to school:


Date of SPT Re-Entry Meeting:


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.

The administrator/designate arranges the SPT Re-Entry meeting. Consider location, time, and availability of all participants. All efforts will be made to ensure parents/guardians can participate in an SPT meeting.

1.3 SPT MEMBERS SUPPORTING THE RE-ENTRY PLAN

The section titled **SPT Members Supporting the Re-Entry Plan** lists all individuals responsible for supporting the student's re-entry process. This includes student and parents/guardians (students grade 9 and above are auto-populated, as are parents/guardians), school staff (selected using the **lookup** option), and external agencies or supports (selected using the **non-lookup** option).

To add team members, select the horizontal arrow or **+Add Row** option.

The SPT members can be changed in order of appearance by using the up/down arrows.





 (ID) /

+ Add Row

The SPT members supporting the Re-Entry Plan 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.

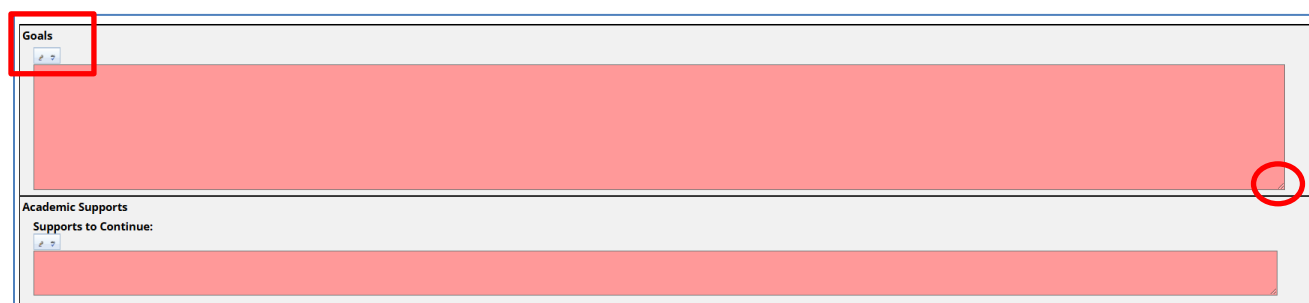
If parents/guardians are unable to attend the SPT Re-Entry Meeting, the school team should facilitate the re-entry process, provide a clear and detailed plan for next steps and share and review the Re-Entry Plan with the parents/guardians.

1.4 RE-ENTRY PLAN

Although 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 ensuring the student has voice in goal setting, identifying shared goals that ensure the student's well-being and achievement and focusing on constructively resolving issues and repairing relationships.

The SPT will support the student during suspension and develop a respectful Re-Entry Plan that promotes academic success, positive relationships, and a sense of belonging. The student will be connected with trusted staff members for regular check-ins and ongoing guidance, while strategies will be put in place to address identified stressors and support self-regulation. Ongoing communication with the family will be maintained through a consistent, positive approach using the family's preferred method of contact.

Users can access the expand feature in the bottom right-hand corner to make the text field larger. **Speak Text** and **Spell Check** functions can be accessed by clicking on the icons in the upper left-hand corner.



The screenshot shows a form with two main sections. The top section is titled 'Goals' and has a large red rectangular area for text entry. In the top-left corner of this section, there are two small icons (a speech bubble and a checkmark). In the bottom-right corner, there is a small square icon with a plus sign, which is circled in red. Below the 'Goals' section is another section titled 'Academic Supports' with a sub-header 'Supports to Continue:'. This section also has a large red rectangular area for text entry.

All sections of the Re-Entry Plan: **Goals, Academics Supports, Social Supports, Key Support/Staff Connections, Known Stressors, Mitigation Strategies** and **Family/Caregiver Communication Plan** are required fields and must be completed to save.

1.5 IMMEDIATE FOLLOW-UP FOR ADMINISTRATOR/DESIGNATE

The Re-Entry Plan will be shared with the family and relevant school staff to ensure a coordinated approach to supporting the student. Supports and interventions will be implemented immediately upon the student's return, with regular check-ins to monitor academic, social, and emotional well-being and adjust supports as needed. Ongoing communication between home and school will focus on sharing progress, celebrating successes, addressing concerns, and maintaining a strong partnership to support the student's successful reintegration into the school community.

The **Immediate Follow-Up for Administrators/Designate** checklist supports documentation of the follow-up procedure – which is further detailed in the [Re-entry Guidelines](#).

- ☐ Plan has been shared and reviewed with all relevant staff
- ☐ Responsibilities for check-ins have been assigned
- ☐ Supports arranged and acquired all necessary resources

1.6 SAVING THE PLAN

Users select **Save, Continue Editing** to save information while working on the document. When the document is completed in its entirety, users can select **Save, Done Editing**.

Save, Done Editing Save, Continue Editing Cancel Editing 

1.7 DOCUMENT ANY UPDATES/CHANGES TO THE RE-ENTRY PLAN HERE

Evidence/data collected through check-ins, monitoring and family consultation may require adjustments to the Re-entry Plan. All updates/changes should be documented in this section.

Each entry has a date, which will auto populate once created, but can be edited manually. The author will also auto populate, and that author can then make their notes in the Note section. This text box is unlimited.

Document any updates/changes to the Re-entry Plan here:

To add another entry at any time select **Edit This Section.** and once in edit mode, click the horizontal arrow icon to add more rows.