D·PREP
SAFETY DIVISION

Reenrollment Protocol for Students

AFTER REPEATED DISTRESS, WITHDRAWAL, OR SUPPORT NON-ENGAGEMENT

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1.0 PURPOSE

This protocol establishes a structured, equitable, and privacy-conscious process for supporting students seeking to re-enroll following a pattern of significant distress, repeated withdrawal, academic non-completion, inconsistent engagement with support services, concerning disclosures, or classroom impact.

The protocol is designed to preserve student access to education while clarifying expectations for participation, conduct, support engagement, faculty role boundaries, classroom stability, privacy, mandated reporting, and institutional resource limits.

The college's goal is not to exclude students because they have complex needs. The goal is to avoid repeating ineffective cycles in which a student returns without a plan, distress escalates, faculty become informal crisis responders, support offices are bypassed, academic participation collapses, and the student withdraws or disappears without coordinated review.

2.0 GUIDING PRINCIPLES

2.1 STUDENT ACCESS TO EDUCATION

The college supports access to education and recognizes that students may return after hardship, illness, disability-related interruption, housing instability, family crisis, financial stress, or other significant barriers. A prior difficult semester, withdrawal, support referral, disability-related concern, or mental health concern does not by itself justify denial of re-enrolment.

2.2 DISABILITY AND EQUITY CONSIDERATIONS

The college will consider disability, equity, cultural, socioeconomic, and access-related factors when responding to re-enrolment concerns. Students will be informed of available disability/accessibility services and other supports. Academic expectations remain in effect unless modified through approved accommodations or other authorized academic processes.

The college will not impose conditions based on diagnosis, disability status, assumptions, stigma, rumor, or generalized discomfort. Any required steps must be grounded in documented behavior, academic participation concerns, safety concerns, conduct concerns, or established administrative process.

2.3 FACULTY WELLBEING

Faculty are educators, not crisis workers, case managers, counselors, housing navigators, or medical providers. The college has a responsibility to support faculty who experience repeated disclosures of distress, late-night crisis communications, classroom disruptions, fear, or uncertainty about reporting obligations.

2.4 CLASSROOM STABILITY

The college has an obligation to maintain stable, safe, and effective learning environments for all students. Student distress should be met with support, but repeated disruption, boundary violations, threatening communication, harassment, or inability to meet essential course expectations may require administrative review.

2.5 STUDENT PRIVACY

Information sharing will be limited to those with a legitimate educational, support, safety, compliance, or operational need to know. Faculty and staff should receive role-based guidance rather than unnecessary personal history.

2.6 MANDATED REPORTING AND SAFETY DUTIES

Employees must follow applicable reporting obligations, including those related to immediate safety concerns, self-harm risk, harm to others, sexual violence, abuse or neglect, discrimination, harassment, threats, or other reportable conduct as defined by law and college policy. Employees must not promise confidentiality beyond institutional policy limits.

2.7 LIMITS OF INSTITUTIONAL RESOURCES

The college may offer coordinated support, referrals, planning, reasonable accommodations, academic options, and safety review. The college cannot guarantee housing, transportation, participation in treatment, medication management, personal safety outside institutional control, academic success, or continuous staff availability.

2.8 CLEAR EXPECTATIONS FOR PARTICIPATION AND CONDUCT

Students who re-enroll are expected to meet course participation requirements, follow the student code of conduct, communicate through appropriate channels, engage respectfully with faculty and staff, and seek support through designated offices rather than relying on instructors as ongoing crisis contacts.

3.0 SCOPE

This protocol applies when a student seeks to re-enroll or appears on a course roster after one or more prior terms involving a documented pattern of concern, such as:

- repeated withdrawal or disappearance from courses;
- significant distress disclosed primarily to faculty or through coursework;
- repeated missed support appointments or refusal to engage with direct support;
- housing, food, transportation, financial, medical, disability, or mental health instability affecting participation;
- concerning written work, communications, or classroom behavior;
- repeated faculty distress, confusion, or role strain;
- conduct, classroom management, or safety concerns;

- unresolved questions about whether additional structures are needed for successful reenrollment.

This does not replace/bypass emergency response, student conduct, disability accommodation processes, academic standing policies, involuntary withdrawal, threat assessment, or mandated reporting procedures. Those processes should be used when applicable.

4.0 DEFINITIONS

Re-enrolment concern: A documented pattern suggesting that a returning student may need a proactive plan to participate successfully and safely.

Structured re-entry plan: A short, practical plan that clarifies support contacts, academic expectations, communication boundaries, reporting pathways, accommodations, and next steps if concerns re-emerge.

Primary support contact: A designated staff member, typically in case management, Student Affairs, advising, or student success, who coordinates outreach and reduces fragmented communication.

Faculty role boundary: The expectation that faculty support learning, assess coursework, document academic concerns, and report safety or wellbeing concerns, but do not provide ongoing crisis support or case management.

Concerning disclosure: A written, verbal, artistic, digital, or behavioral communication that suggests significant distress, inability to function, self-harm, harm to others, safety risk, harassment, abuse, discrimination, or other reportable concern.

Support non-engagement: A pattern of missed meetings, no response, refusal of offered support, or partial engagement that limits the college's ability to assist the student.

Classroom stability concern: Behavior or communication that interferes with teaching, learning, safety, reasonable instructional flow, or the rights of others in the educational environment.

5.0 ROLES AND RESPONSIBILITIES

5.1 STUDENT

The student is expected to:

- meet course attendance, participation, assignment, and conduct expectations;
- use designated support offices for crisis, housing, financial, accessibility, counseling, advising, or case management needs;
- respond to required administrative communications;
- follow approved accommodations and academic processes;
- communicate respectfully with faculty, staff, and peers;
- seek timely support when barriers begin affecting participation;
- understand that faculty may report concerning disclosures or safety concerns.

5.2 FACULTY

Faculty are expected to:

- teach and evaluate according to course standards;
- apply normal academic expectations unless notified of approved accommodations or administrative modifications;
- document course-related concerns objectively;
- report concerning disclosures, safety concerns, repeated non-participation, or disruptive behavior through established channels;
- avoid providing counseling, case management, medical advice, housing advocacy, or ongoing crisis response;
- use boundary-setting scripts when student communication moves beyond the instructional role.

Faculty are not expected to monitor a student beyond normal instructional responsibilities unless directed through an approved safety, conduct, accommodation, or administrative plan.

5.3 DEPARTMENT CHAIR OR ACADEMIC SUPERVISOR

The chair or supervisor is expected to:

- support faculty in maintaining role boundaries;
- consult with Student Affairs when repeated concerns affect instruction;
- assist with course-related decisions, grading concerns, withdrawals, incompletes, or academic options;
- help ensure that faculty do not receive unnecessary private student information.

5.4 STUDENT AFFAIRS/CASE MANAGEMENT

Student Affairs or Case Management is expected to:

- review prior documented concerns when a re-enrolment pattern is identified;
- designate a primary support contact when appropriate;
- invite the student to a structured re-entry meeting;
- coordinate referrals and support planning;
- document outreach, student response, accepted supports, declined supports, and outcomes;
- provide role-based guidance to faculty and departments;
- escalate to conduct, threat assessment, accessibility, counseling, legal, or safety processes when warranted.

5.5 ACCESSIBILITY/DISABILITY SERVICES

Accessibility or Disability Services is expected to:

- inform the student of available accommodation processes;
- review requests for reasonable accommodations through established procedures;
- distinguish accommodations from general support planning;
- advise the team on disability-related considerations while preserving confidentiality;
- support equitable access without lowering essential course or conduct expectations unless properly modified through policy.

5.6 COUNSELING/WELLNESS SERVICES

Counseling or Wellness Services may:

- provide voluntary support when the student engages;
- offer consultation to the team within confidentiality limits;
- assist with crisis response pathways;
- clarify that ongoing treatment cannot generally be forced through an informal re-entry plan unless supported by policy, law, or a formal administrative process.

5.7 CONDUCT OFFICE

The Conduct Office should be consulted when there are allegations of:

- harassment;
- threats;
- repeated boundary violations;
- disruptive behavior;
- failure to comply with reasonable directives;
- abusive or intimidating communication;
- policy violations affecting the classroom or campus environment.

5.8 CAMPUS SAFETY/SECURITY

Campus Safety or Security should be involved when there is:

- imminent safety concern;
- threat of harm to self or others;
- weapon concern;
- stalking or targeted behavior;
- emergency welfare concern;
- need for safety planning or immediate response.

5.9 PRIVACY, LEGAL, OR COMPLIANCE OFFICE

The Privacy, Legal, or Compliance Office should be consulted when proposed actions involve:

- required meetings as a condition of enrolment;
- information sharing beyond routine educational need;
- disability-related conditions;
- safety restrictions;
- mandated reporting questions;
- involuntary leave, withdrawal, suspension, or exclusion;
- complex overlap between privacy, safety, disability, and academic rights.

6.0 ACTIVATION CRITERIA

A re-enrolment review may be activated when one or more of the following are documented:

1. The student has withdrawn, disappeared, or stopped participating in multiple prior terms.
2. The student has repeatedly disclosed significant distress through faculty, assignments, or class communications rather than designated support offices.
3. The student has declined, missed, or ignored repeated support outreach.
4. Faculty or staff have repeatedly been pulled into crisis-response roles.
5. The student's distress or conduct has affected classroom stability, course operations, or other students.
6. There are repeated safety, welfare, or mandated-reporting concerns.
7. Prior support attempts have not changed the cycle of re-enrolment, distress, non-completion, and withdrawal.
8. A faculty member, department chair, advisor, or support office identifies a documented pattern before or early in a term.

Activation of this protocol is not, by itself, disciplinary. It is an administrative support and planning process unless conduct, safety, or academic policy requires additional action.

7.0 PROCEDURE

STEP 1: IDENTIFY THE RE-ENROLMENT PATTERN

When a student appears on a roster or seeks to reenroll after a prior documented pattern, the receiving office should notify the designated Student Affairs or Case Management lead. The review should focus on observable facts, not labels or assumptions.

Relevant information may include:

- prior terms enrolled;
- courses attempted and outcomes;
- withdrawal timing;
- attendance and assignment patterns;
- Care Team or student support referrals;
- outreach attempts and student response;
- accepted, declined, or missed supports;
- faculty concerns;
- classroom disruption;
- safety or mandated-reporting issues;
- accommodation history, if appropriate and shareable;
- conduct or administrative actions;
- recommendations from prior case closure.

STEP 2: CONDUCT A PRIVACY-CONSCIOUS PRE-SEMESTER REVIEW

The designated team should meet before or early in the semester when possible.

The team should ask:

- What is the documented pattern?
- What support has already been offered?
- What has the student accepted, declined, or not responded to?
- What academic expectations were not met?
- What concerns affected faculty, classroom stability, or other students?
- Were there any safety, self-harm, harm-to-others, conduct, or mandated-reporting concerns?
- What would make this return structurally different?
- What information do faculty need to teach effectively without receiving unnecessary private details?
- Is the least restrictive response sufficient?

STEP 3: ASSIGN A PRIMARY SUPPORT CONTACT

The college should designate one primary support contact to reduce fragmented outreach. This person may be a case manager, student success advisor, or other trained staff member.

The primary support contact should:

- invite the student to a re-entry meeting;
- avoid requiring the student to retell their full story unnecessarily;
- focus on immediate barriers and practical next steps;
- document offers of support and student response;
- coordinate communication with other offices as appropriate.

STEP 4: INVITE THE STUDENT TO A STRUCTURED RE-ENTRY MEETING

The student should be invited to participate in a re-entry meeting before or early in the term. Whenever possible, the meeting should be framed as supportive and non-punitive.

Suggested invitation language:

> *We are glad you are enrolled and want to support a successful semester. Because prior terms became difficult and ended without the level of participation you intended, we would like to create a short re-entry plan with you. This is not a disciplinary meeting. The purpose is to clarify support options, communication expectations, academic steps, and what to do if concerns begin building again.*

The meeting may include the student, primary support contact, academic advising, accessibility/disability services, and other appropriate offices. Faculty should not be included unless there is a specific educational need and the student's privacy is protected.

STEP 5: DETERMINE WHETHER THE MEETING IS VOLUNTARY, STRONGLY ENCOURAGED, OR REQUIRED

The default approach is voluntary or strongly encouraged. A required meeting may be considered only when supported by established policy and a documented basis, such as:

- unresolved conduct concerns;
- repeated disruption;
- safety concerns requiring review;
- required academic standing process;
- repeated withdrawal after crisis escalation;
- prior administrative directive;
- need to clarify participation expectations before access to a particular setting.

Before imposing a required meeting or enrolment condition, the college should consult appropriate policy owners, Accessibility/Disability Services, privacy/compliance, and legal counsel as needed.

STEP 6: CREATE A SHORT RE-ENTRY PLAN

The re-entry plan should be practical, concise, and easy to understand. It should avoid unrealistic promises. The plan may include:

Area	Plan Elements
Primary contact	Name, office, contact method, response expectations
Academic participation	Attendance, assignment, lab, placement, practicum, or participation requirements
Accessibility/disability	Referral or current accommodation process; reminder that accommodations must be approved through designated channels
Communication	Appropriate use of faculty email, support office contact, crisis contact, and response times
Distress disclosures	How faculty will respond; when disclosures will be reported
Crisis or safety concerns	Emergency contacts, crisis lines, campus safety, reporting procedures
Housing/food/transportation barriers	Referrals, emergency aid screening, community resources, and limits of college assistance
Withdrawal risk	Early warning signs; advising meeting before withdrawal; reduced load or incomplete options if available
Faculty boundaries	Faculty teach and evaluate; they do not provide ongoing crisis response
Conduct expectations	Respectful communication, classroom behavior, and compliance with directives
Review date	Check in during weeks 2–4 or earlier if concerns arise

STEP 7: PROVIDE ROLE-BASED FACULTY GUIDANCE

Faculty should receive process guidance, not unnecessary private history.

Suggested faculty message:

> *The college is aware of prior concerns and has a process for outreach if new concerns arise. You are not expected to provide counseling or case management. Please teach and evaluate the course as usual, apply standard academic expectations, document any course-related concerns, and submit a report if the student discloses safety concerns, stops participating, disrupts class, or submits work indicating significant distress or risk.*

Faculty may be provided:

- reporting thresholds;
- boundary scripts;
- guidance on concerning assignments;

- emergency instructions;
- consultation contact;
- reminder not to promise confidentiality;
- instructions to preserve relevant communications or assignments.

Faculty should not be given full personal, medical, disability, financial, housing, or prior support history unless there is a legitimate need under college policy.

STEP 8: CLARIFY EXPECTATIONS WITH THE STUDENT IN WRITING

The student should receive a written summary of expectations and support options.

Suggested student-facing language:

> *We want to support your success this semester. The college can help coordinate resources, academic options, accessibility referrals, and support planning. To make that support possible, you are expected to respond to designated college communications, use appropriate support offices for non-course concerns, communicate respectfully, follow course expectations, and seek help early if barriers begin affecting participation.*

The written expectations should clarify:

- faculty are available for course-related questions;
- ongoing crisis support should go through designated support or emergency resources;
- coursework or messages containing safety concerns may be reported;
- attendance and assignments remain required unless modified through approved processes;
- the student may decline many supports, but academic and conduct consequences may still apply;
- the college cannot guarantee outcomes or resources beyond its capacity.

STEP 9: MONITOR THROUGH NORMAL CHANNELS

The college should not create unnecessary surveillance. Monitoring should occur through normal academic and support channels unless a specific safety, conduct, accommodation, or administrative plan requires otherwise.

Appropriate monitoring may include:

- faculty submitting standard attendance or concern reports;
- advising check-ins;
- case manager outreach;
- accommodation implementation review;
- conduct compliance review;
- early alert systems;
- scheduled support meeting.

STEP 10: RESPOND TO NON-ENGAGEMENT

Students may decline support in many circumstances. The college should keep the door open while documenting outreach and clarifying consequences.

If the student does not respond:

1. Send one warm follow-up.
2. Identify the specific reason for outreach.
3. Explain available options.
4. Clarify any academic, conduct, or administrative consequences.
5. Document no response, missed appointments, or refusal.
6. Avoid repeated indefinite pursuit unless safety concerns require escalation.

Suggested non-engagement language:

> *We understand you may not want another meeting. We are available if you choose to engage. Please know that course expectations remain in effect, and faculty may continue to report concerns if safety, well-being, or participation issues arise. If you are considering withdrawal, please contact advising before leaving your courses so options can be reviewed.*

STEP 11: ESCALATE WHEN NEEDED

Escalation may be appropriate when concerns move beyond support planning.

Escalate to emergency response or campus safety when there is imminent danger, direct threat, weapon concern, suicide plan, credible harm-to-others concern, stalking, or urgent welfare concern.

Escalate to conduct when there are threats, harassment, repeated boundary violations, disruptive behavior, abusive communication, refusal to comply with reasonable directives, or other policy violations.

Escalate to Accessibility/Disability Services when accommodation needs are identified, or disability-related questions may affect participation.

Escalate to privacy, compliance, or legal review when the college is considering required conditions, information sharing beyond routine need, involuntary withdrawal, suspension, exclusion, safety restrictions, or complex mandated reporting questions.

STEP 12: CLOSE OR TRANSITION THE PLAN

At the end of the term, or when the student withdraws, disengages, or stabilizes, the primary support contact should document:

- supports offered;
- student response;
- meetings attended or missed;

- academic participation;
- faculty reports;
- accommodations or referrals;
- safety or conduct concerns;
- outcome;
- recommendation for future re-enrolment review if applicable.

8.0 DISTRESS, DISRUPTION, AND THREAT: RESPONSE FRAMEWORK

The college should distinguish distress from disruption and threat while recognizing that these categories may overlap.

Presentation	Examples	Primary Response
Student distress	Hopelessness, panic, exhaustion, housing stress, medication disruption, concerning personal writing without threats	Care Team report, support outreach, counseling/wellness referral, advising, accessibility referral
Academic non-participation	Missed assignments, stopped attending, repeated withdrawal, failure to communicate about coursework	Faculty documentation, advising outreach, academic options, and re-entry planning
Faculty role strain	Repeated late-night distress emails, requests for emotional support, and crisis disclosures through coursework	Boundary scripts, Care Team referral, department chair support, faculty wellbeing support
Classroom disruption	Repeated interruption, refusal to follow classroom directions, and behavior interfering with learning	Classroom management, chair consultation, and conduct referral if needed
Concerning communication	Language suggesting self-harm, inability to stay safe, harm to others, targeted fear, harassment, or threats	Care Team, emergency response, conduct, or safety process, depending on severity
Credible threat or imminent risk	Specific threat, time/place/method, weapon access, stalking, suicide plan, immediate danger	Emergency response, campus safety, threat assessment, mandated reporting

9.0 FACULTY GUIDANCE FOR CONCERNING ASSIGNMENTS AND COMMUNICATIONS

Faculty should treat concerning content as information to route, not as a problem to personally solve.

Recommended steps:

1. Review the work for academic purposes.
2. Identify whether the content suggests distress, self-harm, harm to others, inability to function, harassment, threat, abuse, or significant deterioration.
3. Preserve the assignment or communication.
4. Submit a Care Team or appropriate report with relevant facts.
5. Contact emergency resources if the content suggests imminent danger.
6. Continue grading according to course criteria unless policy or administrative guidance says otherwise.
7. Avoid counseling through grading feedback.

Suggested faculty response to concerning coursework:

> *I read your assignment and am concerned about some of what you shared. I am going to connect this concern to the appropriate support office so someone in the right role can follow up. My feedback on the assignment will focus on the course requirements.*

Suggested response to repeated distress emails:

> *I received your message and have shared the concern with the appropriate support office. I care about your success in this course, but I am not the right person to provide ongoing crisis support. I will continue to communicate with you about course-related matters.*

10.0 STUDENT PARTICIPATION AND CONDUCT EXPECTATIONS

Students returning under this protocol should receive clear expectations. These expectations should be framed as conditions for successful participation, not punishment. Students are expected to:

- attend and participate according to course requirements;
- submit work by course deadlines or follow approved extension processes;
- communicate with faculty about course matters during reasonable channels and timelines;
- use designated offices for non-academic support needs;
- avoid repeated crisis disclosure to faculty after being redirected;
- respect classroom norms and the rights of other students;
- comply with reasonable directives from faculty or administrators;
- follow the student code of conduct;
- engage with accessibility processes if seeking accommodations;
- understand that declining support does not remove academic or conduct expectations.

11.0 DISABILITY AND EQUITY SAFEGUARDS

When applying this protocol, the college should:

- avoid assumptions based on disability, diagnosis, perceived mental health status, poverty, housing instability, race, gender, religion, national origin, age, or other protected characteristics;
- focus on documented behavior, participation, communication, and impact;
- offer accessibility referral when disability-related barriers may be present;
- ensure that required steps are consistent with policy and applied equitably;
- consider whether barriers such as transportation, technology access, housing instability, food insecurity, caregiving responsibilities, language access, or financial stress affect participation;
- avoid using support non-engagement as evidence of bad faith without considering barriers;
- document offers of assistance and student choice;
- use the least restrictive response that reasonably addresses the concern.

12.0 PRIVACY AND INFORMATION SHARING

The college will share student information only as permitted by law and policy.

Information shared with faculty should usually be limited to:

- what to report;
- who to contact;
- how to maintain boundaries;
- whether there are approved accommodations;
- whether there are specific safety or conduct instructions relevant to the class;
- how to respond to concerning assignments or communications.

Information not normally shared unless specifically justified includes:

- diagnosis;
- medication details;
- counseling content;
- housing or financial history;
- family history;
- prior private disclosures;
- details from unrelated classes;
- speculation or rumor.

Faculty should not ask other faculty for informal background about a student. Concerns should be routed through designated administrative channels.

13.0 MANDATED REPORTING AND EMERGENCY RESPONSE

Employees must follow college reporting procedures when they receive information suggesting:

- immediate risk of self-harm or suicide;
- threat of harm to others;
- sexual violence, harassment, exploitation, or abuse;
- child or vulnerable person abuse or neglect;
- stalking, domestic or dating violence, or coercive control;
- discrimination or harassment based on protected status;
- weapon concern;
- credible safety threat;
- other reportable conduct under law or policy.

Employees should not investigate beyond their role. They should preserve information, report through the correct channel, and seek consultation when uncertain.

14.0 LIMITS OF COLLEGE SUPPORT

The college can offer:

- coordinated outreach;
- case management or student success support;
- academic advising;
- accessibility review;
- counseling referral or wellness support;
- emergency aid screening where available;
- community referrals;
- faculty guidance;
- safety assessment;
- conduct review;
- academic options such as reduced load, withdrawal consultation, incomplete review, or leave options where policy permits.

The college cannot promise:

- housing placement unless a specific program exists;
- transportation;
- medical treatment or medication management;
- 24/7 individualized monitoring;
- academic success;
- exemption from essential academic standards;
- unlimited faculty availability;

- confidentiality when reporting duties apply;
- continued enrolment when conduct, safety, or academic standards require action.

15.0 DOCUMENTATION STANDARDS

Documentation should be factual, objective, and behavior-based.

Document:

- dates and times;
- observable behavior;
- exact language when relevant;
- academic impact;
- classroom impact;
- reports submitted;
- outreach attempts;
- resources offered;
- student response;
- accepted or declined support;
- missed appointments;
- referrals made;
- safety actions;
- outcome and next steps.

Avoid labels such as:

- manipulative;
- attention-seeking;
- dramatic;
- crazy;
- lazy;
- difficult;
- noncompliant without context;
- refuses help without documenting what was offered and how the student responded.

Preferred documentation example:

> *Pattern noted across multiple terms: student enrolls, discloses significant distress primarily through faculty or coursework, does not consistently engage with direct support outreach, stops participating academically, and withdraws or becomes unreachable. Recommend proactive re-entry planning if the student seeks future enrolment.*

16.0 FACULTY WELLBEING SUPPORTS

The college should provide faculty with practical supports when a returning student has a documented pattern of distress disclosure, non-engagement, or classroom impact.

Available supports may include:

- one pre-semester consultation focused on faculty role, boundaries, and reporting thresholds;
- written scripts for redirecting distress disclosures;
- department chair support;
- employee assistance or wellness resources;
- debriefing after highly stressful incidents;
- guidance on grading concerning assignments;
- clear contact point for urgent and non-urgent concerns.

Faculty support should not depend on the disclosure of unnecessary student details. The emphasis should be on what faculty should do, not on private background.

17.0 DECISION GUIDE: LEVEL OF RE-ENTRY STRUCTURE

Level	Indicators	Response
Level 1: Standard support	Prior difficulty, but no repeated pattern; student voluntarily seeks help	Normal advising, accessibility referral, counseling/wellness referral, early alert as needed
Level 2: Proactive support	Repeated withdrawal, distress disclosures, support non-engagement, and academic deterioration	Pre-semester review, primary support contact, voluntary re-entry meeting, written support plan, faculty guidance
Level 3: Required administrative review	Documented pattern plus disruption, safety concerns, conduct concerns, or prior directives	Required meeting if policy permits, conduct/accessibility/legal consultation, written expectations, and possible enrolment conditions
Level 4: Safety or conduct intervention	Imminent risk, credible threat, serious disruption, harassment, weapon concern, stalking, direct safety issue	Emergency response, campus safety, conduct process, threat assessment, safety restrictions, legal/privacy review

The college should use the least restrictive level that addresses the documented concern.

18.0 RE-ENTRY MEETING AGENDA

1. Welcome and purpose
2. Student goals for returning
3. What has made prior terms difficult
4. Immediate barriers this week
5. Academic expectations for current courses
6. Accessibility or accommodation needs
7. Support contacts and communication plan
8. What faculty can and cannot provide
9. Crisis and safety reporting expectations
10. Withdrawal or reduced-load planning
11. Student choices and next steps
12. Review date

19.0 RE-ENTRY PLAN TEMPLATE

Student name:
Student ID:
Term:
Primary support contact:
Date of meeting:
Participants:

A. STUDENT'S STATED GOAL

B. CURRENT COURSES OR PROGRAM REQUIREMENTS

C. KNOWN BARRIERS AFFECTING PARTICIPATION

D. IMMEDIATE SUPPORT STEPS

Need	Step	Responsible Person	Timeline
Academic advising			
Accessibility/disability			
Counseling/wellness			
Housing/food/financial referral			
Other			

E. COMMUNICATION EXPECTATIONS

- Faculty contact should focus on course-related questions.
- Non-course distress or resource needs should be directed to the primary support contact or designated support office.
- Emergency or immediate safety concerns should use emergency/crisis procedures, not email.

F. ACADEMIC EXPECTATIONS

G. CONDUCT AND CLASSROOM EXPECTATIONS

H. CONCERNING DISCLOSURE PLAN

If concerning content appears in coursework, email, class discussions, or other communications, faculty or staff may report it through the appropriate college channels.

I. WITHDRAWAL OR REDUCED-LOAD PLANNING

J. REVIEW DATE

K. STUDENT ACKNOWLEDGMENT

Acknowledgment means the plan was reviewed. It does not require the student to agree with every detail unless the plan is issued as a formal administrative directive under policy.

20.0 SAMPLE COMMUNICATIONS

20.1 STUDENT RE-ENTRY INVITATION

We are glad you are enrolled and want to support a successful semester. Because prior terms became difficult and ended without the level of participation you intended, we would like to create a short re-entry plan with you. This is not a disciplinary meeting. The purpose is to clarify support options, communication expectations, academic steps, and what to do if concerns begin building again.

20.2 STUDENT WRITTEN EXPECTATIONS

The college can help coordinate resources, academic options, accessibility referrals, and support planning. To make that support possible, you are expected to respond to designated college communications, use appropriate support offices for non-course concerns, communicate respectfully, follow course expectations, and seek help early if barriers begin affecting participation.

20.3 FACULTY CONSULTATION MESSAGE

The college is aware of prior concerns and has a process for outreach if new concerns arise. You are not expected to provide counseling or case management. Please teach and evaluate the course as usual, apply standard academic expectations, document any course-related concerns, and submit a report if the student discloses safety concerns, stops participating, disrupts class, or submits work indicating significant distress or risk.

20.4 FACULTY BOUNDARY SCRIPT

I am sorry you are dealing with this. I care about your success in this course, but I am not the right person to provide ongoing crisis support. I am going to connect this concern to the appropriate support office so they can follow up. I will continue to communicate with you about course-related matters.

20.5 NON-ENGAGEMENT FOLLOW-UP

We understand you may not want another meeting. We are available if you choose to engage. Please know that course expectations remain in effect, and faculty may continue to report concerns if safety, well-being, or participation issues arise. If you are considering withdrawal, please contact advising before leaving your courses so options can be reviewed.

21.0 REVIEW AND QUALITY ASSURANCE

At least annually, the college should review the use of this protocol to assess:

- whether students were supported without unnecessary exclusion;
- whether disability and equity safeguards were followed;
- whether faculty received role-appropriate guidance;
- whether privacy was protected;
- whether mandated reports were handled correctly;
- whether repeated patterns were documented and addressed earlier;
- whether required meetings or conditions were applied consistently;
- whether institutional resource limits were communicated clearly;
- whether classroom stability improved.

Findings should be used to improve training, forms, communication templates, and cross-department coordination.

22.0 IMPLEMENTATION CHECKLIST

- Identify policy owner and responsible offices.
- Confirm alignment with academic, conduct, accessibility, privacy, safety, and counseling policies.
- Obtain legal/compliance review for jurisdiction-specific requirements.
- Create a standard re-entry plan form.
- Train faculty and department chairs on reporting thresholds and role boundaries.
- Train support staff on documentation standards.
- Establish a process for pre-semester roster review when a prior case closure recommends re-entry planning.
- Create student-facing communication templates.
- Create faculty-facing consultation templates.
- Review the protocol after the first term of use.

23.0 POLICY STATEMENT

The college welcomes students returning after difficulty and will not deny access based solely on need, disability, distress, prior withdrawal, or use of support services. When a documented pattern suggests that re-enrolment may restart a cycle of distress, non-engagement, academic non-completion, faculty role strain, or classroom impact, the college may initiate a structured re-entry process.

This process will be individualized, privacy-conscious, equitable, and grounded in documented behavior. It will clarify support options, academic expectations, conduct standards, communication boundaries, reporting duties, and the limits of institutional resources. The college will use the least restrictive response appropriate to the concern while maintaining a safe, stable, and effective learning environment.