

**NOTE:** This emergency operations plan should be modified by the LEA based on their assessment of the needs of their sites and the resources available to them. The steps outlined in this template are suggestions. LEAs are free to continue using the plans and procedures that they currently have in place.

## Child Left at School

**Scenario:** A child is waiting at school to be picked up by their parent/guardian. Attempts to reach the parent/guardian have failed. (Note that the scenario could involve staff who are waiting with the child after the school program ends for the day, or after the extended day program ends.)

Board Policy / Administrative Regulation References: [\[List here\]](#)

BEFORE (Prepare and Prevent)	
Goal:	100% of parents/guardians will designate an adult(s) who has agreed to care for their child if the parent/guardian cannot be located by school officials.
Objective(s):	<ol style="list-style-type: none"> <li>1. Use the school’s mass communication systems at least twice yearly (autodial, email, social media, and backpack messages) to ask parents to review the emergency contact information for their children, and update as necessary.</li> <li>2. Encourage parents to identify at least two emergency contacts that are not the immediate parent/guardian.</li> <li>3. Audit school records to identify all children whose emergency contacts have not been reviewed during this school year (i.e., parents who did not complete the annual date verification).</li> <li>4. Audit school records to identify all children who have one or fewer emergency contacts in the system.</li> <li>5. Use autodial, email, and backpack messages to specifically target the parents/guardians of children who have been identified in the audit.</li> <li>6. Make individual contacts with parents/guardians who have not responded to prior attempts.</li> <li>7. Continue contacts to accomplish the goal.</li> <li>8. Promote the use of Family Preparedness Plans to help families with immigration concerns to create contingency plans that anticipate the possibility that a family member/parent could be detained by immigration authorities.</li> </ol>
Courses of Action:	<p><u>Mass Communications Steps</u></p> <ol style="list-style-type: none"> <li>1. Create messaging scripts and translations that communicate the:               <ol style="list-style-type: none"> <li>a. Importance of updating a child’s emergency contacts.</li> <li>b. Process for making the update.</li> <li>c. The date (no more than one week from the date of the message) by which emergency contacts should be updated.</li> </ol> </li> <li>2. Implement messaging campaign.</li> </ol> <p><u>Audit Steps</u></p> <ol style="list-style-type: none"> <li>1. Work with the IT department to develop a confidential query to identify all students whose emergency contacts have not been reviewed during this school year or have one or less emergency contacts in the system.</li> <li>2. Initiate the audit one week after the messaging campaign begins.</li> </ol>

### Targeted Messaging Steps

1. Create messaging scripts and translations that communicate:
  - a. “Our records indicate the emergency contact information we have on file for your child may be out-of-date or incomplete.”
  - b. Why having updated emergency contact information is essential.
  - c. Process for making the update.
  - d. The date (no more than one week from the date of the message) by which emergency contacts should be updated.
  - e. Who to contact for help or if you have questions.
2. Repeat the audit step one week after targeted messages are sent.

### Individual Contact Steps

1. Create call scripts and translations that communicate:
  - a. Identification of the person making the call.
  - b. The purpose of the call.
  - c. Verification that the person speaking is the parent/guardian.
  - d. Review the emergency contact info that is on file.
  - e. Make needed updates.
  - f. Answer questions.
2. Assign call lists to staff.
  - a. Train staff on the use of the call script.
  - b. Prepare staff to respond to questions, concerns, or objections.
3. Track progress to 100%.

### Family Safety Plan (FSP) Steps

1. Identify community-based organizations that are willing to help families with immigration concerns complete an FSP.
2. Promote the use of FSP through social media posts, school message platforms, posters, and in the community (churches, libraries, community centers).
3. Focus on mass communication strategies. Avoid strategies that assume someone is an immigrant or that could cause someone to disclose their immigration status to a school employee.
4. Do not store Family Safety Plans at school as they will be considered school records and would contain confidential information that the school will not need and shouldn't have access to.

### Cautions:

1. Avoid strategies that risk identifying individual children whose parents have not updated their emergency contacts.
2. Avoid strategies that could cause children to become fearful about whether their parents have updated their emergency contacts.
3. Be prepared to support students who have suffered traumatic situations and could be triggered by discussion of the need for updated emergency contacts.

Goal:	Ensure the safety of the child until the parent/guardian, person designated by the parent or guardian, or person presenting a Caregiver’s Authorization Affidavit is located to take custody of the child.
Objective(s):	<ol style="list-style-type: none"> <li>1. Engage district support.</li> <li>2. Attempt to contact parent/guardian.</li> <li>3. Attempt to contact persons listed in school records as emergency contacts.</li> <li>4. Determine if the parent/guardian has left other written instructions (with relatives or friends) designating someone as an emergency caregiver for their child.</li> <li>5. Contact law enforcement only after exhausting all possibility of identifying an emergency caregiver to take custody of the child.</li> </ol>
Courses of Action:	<p><u>Engage District Support</u></p> <ol style="list-style-type: none"> <li>1. Inform [superintendent or designee] that you have a child at school who has not been picked up by their parent/guardian, and that you have been unable to reach them.</li> <li>2. Use the <i>Child Left at School</i> form to document your efforts to contact the parent/guardian, emergency caregiver designated by the parent or guardian, or person presenting a Caregiver’s Authorization Affidavit is located to take custody of the child.</li> </ol>

AFTER (Evaluate and Revise)	
Goal:	Determine if this plan or the supporting materials can be improved.
Objective(s):	1. Complete the <i>Child Left at School – After-Action Reflection</i> .
Courses of Action:	<p><u>After-Action Reflection</u></p> <ol style="list-style-type: none"> <li>1. Interview all staff members who were directly involved in the incident to solicit suggested improvements.</li> <li>2. Complete the reflection form.</li> <li>3. Revise the plan/support materials as needed.</li> <li>4. Work with assigned caregiver or Child Welfare Services if applicable to ensure continuity of care and school placement for the student.</li> </ol>

Anticipated Materials and Needs		
Before	During	After
<ol style="list-style-type: none"> <li>1. Mass communication scripts               <ol style="list-style-type: none"> <li>a. Autodial</li> <li>b. Email/Newsletter</li> <li>c. Backpack</li> <li>d. Social Media</li> </ol> </li> <li>2. Student Information System query of updates to emergency contacts</li> <li>3. Targeted message scripts               <ol style="list-style-type: none"> <li>a. Autodial</li> <li>b. Email</li> </ol> </li> <li>4. Individual contact script</li> <li>5. Family Safety Plan (FSP) template</li> <li>6. The contact information for a community-based organization that</li> </ol>	<ol style="list-style-type: none"> <li>1. After hours contact information for [superintendent/designee].</li> <li>2. <i>Child Left at School</i> form.</li> <li>3. Contact information for local law enforcement if taking the child into protective custody is the only option.</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Child Left at School – After-Action Reflection</i></li> </ol>

7. has agreed to assist families in completing an FSP.		
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**BEFORE - Materials**

**Mass Communication Scripts**

Autodial

- Hi, this is [name] calling from [school name] with an important request.
- As we have seen recently with the fires in Los Angeles, emergencies that could prevent you from being able to pick your child up at school can happen without warning.
- Please log into the parent portal today [OR INSERT OTHER MEANS OF UPDATING EMERGENCY CONTACT INFORMATION] to make sure we have updated emergency contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.
- If you need help updating your emergency contact information, please call the school office at XXX-XXX-XXXX. Thank you!

Email/Newsletter

Greetings!

Emergencies that could prevent you from being able to pick your child up at school can happen without warning.

Please log into the [parent portal hyperlink] today to make sure that we have updated emergency contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.

If you need help updating your emergency contact information, please send the information via email to [email address] or call the school office at XXX-XXX-XXXX.

Thank you!

[Name], Principal  
[School Name]

Backpack Message

Greetings!

Please log into the parent portal ([web address]) today to make sure that we have updated emergency contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.

If you need help updating your emergency contact information, please send the information via email to [email address] or call the school office at XXX-XXX-XXXX.

Thank you!

[Name], Principal  
[School Name]

### Social Media Post

Emergencies that could prevent you from being able to pick your child up at school can happen without warning.

Please log into the [parent portal](#) today to make sure that we have updated emergency contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.

If you need help updating your emergency contact information, please call the school office.

[\[Add website URL for parents to update their information\]](#)

### **Targeted Message Scripts**

#### Autodial

- Hi, this is [\[name\]](#) calling from [\[school name\]](#) with an important request.
- Our records show that we need additional emergency contacts from you in case we are not able to reach you in an emergency.
- Please log into the parent portal today to provide updated contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.
- If you need help updating your emergency contact information, please call the school office at [XXX-XXX-XXXX](#). Thank you!

#### Email

Greetings!

Our records show that we need additional emergency contacts from you in case we are not able to reach you in an emergency.

Please log into the [\[parent portal hyperlink\]](#) today to provide updated emergency contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.

If you need help updating your emergency contact information, please send the information via e-mail to [\[email address\]](#) or call the school office at [XXX-XXX-XXXX](#).

Thank you!

[Name], Principal  
[School Name]

### Individual Contact Script

- Hi, this is [name] calling from [school name]. May I speak with [name of parent/guardian]?
- I'm calling to check the emergency contact information that we have on file for your child.
- This information is important for the school to have if we're unable to reach you in an emergency.
- These would be the people that you have authorized to take your child home with them in an emergency.
- [Review the names and contact information and verify the info is current and correct.]
- Is there anyone you would like to add to the list?
- Thank you for your help with this.
- I also wanted to let you know you can update this information at any time by [include brief instructions].
- Is there anything else I can do help?

### Family Safety Plans

- The [name of community-based organization] offers families with immigration concerns assistance in completing a Family Safety Plan.
- A template and step by step guide in English, Spanish, and Chinese are available from the Immigrant Legal Resource Center at <https://www.ilrc.org/resources/family-preparedness-plan>
- [Describe how the CBO and LEA will promote the use of Family Safety Plans.]

**CONFIDENTIAL STUDENT RECORD**

**[LEA Name]**

**Child Left at School**

This form should be completed when a child is left at school, school employees are unable to reach the parent/guardian, and it is [amount of time] or more after the parent/guardians are expected to pick up their children.

Date		Time	
Student Name		Student ID Number	
Employee Name		Position	

**Steps**

1. Continue attempts to reach parent(s)/guardians.
2. Attempt to reach emergency contacts.
3. If attempting to make contact by text message, use the following script:  
 “From [name] at [school name]. Urgent that you call me ASAP regarding [first name of student].”
4. If unable to reach a parent, guardian or emergency contact, call [superintendent/designee] at [after hours phone number] for instructions.
5. If an adult arrives and presents a Caregiver Authorization Affidavit, release the child to them after:
  - a. Making and retaining a copy of the affidavit.
  - b. Confirming the identity of the person presenting the affidavit.
6. Contact the [superintendent/designee] if the child is released to a parent/guardian, emergency contact, or person presenting a Caregiver Authorization Affidavit.
7. If authorized to do so by the [superintendent/designee], contact [local police department] at [non-emergency number] to ask that they take the child into protective custody.

**Call Log**

Use the call logs on the following pages to document each attempt to reach the parent/guardian and emergency contacts.

- If you are informed that you have called a wrong number, confirm that the number you attempted to call was dialed and that the attempt was not misdialed.

**Resolution**

Complete the following information to document who the child was released to.

Name of Person / Officer		Time	
Authorization	<input type="checkbox"/> Parent / Guardian	<input type="checkbox"/> Emergency Contact	<input type="checkbox"/> Caregiver Affidavit
			<input type="checkbox"/> Law Enforcement / Child Welfare Services
Release to Law Enforcement / Child Welfare Services			
Agency		Badge / ID Number	







Use this page if additional space is needed to log calls.

Name	<input type="checkbox"/> Parent / Guardian		Phone
	<input type="checkbox"/> Emergency Contact		
Time	Result		Notes
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	<input type="checkbox"/> Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	<input type="checkbox"/> Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	<input type="checkbox"/> Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	<input type="checkbox"/> Contact made	
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	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	<input type="checkbox"/> Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	<input type="checkbox"/> Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	<input type="checkbox"/> Contact made	

Name	<input type="checkbox"/> Parent / Guardian		Phone
	<input type="checkbox"/> Emergency Contact		
Time	Result		Notes
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	<input type="checkbox"/> Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	<input type="checkbox"/> Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	<input type="checkbox"/> Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	<input type="checkbox"/> Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	<input type="checkbox"/> Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	<input type="checkbox"/> Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	<input type="checkbox"/> Contact made	

**[LEA Name]**

**Child Left at School – After-Action Reflection**

Ask yourself and those involved in the incident:

- Were the instructions on the Child Left at School form clear and complete?
- Were you able to engage support from the district office as quickly as needed?
- Was the Call Log portion of the form useful?
- If you needed to contact law enforcement, did the contact go smoothly?
- Do you have any suggested changes to the procedures outlined in this plan?

Use the reflection to revise the plan, procedures and tools as needed.