

NOTE: This template is provided to help users develop a plan for their school(s). It is not ready to implement. The template should be modified by the local educational agency (LEA) and/or school based on an assessment of each school’s needs and resources.

- The steps outlined in this template are suggestions.
- Use of this template is not required.
- Notes to the plan developers are included in blue. Delete these notes from your finished plans.

Person Detained by Immigration Authorities

Scenario: A member of the school community is missing and may have been (or has been) detained by immigration authorities.

Related Annexes: Child Left at School

[Related EOP templates are being developed for:](#)
[Mental Health Crisis Intervention](#)
[Student Demonstration](#)

BP/AR Reference [\(add a reference if applicable\):](#)

BEFORE	
Goal:	<ol style="list-style-type: none"> 1. Prepare to support student needs. 2. Prepare to assist families impacted by immigration enforcement. 3. Prepare communication tools and resources.
Objective(s):	<p><u>Goal 1 Objective: Prepare to support student needs</u></p> <ol style="list-style-type: none"> a) <u>Mental Health</u>: Prepare to implement the Mental Health Crisis Intervention annex. b) <u>Education</u>: Prepare to provide distance learning options and tutoring support. c) <u>Evaluate for McKinney-Vento Protections</u>: Check/revise procedures to ensure that changes in living situations are evaluated for eligibility. d) <u>Before/After School Care</u>: Prepare to support students in need of before/after school care. e) <u>Access to Meals</u>: Develop a strategy to improve access or provide a replacement for school provided meals, for students whose families are impacted by immigration enforcement. <p><u>Goal 2 Objective: Prepare to assist the detained person’s family/caregivers</u> Prepare to:</p> <ol style="list-style-type: none"> a) Connect the family with community-based organizations for assistance with needs. b) Provide the Caregiver Authorization Affidavit to caregivers who do not have legal custody. c) Provide information on enrollment options for students whose parents are forced to leave California due to immigration concerns. (Education Code 48204.1) <p><u>Goal 3 Objective: Prepare communication resources</u></p> <ol style="list-style-type: none"> a) Check/revise procedures for assessing and addressing translation and interpretation needs. b) Prepare translated call scripts and letter templates for likely scenarios.

Courses of
Action:

LEA ACTIONS

Goal 1 Actions: Prepare to support student needs

a) **Mental Health Crisis Intervention:**

- i. Review your procedures for deploying mental health crisis intervention team members to a site experiencing a crisis.
- ii. Create/update lists of team members who can assist student in languages other than English.
- iii. Enter into agreements with CBOs or telehealth providers to provide virtual crisis intervention support in languages that the LEA cannot cover with LEA resources.

b) **Education:**

- i. Create/define the distance learning and tutoring options that the LEA will make available to students and families in crisis.
Consider:
 1. Independent study agreements
 2. Synchronous virtual instruction (live two-way connection to the student's classroom(s)).
 3. Tutoring (in-person and/or virtual options)

NOTE: The San Diego County Office of Education (SDCOE) designed [distance learning units of study](#) in grades K-12 that are focused on grade-level essential learnings in each content area.

- ii. Train site personnel on the right to enrollment established in EC 48204.4 and create translated materials for use with parents on this option.
 - iii. Ensure that site staff have written direction, based on input from the LEA's legal counsel, on the circumstances that should prompt staff to provide a copy of the Caregiver Authorization Affidavit to a caregiver who does not have legal guardianship of a child.
- c) **McKinney-Vento Protections:** Prepare homeless liaisons for the possibility that an increase in students qualifying for these protects could be created by stepped up immigration enforcement.
- d) **Before- and/or After-School Programs:** Identify/create childcare options, at the school or with a partner organization, that can be rapidly implemented in response to a change in a child's living conditions.
- e) **Access to Meals:** Devise a system to support students experiencing interruptions in in-person attendance while they do not have access to meals at school. Consider:
- i. Delivering meals to students
 - ii. Allowing an adult to pick up meals for the student
 - iii. Partnering with a community-based organization (CBO) to provide meals

IMPORTANT:

- *Work with your director of child nutrition to determine if meal reimbursement from state and federal programs is available.*
- *Avoid creating a registry that could be used as a proxy for a list of students with immigration concerns.*

Goal 2 Actions: Prepare to assist the person's family/caregivers

- a) Establish relationships with CBOs that will assist families impacted by immigration enforcement with legal services, food, shelter, childcare, and mental health supports.

- b) Create written guidance to be used by family liaisons, school counselors, and school social workers on the referral process for each organization. Whenever possible, avoid handing parents a list of providers. Work with the organizations to create a facilitated intake process that involves site staff contacting the organization and connecting them with the family in crisis.
- c) Train liaisons, school counselors, and school social workers on the intake process for each of the CBOs that the LEA is working with.
- d) Prepare and translate materials with referral information and make them available to allow families to self-refer when needs arise.

Goal 3 Actions: Prepare communication resources

- a) **Interpretation and Translation:** Provide instructions to site administrators and office staff on how to access help with interpretation or translation when the site lacks that capacity.
 - i. Include resources that can be engaged in response to a crisis.
 - ii. Consider contracts with outside providers.
- b) **Scripts and Templates:** Prepare talking points, call scripts, and message templates in anticipation of the scenarios:
 - i. Detained Student: A student has not been attending and is rumored to have been picked up by immigration authorities.
 - ii. Detained Caregiver: A student reports that one or both of their parents/primary caregivers is missing and believed to be detained by immigration.
 - iii. Detained Staff Member: A staff member hasn't reported to work and is rumored to have been detained or has been detained by immigration authorities.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

Goal 1 Actions: Prepare to support student needs

- a) **Mental health:** Meet with the Mental Health Crisis Intervention team leader to prepare for immigration related crises.
 - i. Identify multilingual members of the mental health crisis intervention team.
 - ii. Identify language needs that cannot be covered by the site team and contact the district to identify personnel that can be called in if the need arises.
 - iii. Review mental health crisis intervention procedures and modify to include instructions for staff that emphasize the need to avoid assumptions about immigration status and the need to avoid conversation/speculation about a person's immigration status.
 - iv. Ensure that the team is ready to connect families with CBOs that the LEA has identified for support with legal services, food, shelter, and mental health supports.
- b) **Education:** Prepare to provide learning options based on LEA policy for students who experience interruptions in their attendance.
 - i. Independent study agreements
 - ii. Synchronous virtual instruction (live two-way connection to the student's classroom(s)).
 - iii. Tutoring (in-person and/or virtual options)
- c) **McKinney-Vento Protections:** Ensure that staff are aware of and following the updated guidance from the LEA regarding the changes in living conditions that are likely to increase due to stepped up immigration enforcement.
- d) **Before/After School Care:** Prepare to assist students in crisis who need before/after school care options.

	<p>e) Access to Meals: Ensure staff will make parents aware of the meal options provided by the LEA for students who experience interruption in in-person attendance.</p> <p><u>Goal 2 Actions: Prepare to assist the person’s family/caregivers</u></p> <p>a) Liaison for Immigrant Families</p> <ul style="list-style-type: none"> i. To assist families in connecting to the supports available within the LEA and partnering CBOs, designate at least one person to serve as the school’s liaison for immigrant families. ii. Confirm that liaison for immigrant families, school counselors, and school social workers understand their role in connecting families with support available through the CBOs the LEA has identified. <p><u>Goal 3 Actions: Prepare communication resources</u></p> <p>a) Interpretation and Translation</p> <ul style="list-style-type: none"> i. Prepare a list of staff members, sorted by language, who can assist with interpretation during calls and meetings. ii. Prepare a list of staff members, sorted by language, who are qualified to provide written translations. iii. Work with the LEA to identify district employees or contractors who can be called on to assist with translation and interpretation needs for languages that school staff are not equipped to cover. iv. Become familiar with the talking points, scripts and message templates that have been provided by the LEA. <p>MENTAL HEALTH CRISIS INTERVENTION TEAM LEADER ACTIONS</p> <p><u>Goal 2 Actions: Prepare to support student needs</u></p> <p>a) Meet with the Mental Health Crisis Intervention team to talk through the following scenarios and identify needs, resources and concerns.</p> <ul style="list-style-type: none"> i. <u>Primary Caregiver Detained:</u> A student’s parents have been detained by immigration authorities and are being processed for deportation. The student is living with a caregiver. The student is attending school but is frequently tearful in class. ii. <u>Trauma Impacts:</u> Several students are experiencing sadness, fear, and anger in response to immigration enforcement actions with impacts in classrooms ranging from sadness and withdrawal to anger and confrontations. iii. <u>Staff Member Detained:</u> A staff member/volunteer of the school community has been detained by immigration authorities. Students and staff members are experiencing grief and anger. iv. <u>Student Relocation:</u> A small group of students is upset by the loss of one of their friends who has been forced to relocate due to an enforcement action.
DURING	
Goals:	<ul style="list-style-type: none"> 1. Communicate effectively with parents and families experiencing an immigration crisis. 2. Support students who are experiencing an immigration crisis. 3. Assist families experiencing an immigration crisis.
Objective(s):	<p><u>Goal 1 Objectives: Communicate effectively with parents and families</u></p> <ul style="list-style-type: none"> a) Obtain accurate information from family/caregiver on the student and their needs. b) Update student records (residence and caregiver changes).

	<p>c) Abide by privacy laws prohibiting questions about immigration status and restricting student information to only those staff who have a legitimate education interest in the record.</p> <p>d) Provide accurate information on resources and options that could be of assistance to the student, family and/or caregiver.</p> <p>e) Update staff with information necessary to the educational needs and care of the student while maintaining confidentiality.</p> <p><u>Goal 2 Objectives: Support students experiencing an immigration crisis</u></p> <p>a) <u>Mental Health</u>: Activate plans detailed in the Mental Health Crisis Intervention Annex as needed.</p> <p>b) <u>Education</u>: Offer independent study or virtual learning and tutoring options to parents/caregivers in response to situations which could result in interrupted attendance.</p> <p>c) <u>Before/After School Care</u>: Explore childcare needs with parents/caregivers to determine if the school can assist with before/after school care.</p> <p>d) <u>Access to Meals</u>: Provide access to, or an alternative source for meals that would normally be provided at school.</p> <p><u>Goal 3 Objectives: Assist families experiencing an immigration crisis</u></p> <p>a) Connect Families with Supportive Services: Connect families with CBOs that can assist with legal services, food, shelter, and/or mental health supports.</p>
<p>Courses of Action:</p>	<p><u>Goals 1 - 3</u></p> <p>ALL STAFF ACTIONS</p> <p>a) Watch for signs of trauma, stress, physical needs, and crisis.</p> <p>b) Respect student privacy when checking in with the student about their emotional state.</p> <p>c) Submit student assistance referrals as soon as possible (the same day that you become concerned).</p> <p>NOTE: AB 669 (2017-18) required all California LEAs to adopt model policies issued by the California Attorney General or equivalent policies. These include avoiding the creation of school records that include information on immigration status.</p> <p>i. Avoid creating school records that include the status of students and their family members by relaying concerns in person.</p> <p>ii. If a concern is relayed in writing, do not include information on immigration status</p> <ul style="list-style-type: none"> • “Please call me. [Student Name] is visibly upset and told me that he had to move in with his aunt and uncle.” <p>d) Immediately contact the liaison or site administrator if you receive a report that a student, family member, or fellow employee has been detained by immigration authorities.</p> <p>e) Contact the (insert title) for assistance with any student who is emotionally overwhelmed.</p> <p>FRONT OFFICE STAFF</p> <p>a) Watch for signs of trauma, stress and crisis in parents, caregivers and students.</p> <p>i. Be calm, compassionate, respectful, reassuring, and helpful.</p> <p>b) Prioritize addressing the student/family’s needs in a single visit to the school</p>

	<ul style="list-style-type: none"> i. Provide all options for residency and age verification, including attestations/declaration if needed. c) Offer language assistance whenever it appears that English is not the person’s primary language. <ul style="list-style-type: none"> i. Use bilingual staff, interpreters, and translated materials as needed. d) Offer to assist with completing enrollment forms and provide access to a computer if forms are completed electronically. e) Update student records as appropriate. f) Inform counselors/teachers if the child has had a change of custody, or address. g) Contact the liaison if you become aware that a student/family has, or may have had a family member detained, or if a child is being cared for by someone other than the parent/guardian who was previously on record. <ul style="list-style-type: none"> i. Do not ask for information on immigration status, or for the reason behind changes in residence or custody. h) Engage assistance from the principal or liaison as needed. i) Contact the homeless liaison, to make a determination of McKinney-Vento eligibility based on an understanding and application of the definition of homeless <p>PRINCIPAL/SITE ADMINISTATOR ACTIONS</p> <ul style="list-style-type: none"> a) Meet with the liaison for immigrant families on each case that develops. b) Advise the Mental Health Crisis Intervention team leader of each case that develops. c) Ensure that staff know and follow procedures to quickly identify students who report being impacted by immigration enforcement, who are in the care of someone other than their parent, or who are displaying signs that they are struggling with an emotional issue. d) Implement the Mental Health Crisis Intervention Annex, in consultation with the mental health team leader, as needed to respond to impacted students. e) Seek assistance from the LEA as needed. <p>LIAISON ACTIONS</p> <ul style="list-style-type: none"> a) Assist families in crisis with information and referrals appropriate to their needs. Provide information, appropriate on: <ul style="list-style-type: none"> i. Legal assistance referrals ii. CBOs offering assistance with food, shelter, and/or mental health supports iii. Independent Study, virtual learning and tutoring options iv. Enrollment options under Education Code 48204.1 b) Update the principal/administrator as each case is identified and develops. c) Seek assistance from the principal as needed.
AFTER	
Goal:	<ul style="list-style-type: none"> 1. Monitor and support the needs of the student 2. Evaluate the process and revise as needed
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ul style="list-style-type: none"> a) Monitor students for signs of negative impacts and provide support as needed. b) Make periodic follow-up contacts with parents/caregivers to determine if additional support is needed. <p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> a) Evaluate the effectiveness of this EOP and revise as needed.

<p>Courses of Action:</p>	<p><u>Goal 1 Actions: Monitor students for signs of negative impacts and provide support as needed</u></p> <p>INSTRUCTIONAL STAFF ACTIONS</p> <p>a) Monitor students for changes in attendance, behavior, and learning that could indicate that the student needs additional support.</p> <p>b) Make referrals for student assistance as needed.</p> <p>LIAISON</p> <p>a) Check in with teachers to determine if they have any concerns about the student.</p> <p>b) Make follow-up contacts with the student and family one week and one month after the initial contact.</p> <p>c) Provide information and referrals as needed.</p> <p><u>Goal 2 Actions: Evaluate the effectiveness and revise as needed</u></p> <p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</p> <p>1. Check in with office staff, the liaison and mental health team leader after each case.</p> <p> a. Is there anything about implementing this plan that didn't go well?</p> <p> b. Do they have any suggestions for improvement?</p> <p>2. Revise the plan as needed.</p>
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RESOURCES AND REFERENCES

- [EC 48204.4 Parent Template \(multiple languages\)](#)
- [Education Code 48204.4](#)
- [Caregiver Authorization Affidavit](#)
- [Legal Aid Resources for Immigration, Asylum and Refugee Cases](#)
- [Distance Learning Units of Study](#)