



Hernando School District

School Board Workshop

Agenda - **Final Revised**

Tuesday, August 16, 2022

2:30 PM

**District Office-Board Room
919 N. Broad Street
Brooksville, FL**

CALL TO ORDER

PRESENTATIONS

1. [23-0793](#) Discussion of Kelly Services Substitute Pay
2. [23-0790](#) Informational Item on the Academic Progress and Data for the 2021-2022 school year for Endeavor and Discovery Academy.
3. [23-0758](#) Presentation on Proposed District Reunification Model

GENERAL COUNSEL

ADDENDUM ITEMS

GOOD OF THE ORDER/BOARD DISCUSSION

School Board Comments

ADJOURNMENT

The next School Board Meetings are scheduled for August 30, 2022:

1:00 PM - Informal

2:30 PM - Workshop

6:00 PM - Regular Meeting

Mission Statement

The Hernando County School District Collaborates with students, parents and other community stakeholders to effectively prepare all students for a successful transition into a diverse and changing world.



Hernando School District

School Board Workshop

Agenda Item # 1. 23-0793

8/16/2022

Title and Board Action Requested

Discussion of Kelly Services Substitute Pay

Executive Summary

The Director of Human Resources, on behalf of the Superintendent, requests Board direction on the proposal to increase substitute teacher pay rates beginning in the 2022 - 2023 school year. This increase will satisfy the new minimum wage requirement of \$15.00/hour by the year 2026 set by the state of Florida and also increase all categories of substitute pay to attract and retain the most qualified applicants to our pool of substitutes to fill vacancies and day to day absences for teachers and paraprofessionals. This Amendment to Appendix A also represents a 3% decrease in the Kelly Services fees for Hernando County Schools.

My Contact

Ray Pinder
Director of Human Resources
352-797-7000 Ext. 445

2018-23 Strategic Focus Area

Pillar 2: People

Financial Impact

The cost for this agenda item is \$ 3,283,265. See attached budget sheet. The cost for the previous fiscal year was \$2,242,330.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

EXHIBIT A

PRICING FOR KELLY EDUCATIONAL STAFFING

This Pricing Exhibit A is incorporated and made part of the Agreement for Educational Services between Kelly Services, Inc. and Hernando County School Board, dated April 26, 2022 to be in effect August 1, 2022. The pricing in Exhibit A is confidential and proprietary to Kelly. Customer agrees not to disclose the contents of Pricing Exhibit A to persons or entities not party to this agreement without Kelly's written permission.

1. Types of Assignments; Pricing

The Assigned Employees will be assigned to the following positions and at the following rates:

High School Diploma	\$15.00	Hourly	1.300	\$19.50	
AA	\$15.00	Hourly	1.300	\$19.50	
Bachelor's degree	\$15.00	Hourly	1.300	\$19.50	
Master's degree	\$15.00	Hourly	1.300	\$19.50	
Paraprofessional	\$15.00	Hourly	1.300	\$19.50	

Long Term Rates					
Position (Long Term)	Pay Rate	Pay Type	Markup	Bill Rate	
AA Degree	\$120.13	Daily	1.300	\$156.17	
Bachelor's degree	\$124.00	Daily	1.300	\$161.20	
Master's degree	\$131.75	Daily	1.300	\$171.275	
Retired Teacher Certified FL Teacher	\$220.02	Daily	1.300	\$286.02	

A signed Job Description is required for each position listed.


2. Pricing for Hiring a Direct Hire Candidate

If the Customer hires a candidate referred to it by Kelly Educational Staffing for direct hire by Customer, the Customer agrees to pay a direct placement fee of 10% of the candidate's annualized salary.

SIGNATURES TO FOLLOW ON NEXT PAGE

KELLY SERVICES, INC.

Hernando County School Board

By: 
 Name: Chris Zuber
 Title: Sr. Director
 Date: 7/8/2022

By: _____
 Name: _____
 Title: _____
 Date: _____

**STANDARD ADDENDUM TO AGREEMENTS WITH
THE HERNANDO COUNTY SCHOOL BOARD**

WHEREAS, the undersigned has entered into an Agreement or Contract (hereinafter Agreement) with the Hernando County School Board; and,

WHEREAS, the Agreement sets forth the general terms and conditions of the relationship between the parties; and,

WHEREAS, the undersigned acknowledges that the School Board is the contracting authority for the Hernando County School Board and there are certain standard contract terms expected to be in every agreement by the School Board; and,

WHEREAS, the undersigned hereby agrees that these standard terms are part of the Agreement with the School Board.

Kelly hereby agrees to indemnify, defend and hold the School Board harmless from and against any and all damages of any nature whatsoever which are caused or materially contributed to by the negligent, reckless or intentional acts of the Kelly.

1. The parties agree to each pay their own attorneys' fees and costs relating to the negotiation of the Agreement and this Addendum and in relation to any action to enforce the terms of either document.

2. As may be applicable, all persons providing goods or services to the School Board pursuant the Agreement shall undergo the necessary background screening described in section 1012.465, Florida Statutes at their own cost before coming onto School Board property.

3. If the Agreement requires the expenditure of funds for more than one fiscal year, the Agreement shall be subject to termination by the School Board without cause upon a thirty (30) day notice.

4. Any conflict between the terms of this Addendum and the parties original Agreement or subsequent modifications thereof are to be resolved in favor of this Addendum.

5. The Agreement and this Addendum are to be construed in accordance with the laws of the State of Florida, and the parties hereby agree that performance of the terms and provisions of the Agreement are to be performed solely within the State of Florida. The Parties agree that the Circuit Court for the Fifth Judicial Circuit, Hernando County, Florida (hereinafter "Court"), shall have sole and exclusive jurisdiction to enforce the terms of this Agreement, notwithstanding any provisions in the Agreement to the contrary, and the Parties further agree that they will present any disputes under this Agreement, including, without limitation, any claims for breach or enforcement of this Agreement, exclusively to the Court.

6. The payment obligation of the School Board created by the Agreement is conditioned upon the availability of funds that are appropriated or allocated for the payment of services or products. If such funds are not allocated and available, the Agreement may be

terminated by the School Board at the end of the period for which funds are available. The School Board shall notify Kelly at the earliest possible time before such termination. No penalty shall accrue to the School Board in the event this provision is exercised, and the School Board shall not be obligated or liable for any future payments due or for any damages as a result of such termination.

7. If, and to the extent the agreement provides for the payment of any applicable sales taxes, the Parties acknowledge that the School Board is an entity which is exempt from the same as provided by 212.08(6), Fla. Stat.

8. The Parties agree that in the event Kelly files for bankruptcy, insolvency or receivership during the term of this agreement, the School Board may, at its option, terminate and cancel said contract, in which event all rights hereunder shall immediately cease and terminate.

9. Neither party shall be liable to the other, nor deemed in default under this Agreement to the extent that such party's performance under this Agreement is rendered impossible, impractical, or prevented by reason of force majeure. For purposes of this Agreement, the term "force majeure" means an occurrence that is beyond the control of the party affected and occurs without fault or negligence on behalf of either party. Without limiting the foregoing, force majeure includes acts of God; acts of the public enemy; war; riots; strikes; labor disputes; civil disorders; fires; floods; hurricanes, epidemics, pandemics, government regulations, and the issuance or extension of existing government orders of the United States, the State of Florida, or local county and municipal governing bodies, which prevents performance of the contract for all or part of the term of the Agreement.

10. Notwithstanding any provision to the contrary in the agreement, all payments due from the School Board for non-construction services hereunder shall be governed by the provisions of Chapter 218, Florida Statutes.

11. If, and to the extent that the agreement provides for reimbursement of travel and related expenses, the Parties agree that such reimbursements shall be subject to the reimbursement schedules contained in Section 112.061, Florida Statutes.

12. Kelly confirms that neither it nor its principals are suspended, debarred, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this contract by any governmental department or agency. This certification is a material representation of fact upon which reliance will be placed when the School Board executes this agreement. If it is later determined that Kelly knowingly rendered an erroneous certification, in addition to the other remedies available to School Board, School Board may terminate the Agreement for default by Kelly.

13. E-Verify. Pursuant to Fla. Stat. § 448.095, Kelly shall use the U.S. Department of Homeland Security's E-Verify system <https://e-verify.uscis.gov/emp>, to verify the employment eligibility of all employees hired during the term of this Agreement. If Kelly enters into a contract with a subcontractor, the subcontractor must provide Kelly with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an

unauthorized alien and Kelly shall provide a copy of such affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement. Failure to comply with this provision is a material breach of the Agreement and the School Board may choose to terminate the Agreement at its sole discretion and seek damages pursuant to Florida Statute. By signing below, Kelly affirms that it is registered with and uses the E-Verify system, is otherwise in compliance with §448.095, Fla. Stat., and acknowledges that it is required to maintain such compliance throughout the term of any Contract entered between the parties.

14. Public records compliance provisions. Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. The parties recognize that the School Board is a governmental entity, subject to Florida law regarding public access to records under Florida Statute, Chapter 119. As such, the Parties agree that only such information as is exempt and confidential under the provisions of law shall be considered confidential under the Term of this agreement and Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. To the extent Kelly provides School Board any information which it believes is confidential or exempt, Kelly shall notify School Board of the specific information that it believes is confidential, as well as the basis for the exemption. Additionally, to the extent that Kelly has any obligation to act in agency for the School Board, it shall maintain its records subject to section 119.0701, Fla. Stat. If and to the extent that Kelly has access to any other confidential information regarding the School Board (such as security information as contemplated by section 119.071(c), Fla. Stat.), Kelly agrees to use reasonable measures to maintain the confidentiality of such information.

15. To the extent Kelly maintains information that is subject to a public record request, it shall provide the public access to such records in accordance with, and subject to the applicable statutory terms and fees. Failure to do so will be considered a material breach of the original Agreement resulting in immediate termination with no penalty to School Board, and Kelly will indemnify and hold the School Board harmless for any and all damages and expenses suffered as a result of the material breach and contract termination. Kelly must comply with Florida public records laws, including but not limited to chapter 119, Florida Statutes and section 24 of article I of the Constitution of Florida, and specifically agrees to:

- a. Keep and maintain public records required by the School Board in order to perform the service under this agreement; and
- b. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in chapter 119, Florida Statutes, or as otherwise provided by law; and
- c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if Kelly does not transfer the records to the School Board; and

d. Upon completion of the contract, transfer, at no cost, to the School Board all public records in possession of Kelly or keep and maintain public records required by the School Board to perform the service. If Kelly transfers all public records to the School Board upon completion of the contract, Kelly shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If Kelly keeps and maintains public records upon completion of the contract, Kelly shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School Board, upon request from the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.

IF KELLY HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO KELLY'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 919 N. BROAD STREET, BROOKSVILLE, FL 34601, Jordan_k@hcsb.k12.fl.us or (352) 797-7009.

Notwithstanding any other provisions of law or statutory interpretation, failure of Kelly to abide by the terms of these public records provisions shall be deemed a material breach of this agreement and the School Board may enforce the terms of this

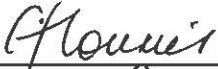
provision in the form of a court proceeding and shall, as a prevailing party, be entitled to reimbursement of all reasonable attorney's fees and costs associated with that proceeding. This provision shall survive any termination or expiration of the contract.

16. If Kelly receives any student information / records as a result of this agreement, it will maintain any such information / records as confidential and will not release same to any third parties without the express written approval of the School Board, except third parties who are essential to Kelly's delivery of its services to the School Board and who are bound to maintain the confidentiality of student information/records, and prohibited from unauthorized redisclosure of such information. Furthermore, Kelly agrees to maintain and utilize all such student information/records in accordance with the FERPA regulations and only as provided for in the Agreement and this Addendum. If student information/records are requested by way of subpoena or court order, Kelly shall notify the School Board of such request in writing including a copy of the subpoena or order and shall otherwise comply with the FERPA regulations.

17. Kelly acknowledges that it will comply with all applicable Florida and Federal laws, ordinances, rules and regulations.

Signed and dated by authorized representatives as provided below:

Kelly Services, Inc.:


Printed Name: CHERYL F. COURIER
Title: VP + SE PRACTICE LEAD
Date: 8/3/2022

Approved as to Form
Nancy McClain Alfonso
General Counsel, HCSB

A. Item Currently Budgeted -

Account Name		_____										
Account Number		_____										
		Fund		Function		Object		Cost Center		Project		Sub Project
Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available		
\$ _____		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____		

Account Name		_____										
Account Number		_____										
		Fund		Function		Object		Cost Center		Project		Sub Project
Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available		
\$ _____		\$ _____		\$ _____		\$ _____		\$ _____		\$ _____		

B. Item Currently Not Budgeted -**

Funding Source	General Fund/Special Revenue Substitute					
Account Name	Substitutes					
Account Number	1100/4XXX	Various	3960/3970	Various	Various	Various
	Fund	Function	Object	Cost Center	Project	Sub Project
Amount	\$ 3,283,256					

Funding Source	_____					
Account Name	_____					
Account Number	_____	_____	_____	_____	_____	_____
	Fund	Function	Object	Cost Center	Project	Sub Project
Amount	\$ _____					

C. History

Check one:

Prior Year Budget: ☒New for Current Year: ☐

Prior Year Approved Budget: \$ 2,841,752

Prior Year Actual Spent: \$ 2,242,330

** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT**



Hernando School District

School Board Workshop

Agenda Item # 2. 23-0790

8/16/2022

Title and Board Action Requested

Informational Item on the Academic Progress and Data for the 2021-2022 school year for Endeavor and Discovery Academy.

Executive Summary

The Principal of Endeavor and Discovery Academy, on behalf of the Superintendent of Schools, hereby would like to present and share with the Board the following academic progress and data for the 2021-2022 school year for Endeavor and Discovery Academy.

My Contact

Stephen Crognale, Principal
Endeavor and Discovery Academy
352-797-7013 Ext. 105

2018-23 Strategic Focus Area

Pillar 1: Student Achievement

Financial Impact

The cost for this agenda item is \$0.00, see attached budget sheet. The cost for the previous fiscal year was \$ 0.0.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

PROGRAM EVALUATION/EVALUATION OF SERVICES ENDEAVOR/DISCOVERY ACADEMIES 2022

1. Why is this program being purchased? What need is the program designed to meet? Provide a description of the program and include any relevant data.

Discovery Academy was created seven years ago to assist overage middle school students. The students take high school freshmen courses, such as English 1, Algebra 1A/1B, World History, Environmental Science, and others to satisfy their middle school credit requirements, while earning credits for high school as well. The benefit of having this academy is to assist students in catching up to the cohort with whom they originally entered elementary school.

In 2017, the Discovery Academy added a high school assisting 16- and 17-year-old students who are at risk of not graduating. These students work on recovering classes that they need to graduate and then return to their assigned school to continue their education and/or graduate on time.

Endeavor Academy is an alternative school that serves students who have been removed from their assigned school due to continued misbehavior or who are charged with a felony. The students recommended to Discovery and Endeavor must go before a committee to determine enrollment.

In the 2019-2020 school year, an elementary school level component was added to Discovery Academy. The goal is for these overage students to complete required coursework to catch up with their cohort.

2. Who is the target population?

Discovery Elementary School's target population is students that are at least 11 years old and/or have 2 previous retentions. The student must have an FSA level of 2 or above and no level 3 or 4 disciplines. (The school served 8 students this second year.)

Discovery Middle School's target population is any middle school student aged sixteen years old or younger with a minimum of one year in middle school and retained at least one full school year.

Discovery High School is for sixteen and seventeen-year-old students completing a minimum of one and a half years of high school with a shortage of five or more credits toward graduation.

Endeavor Academy serves referred students from sixth grade through twelfth grade.

3. Is the program in the planning or implementation stage? If it has been implemented, how long has it been in place?

Endeavor Academy has been in operation since 1976 with a one-year closure in 1992. Discovery Middle School began in 2015 and then Discovery High School followed in 2018. 2020 was the first year for Discovery Elementary.

4. What resources are needed to support the program (e.g., staff, funding, space, time, technology, etc.)?

The Academies are located on the campus of Central High School. The school is housed on the first and second floor of the H-building, with a cafeteria, 17 classrooms on the first floor and two classrooms on the second floor. The school has a faculty and staff consisting of one principal, a dean of students, nineteen teachers, two lab managers, Para II dropout prevention (In-School Suspension), school social worker, data entry operator, Bookkeeper (shared with Hernando eSchool), two violence prevention workers, a custodian, and school nurse. The Academies curriculum is computer based using Edgenuity for credit recovery. Classrooms consist of twenty laptop computers or desktop computers.

5. What are the program's intended outcomes?

The purpose of Discovery Academy is to assist students in recovery of failed coursework for promotion to middle or high school and on-time graduation. Endeavor's purpose is to provide students with an opportunity to receive an education in lieu of Expulsion from their assigned school. Students earn their way back to their assigned school by completing the program's requirements of (90 percent attendance, semester 2.0 grade point average or better, and a semester average of 3.75 on student behavior card).

6. How do you plan to progress monitor fidelity and effectiveness of the program?

The progress monitoring and effectiveness of the program for Discovery are determined by the usage and pass rates from Edgenuity. For Endeavor, usage and pass rates are monitored along with behavior report card.

7. What criteria will be used to judge the program performance?

Due to the school's transient population, the criterion is listed below for students to be included in the data set.

Endeavor: Students must be enrolled 50 days in order to be counted toward evaluation:

50% - 100% Complete Program – Highly Effective

20% - 49% Complete Program – Effective

10% - 19% Complete Program – Needs Improvement

0% - 9% Complete Program – Unsatisfactory

This scale applies to students who have been placed at Endeavor through the DSIC Committee and/or pre-expulsion hearing.

Discovery: Completion of program is based on the number of students eligible to be promoted at the start of the current school year and still enrolled at Discovery Academy at the end of the school year:

70% - 100% Complete Program – Highly Effective

40% - 69% Complete Program – Effective

20% - 39% Complete Program – Needs Improvement

0% - 19% Complete Program - Unsatisfactory

8. Describe what the program must accomplish to be considered successful (Return on Investment).

For Endeavor, the program must improve students' academics and behavior and promote at least half of eligible students back to their zoned school.

For Discovery, students must increase credits earned and make progress towards graduation.

9. Is a program evaluation required at this time?

Yes. Please see next attachment: Grade Recovery through Edgenuity.

Grade Recovery through Edgenuity

2021 -2022

Name of Academy	Subject	Number of Quarters Recovered
Discovery High School	English	19
Discovery High School	Math	18
Discovery High School	Science	06
Discovery High School	Social Studies	03
	Total Number Recovered	46

Name of Academy	Subject	Number of Quarters Recovered
Discovery Middle School	English	04
Discovery Middle School	Math	06
Discovery Middle School	Science	04
Discovery Middle School	Social Studies	01
	Total Number Recovered	15

Name of Academy	Subject	Number of Quarters Recovered
Endeavor High School	English	14
Endeavor High School	Math	08
Endeavor High School	Science	11
Endeavor High School	Social Studies	03
	Total Number Recovered	36

Name of Academy	Subject	Number of Quarters Recovered
Endeavor Middle School	English	08
Endeavor Middle School	Math	01
Endeavor Middle School	Science	06
Endeavor Middle School	Social Studies	08
	Total Number Recovered	23

Totals by Subject for Academies	Subject	Number of Quarters Recovered
Discovery Academy	English	23
Discovery Academy	Math	24
Discovery Academy	Science	10
Discovery Academy	Social Studies	04
	Total Number Recovered	61

Totals by Subject for Academies	Subject	Number of Quarters Recovered
Endeavor Academy	English	22
Endeavor Academy	Math	09
Endeavor Academy	Science	17
Endeavor Academy	Social Studies	11
	Total Number Recovered	59

Entire Academy	Subject	Total Number of Courses Recovered
Discovery/Endeavor	English	45
Discovery/Endeavor	Math	33
Discovery/Endeavor	Science	27
Discovery/Endeavor	Social Studies	15
	Total Number Recovered	120

Entire Number of 1st. Time Courses Completed	2017 – 2018 School Year	2018 – 2019 School Year	2019 – 2020 School Year	2020 – 2021 School Year	2021 – 2022 School Year
	469	970	1'299	882	1'418

Discovery Middle School Progress

Total Number of Students	Total Number of 2 Year Students	Total Number of 2 Year students Passing	Total Number of 1 Year Students	Total Number of 1 Year Students Passing
27	06	05	21	21

Discovery High School Progress

Total Number of Freshmen & Sophomores	Total Number of Sophomores Returning	Total Number of Juniors	Total Number of Juniors Returning	Total Number of Seniors	Total Number of Students Earning Required Credits & G.P.A.	Total Number of Seniors Graduating
09	03	05	05	07	10	08

Discovery Elementary

Number of Students	Number of Students Promoted to 6th Grade	Number of Students Promoted to 7th Grade
10	02	08

Endeavor Academy

Number of Students Services	Number of Students Earning Way Out Semester 1	Number of Students Earning way out Semester 2	Total Number of Students Earning Way Out For 2021 – 2022 School Year	Total Number of Students Eligible to Leave throughout 2020 – 2021
126	11	14	25	40

***Seven Graduates from Endeavor Academy**

A. Item Currently Budgeted -

Account Name		<u>No Financial Impact</u>								
Account Number										
		Fund	Function	Object	Cost Center	Project	Sub Project			
Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
\$		\$		\$		\$		\$		\$

Account Name										
Account Number										
		Fund	Function	Object	Cost Center	Project	Sub Project			
Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
\$		\$		\$		\$		\$		\$

B. Item Currently Not Budgeted -**

Funding Source						
Account Name						
Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
Amount \$						

Funding Source						
Account Name						
Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
Amount \$						

C. History

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****



Hernando School District

School Board Workshop

Agenda Item # 3. 23-0758

8/16/2022

Title and Board Action Requested

Presentation on Proposed District Reunification Model

Executive Summary

The Director of Safe Schools, on behalf of the Superintendent of Schools, hereby requests the Board view the Presentation for Proposed District Reunification Model.

My Contact

Jill Renihan

Director of Safe Schools

352-797-7233

2018-23 Strategic Focus Area

Pillar 5: Fiscal Responsibility & Organizational Effectiveness

Financial Impact

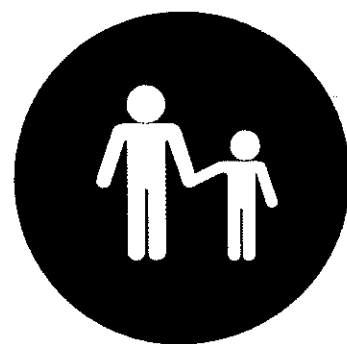
The cost for this agenda item is \$ 0, see attached budget sheet. The cost for the previous fiscal year was \$ 0.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

THE STANDARD REUNIFICATION METHOD

SRM

V2



REUNIFY

A Practical Method to Unite Students with Parents After an Evacuation or Crisis.
The "I Love U Guys" Foundation



THE PROCESS IN A NUTSHELL

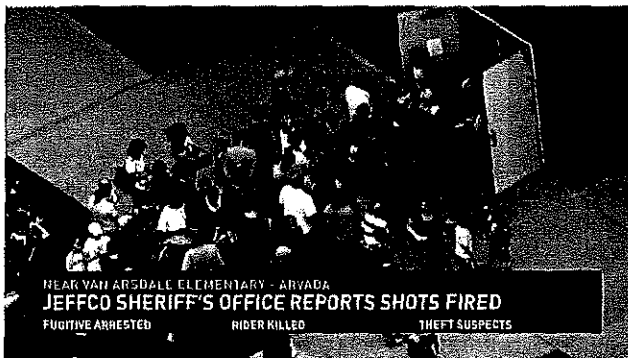
The materials in this manual provide the fundamentals for a comprehensive district plan. The beauty of the Standard Reunification Method is its simplicity.

- Establish a parent check-in location.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- "Greeters" direct parents/guardians to the parent check-in location, and help them understand the process.
- Parents/guardians complete Reunification Cards.
- Procedure allows parents/guardians to self-sort during check in, streamlining the process.
- The "Reunifier" recovers student from the student staging area and delivers to the parent.
- Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian "flows" are created so lines don't cross.
- When it's all said and done, successful reunification is about managing the student and parent experience.

WHEN TO INITIATE A REUNIFICATION

Initiating a reunification can be a result of anything abnormal at the school or in the area: power or phone outage, weather event, hazmat incident, bomb threats, criminal activity in the area, or active violence at the school.

In some cases it may be only a partial student population reunification. For instance, criminal activity in the area might result in reunifying students who walk to and from school.



KEEP PARENTS OUTSIDE

The process works best when you can keep the parents outside of the building. If weather or circumstance dictate parents should be inside the building, give special attention to walking flows and sightlines. Caution tape is a secret "force field" when establishing the parent staging areas within a building.

WHY USE CARDS?

Many schools use electronic rosters or campus information systems. Wouldn't that be easier? The reality is a little different. First and foremost is access to data. Foundation research indicates that in any high profile incident, and even many local ones, internet and cell service become intermittent or even unresponsive. Often school WiFi is impacted as well.

THE CARD

The Reunification Card does a ton of work. Its primary function is to provide accountability, so one student per card is recommended. It also helps with the parent experience. The card is perforated and gives parents a sense of progress as they go through the process.

Reunification Information <small>(PLEASE PRINT CLEARLY)</small>	
Have photo identification out and ready to show school district personnel.	
Student Name _____	Student Cell Phone Number _____
Name of person picking up student _____	
Signature _____	
Phone number of person picking up student _____	
Relationship to student being picked up _____	
Photo identification matches name of person picking up student? Y or N _____	

Parent completes:	School personnel complete upon release of student
Initial Student Name Again _____	Initial Student Name Again _____
Student Check _____	Student Check _____
Student ID/ID Card _____	Student ID/ID Card _____
	YES NO OTHER OTHER

A LITTLE SOCIAL ENGINEERING

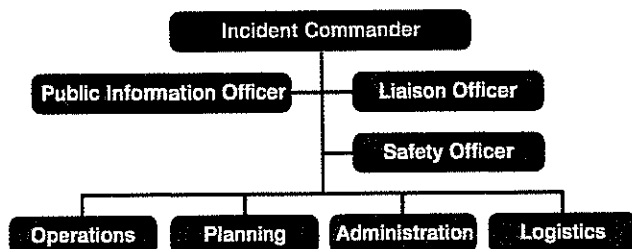
A reunification typically occurs because of a crisis or emergency. Consequently, not just students and parents are trying to function at extraordinary stress levels; staff, their families and other first responders also feel the strain. By having a defined process with signage, cards, branding, procedures and protocols, the school presents an organized, calm face to all involved. Fear or uncertainty often results from the unknown. By adopting, communicating and practicing a "known" procedure, the school removes some of that uncertainty.



The cards also bring anxiety down a notch. Asking a parent to complete the form is a familiar activity and will demand the parent slow down and perform a cognitive action, "Here, read the instructions on back, and we'll get things started," might be the first step in lowering parental blood pressure.

INCIDENT COMMAND SYSTEM

Whether it is a man-made or natural crisis, or an act of violence in the school, law enforcement, fire and medical teams will be involved in the school or district's reunification process. Learning to understand and speak a common language as well as being familiar with their procedures is imperative to a successful outcome. With that in mind, district and school safety teams must understand and use the Incident Command System.



NOT SO WEIRD ADVICE

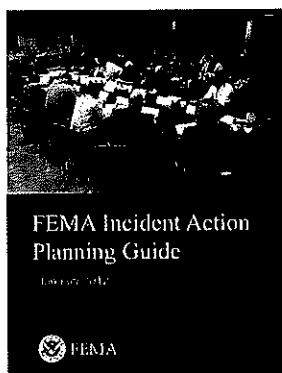
At first blush, this bit of advice may sound weird to educators: "Check out FEMA. Go to <http://training.fema.gov> and complete the online training for IS-100 SCA Introduction to Incident Management for Schools." The course takes about an hour and a half to complete and introduces some basic emergency response principles in the context of school safety.

Here's why this advice isn't as weird as it sounds. Every first responder agency that partners with schools uses "Incident Command" during a crisis. The "Incident Command System" (ICS) is a response method that determines the role of everyone responding to a crisis and defines a shared vocabulary and shared expectations of behavior.

District and school safety teams need this shared vocabulary when interacting with first responders during a crisis. Equally important is that, when meeting with first responders, having the concepts and vocabulary of Incident Command removes some of the language barriers. It also shows a commitment to success that departments and agencies will appreciate.

PRIORITY, OBJECTIVE, STRATEGY, TACTIC

A valuable FEMA resource is the *Incident Action Planning Guide*, and it's a good start in understanding how first responders manage an incident.



From a school or district perspective, it's important to understand that the incident commander has an expectation that to be useful during the event, the school or district personnel need to have some experience with incident command.

If the school or district personnel don't exhibit any knowledge of the process, their input may be marginalized.

Source: <https://www.fema.gov/media-library/assets/documents/25028>

ARTICULATE YOUR P.O.S.T.

The first step in incident management is defining the priorities, objectives, strategies and tactics that will be used during the event. While every incident will be unique, there are considerations that can be addressed in advance.

Priorities:

- Student and staff safety and well being.
- Student and staff whereabouts and condition.
- Starting the recovery process.

Objectives:

- Every student has been accounted for.
- Every staff member has been accounted for.
- Every student still in the school's control is reunited with their parent or guardian.

Strategies:

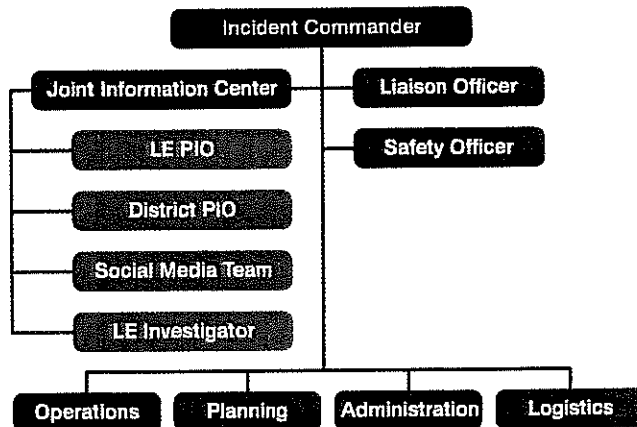
- The Standard Reunification Method

Tactics:

- Tactics will vary based on the event and the environment, but look at the typical lifecycles on page 16 for a jumpstart.

JOINT INFORMATION CENTER AND THE SOCIAL MEDIA TEAM

An essential role in the JIC is the Social Media Team. The team should have a couple of people monitoring social media outlets, and when directed by the lead Public Information Officer, releasing any information to social media outlets. Twitter especially seems to have the highest level of activity during an event.



If possible, Public Information Officers (PIO) from all of the responding departments or agencies and the district PIO should be physically together with the Social Media Team. If it's a criminal event, there is a growing trend for law enforcement to assign a detective or investigator to the JIC to monitor social media for evidentiary information.

It is important to recognize that if students have been transported to a separate reunification site, a second command structure will be set up there as well. It may be labeled as a division under Unified Command and will need resources from first responders, but a command structure will need to be established to manage the reunification process, separate from the initial incident.

TWO TEAMS: TRANSPORT AND REUNIFICATION

With an offsite reunification, the district reunification team will deploy to the reunification site. Other responsibilities need to be managed at the impacted school. Regardless of criminal activity, law enforcement resources will be required.

There are two teams the district must field for an offsite reunification. The team at the impacted school facilitates transport and initiates accountability processing.

The reunification team deploys to the reunification site for staging and ultimately student/parent reunification, and return transportation of teachers and staff.



IMPACTED SCHOOL: TRANSPORT TEAM

The team at the impacted school has these priorities:

- Assemble a master student roster, teacher roster and guest roster
- Identify and notify reunification site
- Provide safe transport of students and staff to reunification site
- If there are injuries, additional district personnel assign to the receiving care facilities.

LAW ENFORCEMENT SUPPORT

At the impacted site law enforcement support may be necessary. Some assignments may include:

- Traffic Control
- Crowd Control
- ID Verification
- Perimeter Control
- Security
- Liaison

In the event of criminal activity, LE will typically take the lead in Unified Command.

At the secure assembly area, law enforcement may search students and staff. One important consideration for law enforcement is, if possible, perform the search of students out of sight of the media.

TRANSPORTATION DIRECTOR

Whether the district runs its own buses or service is contracted out, the Transportation Director should be involved in all planning, drilling and training for reunification.

TRANSPORT OPERATIONAL ROLES AND DUTIES

The following outlines the roles and duties of the Transportation Team. For detailed tasks see the Job Action Sheets.

Transport Incident Commander Coordinate Priorities, Objectives, Strategies and Tactics for an accountable, easy, reunification of students with parents.

Public Information Officer Communicate with parents and press, if appropriate. Coordinate use of mass call or text messages

Social Media Team Monitor social media. Use Twitter to communicate with parents and press, if appropriate.

Safety Officer Observe site and remedy safety concerns.

Liaison Officer Communicate with Fire, Medical or Law Enforcement.

Operations Chief Establish and manage operational staff.

Planning Chief Establish and manage planning staff.

Finance/Administration Chief Establish and manage administrative staff.

Logistics Chief Establish and manage logistical staff.

Student Assembly Director Establish and manage the Student Assembly Area.

Leads For span of control, some roles may need leads.

Victim Advocates/Counselors Standby unless needed.

Kid Wranglers Teachers and Staff who arrive with students remain in the Student Assembly Area to manage students. Additional people may be assigned to this task.

Scribe Document events. A yellow pad is sufficient.

Runner Assist Incident Command if needed.

Transportation Direct transportation needs.

Communications Facilitate radio and other communication needs.

Facilities Coordinate any physical plant needs.

School Principal High priority for transport to the reunification site. Be present at Parent reunification site.

Superintendent Verify reunification site and notification.

TEACHERS: STAY WITH YOUR STUDENTS

Interviews with safety directors directly impacted by crisis reveal a common thread. Often teachers will group together in the immediate aftermath, or assume their job is done when police arrive on scene. It's important to emphasize that teachers should remain with their students and aren't done until all of the students have been reunited with their families. Certainly, exceptions are appropriate for teachers who are also parents of impacted students.

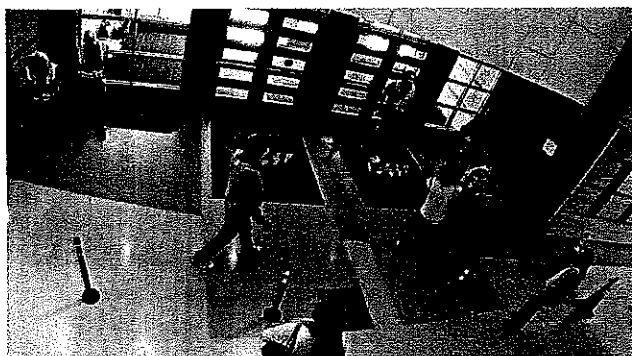
THE DISTRICT REUNIFICATION TEAM

Most often the Reunification Team is populated by district personnel. There are several reasons for this:

- Training can be more readily coordinated.
- Experienced teams are more proficient.
- School based teams may initially be unavailable.

Smaller districts may recruit from various schools' administrators in order to populate the team. Extremely small districts may recruit volunteers from the community to staff the Reunification Team. A good rule of thumb for team size is one per hundred students, plus another five members.

Once school staff are at the reunification site, there are roles that the school staff will assume. It's important to train school staff in their role during a reunification.



WHO ARE VICTIM ADVOCATES?

Many law enforcement agencies, district attorneys, and prosecutors have victim advocates on staff and a cadre of volunteers. They often deploy when there is a crisis. Very often they are trained in Psychological First Aid and can be helpful with crisis counseling, if needed, during a reunification. Recruit and train these community partners.

INCLUDING FIRST RESPONDERS

It is absolutely imperative that as the reunification plan is developed, first responders are brought into the process. Meeting with command staff, including PIOs, both law enforcement and Fire/EMS will generate two outcomes. First, they will look at your plan from their perspective. Second, they have suggestions you might not have thought of.

During a Standard Reunification Method workshop, conducted by The Foundation, a fire chief requested the training for every fire station in his city. When questioned why, he replied, "We are going to be on scene. If we're not actively engaged in fire or EMS, we can help with the reunification process."

LAW ENFORCEMENT SUPPORT

At the reunification site law enforcement support may be necessary. Some assignments may include:

- Traffic Control
- Crowd Control
- ID Verification
- Perimeter Control
- Security
- Liaison

OPERATIONAL ROLES AND DUTIES

The following outlines the roles and duties of the Reunification Team. For detailed tasks see the Job Action Sheets.

Reunification Incident Commander Coordinate Priorities, Objectives, Strategies and Tactics for an accountable, easy reunification of students with parents.

Public Information Officer Communicate with parents and press, if appropriate. Coordinate use of mass call or text messages.

Social Media Team Monitor social media. Tweet parents and press, if appropriate.

Safety Officer Observe site and remedy safety concerns.

Liaison Officer Communicate with Fire, Medical or Law Enforcement.

Operations Chief Establish and manage operational staff.

Planning Chief Establish and manage planning staff.

Finance/Administration Chief Establish and manage administrative staff.

Logistics Chief Establish and manage logistical staff.

Parent Check-in Director Establish and manage the check-in process.

Student Assembly Director Establish and manage the Student Assembly Area.

Leads For span of control, some roles may need leads.

Greeters Help coordinate the parent lines. Tell parents about the process. Help verify parents without ID.

Checkers Verify ID and possibly custody rights of parents or guardians. Direct parents to Reunification Area.

Reunifier Take bottom of Reunification Card to Assembly Area, locate student and bring to Reunification Area. Ask student, "Are you okay going home with this person?"

Flow Monitor Observe and remedy process hiccups.

Victim Advocates/Counselors Standby unless needed.

Kid Wranglers Teachers and Staff who arrive with students remain in the Student Assembly Area to manage students. Additional people may be assigned to this task.

Entertainment Director At the elementary level, deploying a projector and screen can reduce student stress. With middle and high school students, consider turning on a television and tuning to local news if appropriate.

Scribe Document events. A yellow pad is sufficient.

Runner Assist Incident Command if needed.

Transportation Directs transportation needs.

Nutrition Services Provide snacks and water.

Communications Facilitate radio and other communication needs.

Facilities Coordinate any physical plant needs.

School Principal Serve as the "Face of the school" at the Reunification Area.

SRP Lifecycle with



EXAMPLE 1: LOCKOUT

Scenario: Criminal activity in the area has resulted in the school going into Lockout. Students were brought into the building. Business as usual inside, but no one is let in or out.

Law enforcement has indicated that a normal release of the students can occur, but the situation outside isn't resolved.

Considerations: With criminal activity in area of the school, it's decided that students who walk home should have their parents pick them up.

Reunification Incident Command: Because there was no criminal or safety issue in the school, Reunification Incident Command would be led by the school safety team. Coordination with Law Enforcement Incident Command of the criminal activity would be needed.

Public Information Officer: Because the school was not directly involved in criminal activity, the school or district would lead public information within the school community. District PIO would inform LE PIO of the media messaging.

Notifications: Depending on the situation, parents and media may be notified that the school has been placed in Lockout. Additional notification will be made to parents who would need to pick up their students.

Police Role in Reunification: With criminal activity in the area, but not directly near the school, officers may be asked to assist with reunification. Some duties might include assisting with parent identification (for the parents without ID), traffic control, or simply uniformed presence. Patrol resources may also be relocated near the school.

LOCKOUT LIFECYCLE

- School is placed in Lockout.
- Parents are notified.
- Business goes as usual within the school.
- Law enforcement presence around the school is increased
- The Standard Reunification Method is utilized for the students that walk home at the end of school day.



EXAMPLE 2: LOCKDOWN

Scenario: At the middle school, an armed intruder is seen in the building. Students and staff immediately lock classroom doors, turn out the lights, and remain out of sight. Law enforcement arrives on scene.

Considerations: Because it is still an active law enforcement response and investigation, the decision is made to transport the students to a nearby community center for reunification.

Unified Command: Because it is an active crime scene, law enforcement would lead Unified Command at the middle school site.

Reunification Incident Command: At the reunification site, a command structure is established to manage the reunification.

Joint Information Center: Because it is an active crime scene, the law enforcement PIO would be the primary press representative. The school or district PIO would be in the JIC, communicating with the PIO at the reunification site.

Notifications: Parents and media are notified that the school has been placed in Lockdown. Additional notifications are made to parents on the location of the reunification site once students are in route or at the site.

Police Role in Reunification: While the school has become an active crime scene, some officers will be assigned to the reunification site. Depending on the site, police may decide to sweep the area prior to students arriving. In addition to the duties outlined in the Lockout example, detectives may be on scene for witness interviews and statements.

LOCKDOWN LIFECYCLE

- School is placed in Lockdown.
- Multiple law enforcement agencies arrive on scene.
- Students and staff are evacuated classroom by classroom to the Secure Assembly Area. In this case, the gym is secured by law enforcement.
- Parents begin to arrive outside of the police perimeter.
- The media arrive on scene.
- Internet, WiFi, and cell services become intermittent or unresponsive.
- Police secure the reunification site.
- District mobilizes Reunification Team.
- Buses are deployed and students are transported to the reunification site.
- Parents are notified of location.
- The Standard Reunification Method is utilized.

Reunification



EXAMPLE 3: EVACUATE

Scenario: An unknown cause has resulted in thick smoke in the middle school. Students successfully evacuate to the football field.

Considerations: Because it is still an active fire response and investigation, the decision is made to transport the students to a nearby high school for reunification.

Unified Command: Because it is an active fire event, the fire department would lead Unified Command at the middle school site.

Reunification Incident Command: At the reunification site, a command structure is established to manage the reunification.

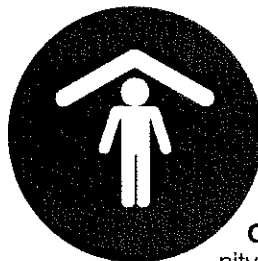
Joint Information Center: Because it is an active fire event, the fire department PIO would be the primary press representative. The school or district PIO would be in the JIC, communicating with the PIO at the reunification site.

Notifications: Parents and media are notified that the school has been evacuated. Additional notifications are made to parents on the location of the reunification site once students are in route or at the site.

Police Role in Reunification: While the school is an active fire scene, the school requests assistance from law enforcement. Officers are assigned to the reunification site.

EVACUATE LIFECYCLE

- Parents begin to arrive outside of the perimeter.
- The media arrive on scene.
- Internet, WiFi, and cell services are intermittent or unresponsive.
- Police secure the reunification site.
- District mobilizes Reunification Team.
- Buses are deployed and students are transported to the reunification site.
- Parents are notified of site location.
- The Standard Reunification Method is utilized.



EXAMPLE 4: SHELTER

Scenario: A nearby wildland fire has resulted in mandatory neighborhood evacuations. The Red Cross is requesting the high school as a designated shelter.

Considerations: Due to the community value of the high school as a Red Cross shelter, the decision is made to accept the request. With area residents arriving, and bus routes affected, the decision is made to transport students to a school outside of the impacted area.

Unified Command: Because it is an active fire event, the fire department would lead Unified Command, but shelter is only one aspect. The Red Cross would establish their command structure division at the shelter high school.

Reunification Incident Command: At the reunification site, a command structure is established to manage the reunification.

Joint Information Center: Because it is a large scale event, managed by Unified Command, the most experienced PIO would be the primary press representative. The school or district PIO would be in the JIC, communicating with the PIO at the reunification site.

Notifications: Parents and media are notified that the school has been evacuated. Additional notifications are made to parents on the location of the reunification site once students are in route or at the site.

Police Role in Reunification: The school which is the reunification site requests assistance from law enforcement. Officers are assigned to the reunification site.

SHELTER LIFECYCLE

- Parents begin to arrive outside of the perimeter.
- The media arrive on scene.
- Internet, WiFi, and cell services are intermittent or unresponsive.
- Police secure the reunification site.
- District mobilizes Reunification Team.
- Buses are deployed and students are transported to the reunification site.
- Parents are notified of site location.
- The Standard Reunification Method is utilized.

SRM The Process

STEP 1 GREETINGS

As parents arrive at the reunification site, Greeters explain the process and distribute Reunification Cards.

STEP 2 PARENTS FILL OUT CARD

Parents complete the information requested on the card, and begin to self-sort into lines.

STEP 3 CHECKERS VERIFY ID

Parent custody is verified. The card is torn on the perforation and the bottom is returned to the parent. The top is given to the Accountant.

Reunification Information
Have photo identification out and ready to show school district personnel.

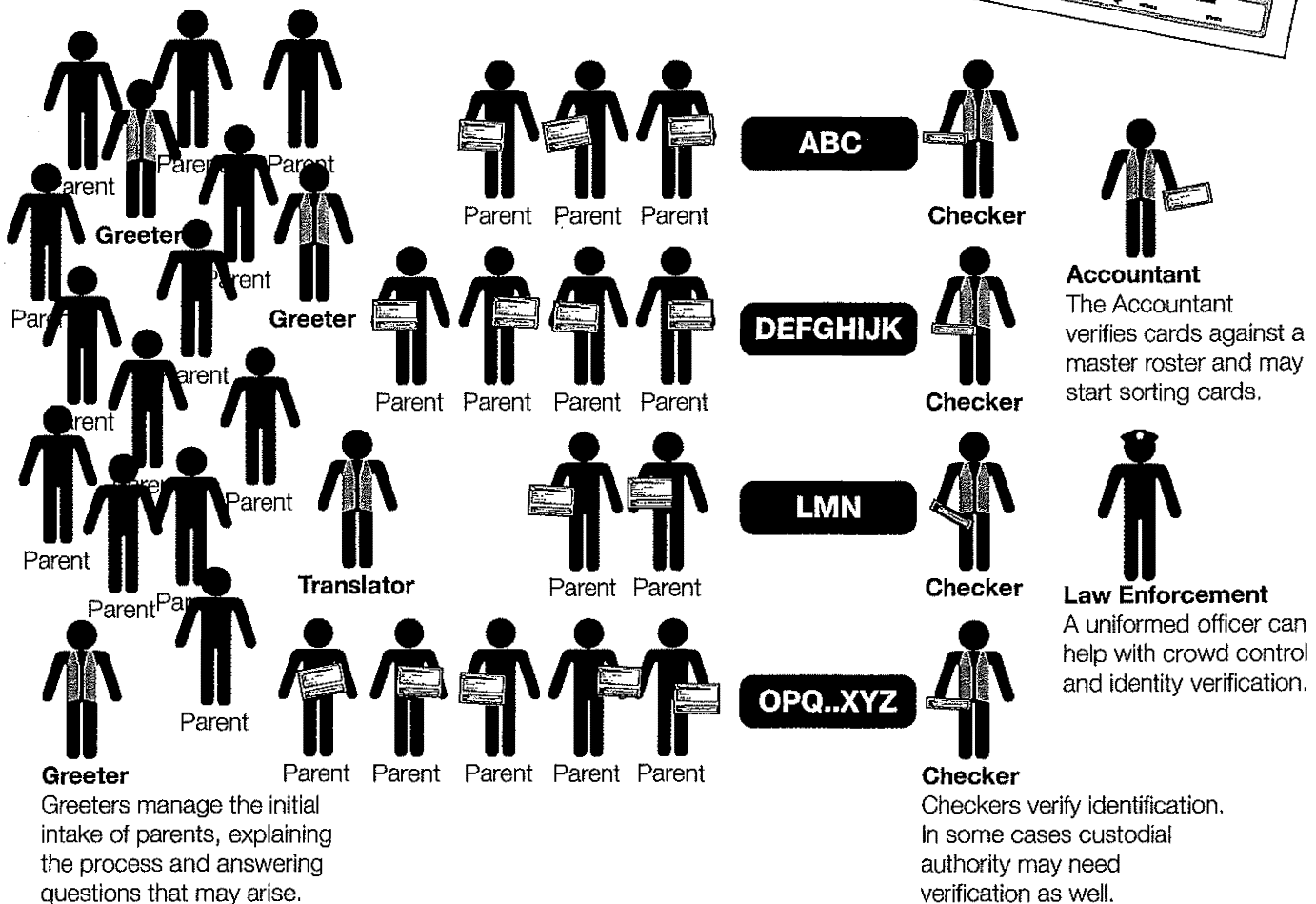
Student Name _____ Student Grade _____ Student Cell Phone Number _____
Parent Name _____ Parent Grade _____ Parent Cell Phone Number _____
Parent Signature _____

Reunification Information
Have photo identification out and ready to show school district personnel.

Student Name Sue Jo Smith Student Grade 8th Student Cell Phone Number 720-554-7123
Parent Name Joan Smith Parent Grade 7th Parent Cell Phone Number 720-554-7123
Parent Signature Joan Smith

Reunification Information
Have photo identification out and ready to show school district personnel.

Student Name Sue Jo Smith Student Grade 8th Student Cell Phone Number 720-554-7123
Parent Name Joan Smith Parent Grade 7th Parent Cell Phone Number 720-554-7123
Parent Signature Joan Smith



in 6 Easy Steps

STEP 4 REUNIFICATION AREA

At the Reunification Area, parents give the bottom of the card to a Reunifier. The Reunifier goes to the Assembly area to get the student.

Parent Emergency:	S H A R E T T S W A N
Parent Student Name:	S H A R E T T S W A N
Parent Phone:	1144
Parent Address:	1144
Parent Email:	1144
Parent Signature:	1144
Parent Date:	1144
Parent Time:	1144
Parent Location:	1144
Parent Notes:	1144

STEP 5 STUDENT REUNIFICATION

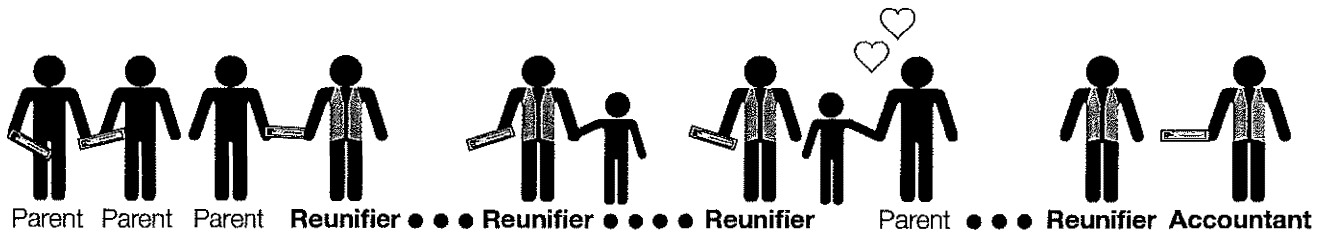
The Reunifier returns the student to their parents asking the student if they feel comfortable leaving with that adult. They then note the time and initial the bottom of the card.

Parent Emergency:	S H A R E T T S W A N
Parent Student Name:	S H A R E T T S W A N
Parent Phone:	1144
Parent Address:	1144
Parent Email:	1144
Parent Signature:	1144
Parent Date:	1144
Parent Time:	1144
Parent Location:	1144
Parent Notes:	1144

STEP 6 ACCOUNTABILITY

The Reunifier delivers the bottom of the card to the Student Assembly Accountant. The Accountant may start sorting the cards.

Parent Emergency:	S H A R E T T S W A N
Parent Student Name:	S H A R E T T S W A N
Parent Phone:	1144
Parent Address:	1144
Parent Email:	1144
Parent Signature:	1144
Parent Date:	1144
Parent Time:	1144
Parent Location:	1144
Parent Notes:	1144



Principal

It may be beneficial to have the school principal in the area where students and parents are reunited.

WHAT IF? THE STUDENT ISN'T THERE

If the student isn't in the Assembly Area, the Reunifier hands the card to a Victim Advocate/Crisis Counselor.

Parent Emergency:	S H A R E T T S W A N
Parent Student Name:	S H A R E T T S W A N
Parent Phone:	1144
Parent Address:	1144
Parent Email:	1144
Parent Signature:	1144
Parent Date:	1144
Parent Time:	1144
Parent Location:	1144
Parent Notes:	1144

SEPARATE PARENT FROM THE LINE

The Victim Advocate/Crisis Counselor then separates the parent from the other parents in line and takes them to a private location.



Law Enforcement

A uniformed officer can help with crowd control and keep the peace.





STANDARD™ REUNIFICATION METHOD

STUDENT/PARENT REUNIFICATION

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

NOTIFICATION

Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student may look something like this: *"The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID."*

PARENT/GUARDIAN EXPECTATIONS

If a parent or guardian is notified that a reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.

WHAT IF A PARENT CAN'T PICK-UP THEIR STUDENT?

When a parent can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick up their student.

WHAT IF THE STUDENT DROVE TO SCHOOL?

There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, parents are advised to recover the student. In some circumstances, high school students may be released on their own.

Reunification Information <small>PLEASE PRINT CLEARLY</small>	
Have photo identification out and ready to show school district personnel.	
Student Name _____	Student Cell Phone Number _____
Student Grade _____	Name of person picking up student _____
Signature _____	Relationship to student being picked up _____
Phone number of person picking up student _____	Photo identification matches name of person picking up student? Y or N _____

Parent completes:		School personnel completes upon release of student:	
Print Student Name Again _____	Student Grade _____	TIME _____	INITIALS _____
Student Birthday _____		OTHER _____	

HOW IT WORKS

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

REUNIFICATION CARDS

For parents, there are a couple of steps. If a parent is driving to the school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles. Parents are asked to go to the Reunification "Check In" area and form lines based on the first letter of their student's last name. While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card.

In the case of multiple students being reunified, a separate card for each student needs to be completed.

BRING ID TO CHECK IN

During check in, identification and custody rights are confirmed. The card is separated and the bottom half given back to the parent.

From the "Check In" area parents are directed to the "Reunification" area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students.

Parents should be aware that in some cases, they may be invited into the building for further information.

INTERVIEWS AND COUNSELING

In some cases, parents may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information.



A. Item Currently Budgeted -

Account Name		<u>No Financial Impact</u>										
Account Number												
		Fund		Function		Object		Cost Center		Project		Sub Project
Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available		
\$		\$		\$		\$		\$		\$		

Account Name												
Account Number												
		Fund		Function		Object		Cost Center		Project		Sub Project
Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available		
\$		\$		\$		\$		\$		\$		

B. Item Currently Not Budgeted -**

Funding Source												
Account Name												
Account Number		Fund		Function		Object		Cost Center		Project		Sub Project
Amount	\$											

Funding Source												
Account Name												
Account Number		Fund		Function		Object		Cost Center		Project		Sub Project
Amount	\$											

C. History

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****