Guidance and Best Practice

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| Supporting Students and FamiliesBest Practices | Best Practices | Resources/Support |
| Emergency Plans | * Hosting meeting for families at a preannounced date and time may put some families at risk.  Consider alternative ways of sharing information.
* Through one-on-one contacts with potentially impacted families, encourage families to prepare for unexpected detention.
* Provide easy access to the Immigrant Safety Plan for Youth and Children and contact information for legal services providers who can help families complete the plans.
* Work with local resource providers and have a plan in place for unexpected detention of a child’s caregiver.
* Refrain from any activity that may have a chilling effect on student attendance or enrollment.
 | [Immigrant Safety Plan for Youth and Children](https://www.washingtonlawhelp.org/resource/immigrant-safety-plan-for-youth-and-children)[Guidance from the Attorney General](http://agportal-s3bucket.s3.amazonaws.com/uploadedfiles/Another/AGO%20Immigration%20Guidance.pdf#page=34) [(page 32 to 42)](http://agportal-s3bucket.s3.amazonaws.com/uploadedfiles/Another/AGO%20Immigration%20Guidance.pdf#page=34) |
| Requests for information or student access | * If ICE seeks access to campus, request that they leave and not re-enter the campus without a judge-signed warrant.
* If ICE officers seek access to non-public portions of a campus, ask to see a warrant. Determine whether the warrant has been signed by a judge.
* If ICE seeks access to non-public areas on campus without a judge-signed warrant, consult the school’s designated administrator and the school’s attorney.
 | [School District Procedure 4411](https://www.highlineschools.org/about/board-policies/policy-details/~board/board-policies/post/procedure-4411-relations-with-fire-law-enforcement-and-child-protective-agencies-and-the-county-health-department)Contact School AdministratorContact Holly Ferguson/Isuzu/Lita |
| Social Emotional | * Acknowledge the serious impacts on learning that these issues are having on our students neurologically and emotionally, and work to create predictable, consistent, and safe classroom communities.
* Create and sustain classroom & schools communities that are welcoming and supportive spaces, with multiple opportunities to build trust and relationships between students, teachers, families, and the school
* Foster group connectedness and belonging through classroom meetings, circles, team building activities, identity development, and active listening
* Develop student and staff emotional intelligence skills through curriculum such as RULER, so we can express and regulate our emotions in a healthy way
* Stay informed about current issues regarding ICE, as well as district and community resources to support students and families
* Teach and practice de-stressing activities such as breathing, exercise, movement during class, planning supports, and relaxation
* Encourage action to help students feel like they are a part of addressing issues of injustice and inequity
* Share these practices with your colleagues and create spaces to discuss additional resources for continual improvement
 | School Support TeamDoug Judge |