

CASE STUDY

Monroe Public Schools

Equipped, trained, and tested. How one Connecticut district built reunification readiness in the right order — and proved it under live, multi-agency pressure.

LOCATION

Monroe, CT

PARTNERSHIP

4-Phase Engagement



4

ENGAGEMENT PHASES

8

AGENCIES AT THE LIVE DRILL

100%

WOULD RECOMMEND THE TRAINING

Most districts buy reunification supplies and stop there. Monroe did the opposite. They equipped every school, brought their leadership team up to speed on the tools, trained key staff to competency, and then put the whole system to the test in a live, multi-agency exercise at their own reunification site. Each step built on the last toward a single goal: a team that is genuinely ready.

WHAT'S INSIDE



The Four-Phase Approach

How Monroe moved from kits in every building to a team that has actually run a reunification.



What the Numbers Show

Measured gains in staff understanding, confidence, and the value they placed on the training.



The Standard Worth Setting

What genuine reunification readiness looks like and how your district can get there.

The Four-Phase Approach

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1 Phase 1 — Equipping Every School

Monroe began by purchasing on-site reunification kits for **every school in the district** — not a pilot, not a single building. Before anyone was trained, every site had the physical tools a reunification requires, standardized so that staff moving between buildings and responders arriving from outside would find the same system everywhere.

2 Phase 2 — Enabling the Central Office Team

Next, the Foundation led a hands-on session at the **central office with a small core team** on how to actually use the kit. This turned equipment into capability: the people who would direct a reunification learned the contents, the stations the kit supports, and how to deploy it before they ever had to teach or lead others.

3 Phase 3 — Training the Whole District

With leadership grounded, the Foundation delivered **full district training** to the broader staff, paired with a walkthrough of each role and the flow of the reunification process from start to finish. Staff didn't just learn what the plan says — they learned the four reunification stations, why each role exists, and how a parent, a student, and a staff member each move through the process.

4 Phase 4 — Testing the System Live

Finally, Monroe ran a **full end-to-end drill** at their reunification site — the test the training had been building toward. It wasn't school-only: **fire, police, EMS, the district's IT department, mental health, CERT, the bus company, and the town health department** all took part, exercising the handoffs, communications, and support functions a real reunification depends on. Pulling IT and mental health in meant Monroe tested the parts most drills skip — the systems that track and notify, and the people who care for families under stress.

What the Numbers Show

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MEASURE	BEFORE	AFTER	CHANGE
Understanding of roles & responsibilities (1–5)	2.1	3.7	+1.6
Understanding of the 4 reunification stations (1–5)	2.0	3.9	+1.9
Instructor prepared & professional (1–10)	—	9.7	—
Importance of reunification training (1–10)	—	9.9	—
Would recommend to a colleague	—	100%	—

21

STAFF SURVEYED

Every School

EQUIPPED WITH ON-SITE KITS

8

AGENCIES IN THE LIVE DRILL

IN THEIR WORDS

- "Wonderful training — the hands-on piece was so important to bring it all together."
- "I have done the 'I Love U Guys' training in the past and this took it a step further. I am grateful I went through this training."
- "Thank you for all of your hard work and dedication in helping us implement our Reunification Program at Monroe Schools."

What Set Them Apart

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Why Monroe Stood Out

- Built readiness in the right order: **equip** → **enable leaders** → **train the team** → **test it live**
- Standardized on-site kits across **every school**, not just one or two pilot buildings
- Trained **key staff from each school building and central office** and measured the result, posting documented gains on every dimension
- Closed the loop with a **live, eight-agency exercise** — fire, police, EMS, IT, mental health, CERT, the bus company, and the town health department — at their actual reunification site
- Pulled in IT and mental health, testing the tracking, notification, and family-support functions most drills skip

THE STANDARD WORTH SETTING

What Monroe did was unusual not because they lacked resources, but because they refused to stop at **"we bought the kits."** Supplies on a shelf are not the same as a team that has run a reunification. Monroe wanted to know, with real confidence, that when families show up in a crisis, their people — and every partner agency — can meet the moment. That is the standard every district should hold itself to.

Ready to strengthen your reunification capability?

If your district wants to equip its schools, train your team, or run a functional exercise, we are ready to help.

dan@reunification-foundation.org · reunification-foundation.org



The only organization in the world conducting applied
research on all aspects of school reunification.

The Reunification Foundation

dan@reunification-foundation.org

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