



*What you need to know about the rights of immigrants, the threat of deportation,  
and what we as educators can do about it*

## Training Curriculum



Randi Weingarten  
PRESIDENT

Lorretta Johnson  
SECRETARY-TREASURER

Mary Cathryn Ricker  
EXECUTIVE VICE PRESIDENT

### **AFT Executive Council**

Shelvy Y. Abrams	David Gray	Ruby J. Newbold
Mary J. Armstrong	David Hecker	Candice Owley
Barbara Bowen	Jan Hochadel	Andrew Pallotta
Christine Campbell	Fedrick C. Ingram	Joshua Pechthalt
Zeph Capo	Jerry T. Jordan	Paul Pecorale
Alex Caputo-Pearl	Ted Kirsch	David J. Quolke
Donald Carlisto	Frederick E. Kowal	Stephen Rooney
Larry J. Carter Jr.	Karen GJ Lewis	Denise Specht
Kathy A. Chavez	Karen E. Magee	Wayne Spence
Melissa Cropper	Louis Malfaro	Tim Stoelb
Evelyn DeJesus	Joanne M. McCall	Richard Stutman
Marietta A. English	John McDonald	Ann Twomey
Eric Feaver	Martin Messner	Adam Urbanski
Francis J. Flynn	Daniel J. Montgomery	
Catalina Fortino	Michael Mulgrew	

### **Our Mission**

The **American Federation of Teachers** is a union of professionals that champions fairness; democracy; economic opportunity; and high-quality public education, healthcare and public services for our students, their families and our communities. We are committed to advancing these principles through community engagement, organizing, collective bargaining and political activism, and especially through the work our members do.



Dear AFT Educator:

No matter where you stand on immigration or deferred action, we know that schools should be safe havens that embrace all students and families, regardless of citizenship and national origin, and that includes unaccompanied and refugee children. Schools should create the conditions for learning and teaching, not fear and uncertainty. All children must be given every opportunity to realize their full potential.

Sadly, many of our students and their families are living in fear.

President Trump, throughout his campaign and transition into the White House, subjected immigrants and refugees to exclusionary, xenophobic, hostile and divisive political rhetoric. The children and families who seek refuge in the United States are fleeing horrifying violence and exploitation in Latin America and the Middle East. Now Trump and his supporters are taking action, dismantling protections for unaccompanied and refugee children, and putting the safety and well-being of students and their families at risk. Increased enforcement actions by ICE in communities across the country have led to hundreds of deportations and family separations. Educators, school support staff, and community leaders play a key role in defending DACA and protecting undocumented and refugee students from the threat of deportation.

Our members have poured their hearts and souls into welcoming refugee children to our schools and providing a safe place for their families. All these efforts are now threatened by the president's agenda, which will not just disrupt the lives of the targeted children, but also cause pain and fear for their classmates, destabilizing our schools and communities.

**AFT understands that educators want the knowledge and confidence to stand up for their students, but they may need some guidance.**

To help, the AFT has developed a worksite training and this resource packet, which aim to:

- Teach activists about their rights as educators during immigration enforcement raids;
- Prepare educators to train their colleagues on their rights and the rights of their students; and
- Help educators develop school-specific and classroom-specific plans for how to handle immigration raids in their communities.

We hope that this material will give you the knowledge and confidence to *Protect Our Students*.

# Protecting Our Students

---

## Trainer Manual

### I. Purpose

- To educate members and nonmembers on the rights of immigrants and the threat of deportation
- To engage members and nonmembers in creating a safe, welcoming environment for all students
- To prepare educators to conduct a “know your rights” session for students and families and teach the “do’s and don’ts” on dealing with Immigration and Customs enforcement at their homes
- To involve more members in our union

### II. Materials

- Resource Packet
- Membership Cards
- Membership/worksite list
- Sign-in sheet

### III. Outline

- I. Introduction (3 minutes)
- II. Rights of Educators and Students (8 minutes)
- III. Making a School Plan (2 minutes)
- IV. Developing a Classroom Plan (15 minutes)
- V. The Ask (2 minutes)
- VI. Q&A (as time permits)

Appendix 1: Workplace Meeting Agenda

Appendix 2: Sample Turnout Letter – Worksite Leader to Member

Appendix 3: Educator’s Resource Packet

Appendix 4: School Resource Template

# I. Introduction

---

## Before Opening

[As individuals come in, have them fill out their information on the sign-in sheet. Take a moment to speak to all attendees and confirm their membership status via the worksite list.]

## Introduction

[Welcome everyone and thank them for taking the time to attend this important “Protecting Our Students” training. Briefly introduce yourself and why this issue matters to you, in about one minute.]

[Read or summarize the following.]

Raise your hand if you or your students have ever had to deal with Immigration and Customs Enforcement, detention or the threat of deportation, or had your children, families, or workers separated by deportation. **[Share an example—either call on a participant or share your own personal experience.]**

That’s why it’s so crucial we are all here today.

No matter where you stand on immigration or deferred action, it’s important to note that schools should be safe havens that embrace all students and families, regardless of citizenship and national origin, and that includes unaccompanied and refugee children. Schools should create the conditions for learning and teaching.

While protecting our students at an individual level is obviously important, we also need to think collectively about how we can force Congress to do its job and address immigration reform. Congress needs to create a new immigration process that strengthens the rule of law, respects individuals and families, builds our economy and makes us safer. Millions of immigrants are living in the shadows, and that is not the answer.

## AFT/A Union of Professionals: Protecting Our Students

Additionally, strong majorities of Americans oppose President Trump's anti-immigrant executive orders that scapegoat immigrants and create distrust among communities. Strong majorities of Americans support commonsense, permanent immigration reform that keeps families together and strengthens our communities. Our national union, the AFT, is committed, now more than ever, to fighting the xenophobic, racist rhetoric that is all too prevalent in our national discourse and that is finding its way into our schools. It's our responsibility as educators to ensure that all children feel safe, welcomed and supported, regardless of where they or their parents were born.

That's why we're doing these trainings at our schools—to provide important resources and information to our members so we can protect our students, and to build a stronger union so we can solve more problems inside and outside of the workplace.

[Reference and quickly go over the agenda.]

Now, as a quick note before we dive in: *I am not an immigration lawyer or an expert*. Like I said earlier, I'm a fellow union member. Here's the thing—there is urgency to try and get this information out. There may be questions that come up in this training that I don't know the answers to. In those cases, I will try to point you in the right direction and give you as many resources as possible so you can find the answers.

How does that sound? Are you all ready?

### **Beyond the Headlines**

Here's some quick context for us:

In his first 10 days in office, President Trump began implementing his campaign promise to target undocumented immigrants, Muslims and refugees. Three immigration executive orders have been signed into law to date focused on enforcement and exclusionary policies. These executive orders criminalise immigrants based on nationality and faith.

In mid-February, the Department of Homeland Security confirmed that Immigrations and Customs Enforcement (ICE) swept up about 700 immigrants in

## AFT/A Union of Professionals: Protecting Our Students

so-called targeted enforcement operations over five days. However, reports suggest that it is not just criminals being detained and deported. At least 25 percent of those rounded up in these raids were low-priority immigrants— aspiring Americans who work hard to support their families and who want to contribute to our American economy and culture whose only crime was working with a fake social security document or driving without a license..

Since 2009, more than 2.5 million people have been deported.

Deportation raids have a social and emotional impact on children and are associated with negative outcomes for the children and families involved.

Symptoms seen in children involved in such situations include:

- Emotional and behavioral changes;
- Sleep and eating disturbances;
- Excessive crying;
- Increased fear;
- Aggressive and withdrawn behavior in older youth;
- Poor academic performance; and
- Social withdrawal and isolation.

**[Instruct the participants to take out the resource packet and look at H-1.]**

So, what's at stake for our students and their families?

We need to make sure family unity is a top priority. Our broken immigration system has left many families separated and many more living in fear of separation. As you may have witnessed firsthand, or can easily presume, this can have a dramatic negative impact on our students' ability to unlock their true potential and not only dream their dreams but achieve them.

Additionally, our business community and the nation's economy would benefit from addressing problems in our immigration system, including policies that afford DACAmented and undocumented individuals—11 million of whom live in the United States—lawful opportunities to contribute more to the American economy.

Remember, all children have a right to a public education. Teachers, school support staff and other service providers play a critical role in helping to end the criminalization, detention and deportation of students and families. Rather than

## AFT/A Union of Professionals: Protecting Our Students

being punished for their immigration status, students and their families should be recognized for their sacrifice, hard work, determination and contributions that strengthen our communities.

## II. Rights of Educators and Students

---

Before diving into the plan for our school and making a plan for your classroom, we need to cover your rights as an educator when dealing with ICE. First, I want to be clear about one thing: Our schools *should* serve as safe havens, and ICE is not legally allowed to interrogate, detain or take students into custody on school grounds unless it's a matter of national security, terrorism threat, or an ICE agent has a signed warrant by a judge.. In 2011, the U.S. Department of Homeland Security issued a “sensitive locations” policy memorandum that limits immigration enforcement at schools, licensed daycares, school bus stops, colleges and universities, educational programs, medical treatment facilities and places of worship.

[For more, see H-10, [www.ice.gov/doclib/ero-outreach/pdf/10029.2-policy.pdf](http://www.ice.gov/doclib/ero-outreach/pdf/10029.2-policy.pdf).]

However, increased enforcement measures are generating widespread fear, denying children access to public education, institutionalizing racial profiling and encouraging discrimination in our communities. It's also obvious that the Trump administration is willing to issue executive orders that force government agencies, like ICE, to act first and determine legality of those actions later. We must be aware of our rights.

Take a look at handout H-2 in your resource packet. **[Hold up this handout.]** Now we'll cover what your rights are and your obligations when it comes to sharing student information with immigration officers.

**[Read the bullet points in H-2 out loud. Alternatively, encourage the participants to take turns reading them out loud.]**

Handout H-3 is another good resource for you to have in your classroom.



### III. Making a School Plan

---

I participated in a train-the-trainer session so that I could give this training to you. Part of that train-the-trainer was dedicated to starting a plan for our school. Since then, I've worked with our union, school administration and co-workers to identify resources to help protect undocumented and refugee students and their families.

**[Pass out copies of H-4—the completed “School Resource Template.” Take one minute to read the document out loud.]**

These resources can protect your students. Keep a copy of this document in your classroom.

### IV. Developing a Classroom Plan

---

As educators, it is up to us to provide safe, welcoming places of learning—free from harassment and discrimination, where all our children feel protected and valued—and to stop bullying wherever it occurs, whether at the playground or at the White House.

Together, we will continue fighting to lift up what is best about the United States **[or your local community]**—a nation **[or “a city”]** that celebrates our differences, instead of using them as a tool to stoke fear in one another.

One of the first things we can and must do is to learn about and celebrate diversity. Please turn to handout H-5 in your resource packet. Here are classroom tips that will shed light on the diversity in your classroom. Of course, you aren't limited to these tips, but we know that these work for most educators.

**[Ask for volunteers to read the descriptions of the first two tips on H-5.]**

Do these classroom tips work for everyone in this room? We'll need to start using them as soon as possible. Please let me know if you have any questions after we wrap up the training.

## AFT/A Union of Professionals: Protecting Our Students

Now let's move on. Just as you need to know your rights, so do your students. Each of us must commit to conducting a "know your rights" training session for our students and, ideally, their parents. Education forums don't have to be done alone, invite a local immigrant rights organization, pro-bono attorney, and others to help you. Use handouts H-6 through H-9 to guide these sessions. I'd like to give you a brief description of each document:

H-6: Know your rights: Information for students and families

H-7: 15 things educators, school support staff and communities can do to help protect undocumented students and their families

H-8: What to do if ICE comes to your door

H-9: Creating a family immigration raid emergency plan

I know I just threw a lot of to-dos at you. To streamline the work and make sure we get everything done, a classroom-planning document is included in your resource packet. It's the last handout (H-10).

How long do you think it'll take to work through these items? **[Take feedback and come to a group decision.]**

## V. The Ask

---

**[Please note: This is a *sample ask*. Your local should develop an ask that is appropriate for your members and the campaign(s) you are running. You can use this ask as a template for designing your own, but the ask you make of your membership should arise from your own work as a union!]**

We're almost done here. I'd like to thank you for taking the first step in protecting our students. How many of you found this information helpful? Great!

We can't continue to allow politicians to use our students and families as scapegoats and score cheap political points. We are the ones who can push for new solutions that can create an educational system that is inclusive of everyone. We must help create an environment that allows for all students to realize their potential and not only dream their dreams but achieve them, in the classroom, in our community and in our entire nation. That is why our union is so important.

## AFT/A Union of Professionals: Protecting Our Students

By taking collective action, we can drive Congress to implement commonsense solutions. That's what being a union member means and that's what social justice unionism looks like. If you are a member of our union, please stand up. **[Applaud them for standing].**

For those who are still sitting, are you ready to join our union and help stand up for your co-workers and our communities in helping to protect our students?

One reason I'm a member is because I believe we can create a better immigration system. I know that alone, my political voice isn't enough to sway politicians, but together we can make them listen.

I urge you all to become a member today and add your voice and your efforts to making our workplace, our community and our country a better place to work and live.

Please take a moment to fill out the membership forms now. **[Immediately collect forms as individuals fill them out. Pro tip: Identify members who can have one-on-one conversations immediately following the training.]**

Thank you once again for taking the time to be here today. Here is an evaluation; I'd love to hear your feedback.

### Pitch Variations

You always want to end these sessions with some sort of ask. Coordinate with local leaders ahead of time to determine what the appropriate ask is. Below are some other examples:

- Will you contribute to our COPE (Committee on Political Education) fund?
- Will you go over your classroom plan with co-workers who didn't attend this training?

## VI. Q&A (as time permits)

---

You should answer questions to the best of your ability; typically, the questions just require you to review content you presented on. If you're unable to answer a question, don't make anything up! Below are answers to some frequently asked questions.

### What is DACA?

In 2012, President Obama signed an executive order announcing Deferred Action for Childhood Arrivals, a program meant to defer deportation for certain undocumented immigrants who entered the country when they were younger than 16. Youth granted DACA are protected from deportation for two years, subject to renewal, and provided with a work permit. It allows beneficiaries the opportunity to obtain a Social Security number and state-issued IDs/driver's licenses, but it does not offer a pathway to citizenship or a green card (legal permanent residency). Basically, DACA means working, driving and pursuing higher education without fear. By January 2016, more than 750,000 undocumented people had received a DACA permit.

### What is happening with DACA?

The new administration has not yet issued an executive action on DACA, but the AFT is fighting to protect DACA through the federal passage of the Bridge Act. The Bridge Act would allow DACA to continue.

### What is a "sanctuary city"?

The purpose of sanctuary cities is to increase safety and security by strengthening the trust between immigrant community members and local police. There is no uniform approach to achieving this goal across jurisdictions. Sanctuary city ordinances outline policing policies that attempt to eliminate fear from those who worry that reporting a crime or interacting with local law enforcement could result in deportation. Examples of such policies include local law enforcement not collaborating with ICE officials and not asking for immigration papers. However, these policies do not protect undocumented immigrants from federal immigration law enforcement and are not meant to offer safe harbor to criminals.

## AFT/A Union of Professionals: Protecting Our Students

For more information on sanctuary cities, see:

[www.americanimmigrationcouncil.org/research/sanctuary-cities-trust-acts-and-community-policing-explained](http://www.americanimmigrationcouncil.org/research/sanctuary-cities-trust-acts-and-community-policing-explained).

### **What if there is a raid at my school or a student tells me about a raid at his or her home or parent's worksite?**

Report the raid immediately to the United We Dream hotline at 844-363-1423. If possible, take pictures, video and notes. Write down officers' badge numbers and exactly what happened!

### **Where can I get more information?**

National Immigration Law Center

[www.nilc.org](http://www.nilc.org)

United We Dream

[www.unitedwedream.org](http://www.unitedwedream.org)

First Focus

[www.firstfocus.org](http://www.firstfocus.org)

Mexican American Legal Defense and Educational Fund

[www.maldef.org](http://www.maldef.org)

American-Arab Anti-Discrimination Committee

[www.adc.org](http://www.adc.org)

Asian Americans Advancing Justice

[www.advancingjustice-aajc.org](http://www.advancingjustice-aajc.org)

Southeast Asia Resource Action Center

[www.searac.org](http://www.searac.org)

Black Alliance for Just Immigration

[www.blackalliance.org](http://www.blackalliance.org)

American Civil Liberties Union

[www.aclu.org](http://www.aclu.org)

AFT/A Union of Professionals: Protecting Our Students

How do I find local immigration organizations in my state?

Immigration Advocates Network's "National Immigration Legal Services Directory"

[www.immigrationadvocates.org/nonprofit/legaldirectory](http://www.immigrationadvocates.org/nonprofit/legaldirectory)

In New York, for example, one resource is the New York Immigration Coalition

[www.thenyic.org](http://www.thenyic.org)

# Appendix 1: Workplace Meeting Agenda

---

- Moving Beyond the Headlines
  - Facts and figures
    - Undocumented, DACAmented, refugees, lawful permanent residents and citizens
  - What’s at stake for our students and their families?
  - All children have a right to a public education
  
- What Are Your Rights?
  - What the law says about deportation and schools
  - Immigration and Customs Enforcement activity in schools and at bus stops
  - Sharing student information with immigration officers
  - When you encounter immigration officers on or around school grounds
  - When you are questioned by an immigration officer
  
- Making a Plan for the School
  - Taking proactive steps to ensure the safety and well-being of students and school employees
  - Know your resources
  - Cover the planning document
  
- Making a Plan for Your Classroom
  - Create a safe, welcoming environment for all students
  - Classroom activities to learn about and celebrate diversity
  - Conduct a “know your rights” session for students and families
    - Review the “do’s and don’ts” on dealing with immigration officers at your home

## **Resources:**

- AFT immigration webpage: [www.aft.org/immigration](http://www.aft.org/immigration)
- [AFT DACA guide](#) for educators and school support staff
- [AFT guide](#) on supporting immigrant and refugee children
- Music video by Aloe Blacc, “[Wake Me Up](#)”

## AFT/A Union of Professionals: Protecting Our Students

- Music video by La Santa Cecilia, "[ICE El Hielo](#)"
- AFT video on its [work to pass immigration reform](#)
- AFT video on the "[Trump Effect](#)"
- Colorín Colorado [immigration resources](#)
- Share My Lesson [lesson plans on teaching immigration](#)

## Partners:

- National Immigration Law Center, [www.nilc.org](http://www.nilc.org)
- United We Dream, [www.unitedwedream.org](http://www.unitedwedream.org)
- First Focus, [www.firstfocus.org](http://www.firstfocus.org)
- iAmerica, [www.iamerica.org/know-your-rights](http://www.iamerica.org/know-your-rights)
  - Informed Immigrant, [www.informedimmigrant.com/faq](http://www.informedimmigrant.com/faq)



## Appendix 2: Sample Turnout Letter – Worksite Leader to Member

---

### Dear Colleague/Name/Fellow Educator:

No matter where you stand on immigration or deferred action, we understand that our school should be a safe haven that embraces all students and families, regardless of citizenship and national origin, and that includes unaccompanied and refugee children. Our school should create the conditions for learning and teaching, not fear and uncertainty.

Many of you have reached out to me, or our union, for resources and/or training for dealing with immigration and how it impacts your students. AFT, our national union, has developed a worksite training that will:

- Teach you about your rights as educators during immigration enforcement raids;
- Give you some basic background information so you can better understand the current state of immigration;
- Give you tools to foster an inclusive and welcoming environment in your classroom; and
- Help you develop a classroom-specific plan for how to handle immigration raids in our community.

I attended a union-led *Train-the-Trainer* that prepared me to give this training to you. Still, *I am not an immigration lawyer or an expert*. I'm a fellow union member. Here's the thing—there is urgency to get this information out. There may be questions that come up in this worksite training that I don't know the answers to. In those cases, I will try to point you in the right direction and give you as many resources as possible so you can find the answers.

Please join us for this essential union meeting. Here are the details:

Date:

Time:

Where:

Contact me with any questions:

In Solidarity,  
WORKSITE LEADER

# Appendix 3: Educator's Resource Packet

---

## I. Resources: Quick guide to resources

## II. Handouts/Materials

- H-1: Immigration: Stats and Figures
- H-2: Know Your Rights
- H-3: Protecting Our Students: What you need to know about the rights of immigrants and the threat of deportation
- H-4: Classroom Tips to Create a Safe and Welcoming Environment for Immigrant Children
- H-5: Know Your Rights: Information for Students and Families
- H-6: Immigrant and Refugee Children: 15 things educators, school support staff and communities can do to help protect undocumented students and their families
- H-7: What to do if ICE comes to your door
- H-8: Creating a family immigration raid emergency plan
- H-9: Classroom Planning Document
- H-10: U.S. Immigration and Customs Enforcement, Memo on Enforcement Actions at or Focused on Sensitive Locations

## III. Additional Resource Guide – “Combatting Islamophobia in the Classroom”

## Resources

---

AFT immigration webpage

[www.aft.org/immigration](http://www.aft.org/immigration)

AFT DACA Guide for Educators and Support Staff

<http://unitedwedream.org/wp-content/uploads/2014/05/DACA-Guide-for-Teachers-2014-FINAL.pdf>

AFT Guide on Supporting Immigrant and Refugee Children

[http://www.aft.org/sites/default/files/im\\_uac-educators-guide\\_2016.pdf](http://www.aft.org/sites/default/files/im_uac-educators-guide_2016.pdf)

National Immigration Law Center

[www.nilc.org](http://www.nilc.org)

United We Dream

[www.unitedwedream.org](http://www.unitedwedream.org)

First Focus

[www.firstfocus.org](http://www.firstfocus.org)

Mexican American Legal Defense and Educational Fund

[www.maldef.org](http://www.maldef.org)

American-Arab Anti-Discrimination Committee

[www.adc.org](http://www.adc.org)

Asian Americans Advancing Justice

[www.advancingjustice-aajc.org](http://www.advancingjustice-aajc.org)

Southeast Asia Resource Action Center

[www.searac.org](http://www.searac.org)

Black Alliance for Just Immigration

[www.blackalliance.org](http://www.blackalliance.org)

American Civil Liberties Union

[www.aclu.org](http://www.aclu.org)

## H-1: Immigration: Stats and Figures

---

- The U.S. immigrant population stood at more than 42.4 million, or 13.3 percent, of the total U.S. population of 318.9 million in 2014, according to American Community Survey data.
- Immigrants in the United States and their U.S.-born children now number approximately 81 million people, or 26 percent of the overall U.S. population.
- In 2014, 1.3 million foreign-born individuals moved to the United States, an 11 percent increase from 1.2 million in 2013. India was the leading country of origin for new immigrants, with 147,500 arriving in 2014, followed by China with 131,800, Mexico with 130,000, Canada with 41,200 and the Philippines with 40,500.
- In 2014, 46 percent of immigrants (19.4 million people) reported having Hispanic or Latino origins.
- In 2014, the top five U.S. states by number of immigrants were California (10.5 million), Texas and New York (4.5 million each), Florida (4 million) and New Jersey (2 million).
- The Affordable Care Act has increased health insurance coverage of immigrants—especially noncitizens—at a greater rate than the U.S.-born population. From 2013 to 2014, the immigrant uninsured rate fell from 32 to 27 percent, while the native-born uninsured rate fell from 12 to 9 percent.
- According to the Department of Homeland Security’s Office of Immigration Statistics, an estimated 11.4 million unauthorized immigrants resided in the United States as of January 2012.
- More than half (54 percent) of these unauthorized immigrants resided in four states: California (28 percent), Texas (13 percent), New York (8 percent) and Florida (5 percent). Three-quarters of unauthorized immigrants resided in 117 counties, of which the top five—Los Angeles County in California, Harris County in Texas, Cook County in Illinois, Orange County in California, and Dallas County in Texas—accounted for 21 percent of all unauthorized immigrants.
- The top five countries of birth for unauthorized immigrants were Mexico (56 percent), Guatemala (6 percent), El Salvador (4 percent), and Honduras and China (3 percent each).
- Between 2009 and 2013, about 4 million unauthorized immigrants (39 percent of the overall unauthorized population ages 15 and older) resided with children under age 18, the Migration Policy Institute estimates. Of this group, about 84 percent (3.3 million) resided with at least one U.S.-citizen child under age 18, and 16 percent (619,000) resided with non-U.S.-citizen children.
- Altogether, according to a state and local tax data analysis published by the Institute on Taxation and Economic Policy, undocumented immigrants

**AFT/A Union of Professionals: Protecting Our Students**

contribute about \$11.6 billion to the economy annually, including nearly \$7 billion in sales and excise taxes and \$3.6 billion in property taxes.

- Nearly 60 percent of immigrant children nationwide are from families living below the poverty level and from homes with low levels of parent education.

Sources: Migration Policy Institute, Center for American Progress, Institute on Taxation and Economic Policy, U.S. Census Bureau and Grantmakers for Education.

## H-2: Know Your Rights

---

### **Does immigration status affect whether students can enroll in U.S. public schools?**

No. Every child has a constitutional right to a free public education, regardless of his or her immigration status or parents' immigration status.

### **Can schools ask about a student's immigration status during enrollment?**

No. Public school districts have an obligation to enroll students regardless of their immigration status and without discrimination on the basis of race, color or national origin.

### **Can schools ask for documentation to prove age and district residency for enrollment?**

Yes, but no student should be turned away for lack of documentation. Schools may not bar a student from enrolling because the student lacks a birth certificate or social security number or has a record that indicates a foreign place of birth. Also schools may not bar a student from enrolling because his or her parents or guardians lack a driver's license or state-issued ID. Some students qualify for protections under the federal McKinney-Vento Homeless Assistance Act of 1987 which provides exemptions from enrollment requirements.

### **Can immigration enforcement take place in schools?**

No. *Unless the 2011 Immigration and Customs Enforcement "sensitive locations" policy memorandum is reversed*, the Department of Homeland Security limits immigration enforcement from taking place at certain locations. These include schools, licensed daycares, school bus stops, colleges and universities, educational programs, medical treatment facilities and places of worship.

### **What do I do if ICE officers come to my school?**

Refuse to answer their questions. Tell them they have no right to be at your school without a warrant. Take out the 2011 memorandum outlining sensitive locations where immigration raids cannot take place ([www.ice.gov/doclib/ero-outreach/pdf/10029.2-policy.pdf](http://www.ice.gov/doclib/ero-outreach/pdf/10029.2-policy.pdf)). Immediately alert your action team, local and any other advocates on your school resources list.

**What Does the Law Say About Sharing Student Information with Immigration Authorities?**

Under the Family Educational Rights and Privacy Act (FERPA), schools are prohibited, without parental consent from providing information from a student's file to federal immigration agents if the information would potentially expose a student's immigration status.

Some schools have also interpreted the Plyer decision as prohibiting them from requiring students to provide social security cards or birth certificates as a condition of enrollment, test taking or participation in school activities



## WHAT YOU NEED TO KNOW ABOUT THE RIGHTS OF IMMIGRANTS AND THE THREAT OF DEPORTATION

### **i** All children have a right to a public education

Under federal law, all children, regardless of their citizenship or residency status, are entitled to a K-12 education, including college counseling services. School districts that either prohibit or discourage children from enrolling in schools because they or their parents are undocumented immigrants may be in violation of federal law.

### **i** What the law says about deportation and schools

ICE officers and agents are to refrain from enforcement actions at least at the following locations and events:

- schools (including preschools, primary schools, secondary schools, colleges and universities, and other institutions of learning, such as vocational and trade schools);
- hospitals;
- churches, synagogues, mosques and other institutions of worship, such as buildings rented for the purpose of religious services;
- during funerals, weddings and other public religious ceremonies; and
- during public demonstrations, such as a march, rally or parade.

### **i** What the law says about sharing student information with immigration authorities

Under the Family Educational Rights and Privacy Act (FERPA), schools are prohibited, without parental consent, from providing information from a student's file to federal immigration agents if the information would potentially expose a student's immigration status. For more on FERPA, see [familypolicy.ed.gov/ferpa-parents-students](http://familypolicy.ed.gov/ferpa-parents-students).

### **i** Schools must be safe havens, welcoming places of learning, and free from racism, discrimination, and the threat of deportation.

School districts are responsible for ensuring the safety and well-being of all their students. Educators and school support staff can work with community allies to reaffirm that their school and campus is a safe zone.

## Do's and Don'ts for students and their families if ICE authorities come to their homes

- ➔ **Do not open the door.** ICE authorities cannot come in without a signed warrant. Tell them to pass the warrant under the door before you open it.
- ➔ **Remain silent.** ICE can use anything you say against you in your immigration case, so claim your right to remain silent! Say **"I plead the Fifth and choose to remain silent."**
- ➔ **Do not sign.** Don't sign anything ICE gives you without talking to an attorney.
- ➔ **Report the raid immediately to the United We Dream hotline: 844-363-1423**  
Take pictures, video and notes: Write down badge numbers, the number of agents, and exactly what happened!
- ➔ **Fight back!** Get a trustworthy attorney, contact a local immigrant rights organization and explore all options to fight your case. If detained, you may be able to get bail—don't give up hope!

## For more resources and information, contact:

- ➔ **American Federation of Teachers**  
[www.aft.org/immigration](http://www.aft.org/immigration)
- ➔ **Share My Lesson**  
[www.sharemylesson.com/immigration](http://www.sharemylesson.com/immigration)
- ➔ **Colorín Colorado**  
[www.colorincolorado.org/immigration](http://www.colorincolorado.org/immigration)
- ➔ **National Immigration Law Center**  
[www.nilc.org](http://www.nilc.org)
- ➔ **United We Dream**  
[www.unitedwedream.org](http://www.unitedwedream.org)

American Federation of Teachers, AFL-CIO  
555 New Jersey Ave. N.W. • Washington, DC 20001 • 202-879-4400





## H-4: Classroom Tips to Create a Safe and Welcoming Environment for Immigrant Children

---

Chances are that your immigrant students (or children who were born here to immigrant parents) come from a culture with traditions and family values that differ from mainstream American culture. Many of these students not only have the challenge of learning a new language, but also must adjust to an unfamiliar cultural setting and school system. Imagine what it would be like to step into a foreign classroom where you didn't understand the language, rules, routines or expected behavior.

On a daily basis, newcomer immigrant children and youth are adjusting to new ways of saying and doing things. As their educator, you are an important bridge to this unknown culture and school system. There are a number of things you can do to help make their transitions as smooth as possible.

Although there are no specific teaching techniques to make immigrant children feel that they belong in their new culture, there are ways for you to make them feel welcome in your classroom:

### **Learn their names**

This may seem obvious, but take the time to learn how to pronounce each student's name correctly. Also, model the correct pronunciation to the entire class.

### **Offer one-on-one assistance when possible**

Some students may not answer questions voluntarily in class or ask for your help even if they need it. Immigrant students may smile and nod, but this does not necessarily mean that they understand. Go over to their desk to offer individual coaching in a friendly way. For convenience and an added sense of safe space, it may be helpful to seat these students near your desk.

### **Assign a peer partner**

Identify students who really want to help their classmates as peers and assign each new immigrant student a partner. These student volunteers can make sure that immigrant students understand what they are supposed to do. It's even more helpful if the peer partner knows the child's first language.

### **Post a visual daily schedule**

Even if a student doesn't yet understand every word you say, you can still help him or her understand the structure of each day. Whether through chalkboard

## AFT/A Union of Professionals: Protecting Our Students

art or images on the wall, post the day's schedule each morning, using times and pictures next to each activity.

### **Use an interpreter**

On-site interpreters, whether it is a paid or volunteer position, can be very helpful in smoothing out misunderstandings that arise due to communication problems and cultural differences. If an on-site interpreter is not available, try to find an adult—perhaps a parent who is familiar with the school or “knows the system”—who is willing to serve this purpose, as opposed to another child.

Students who don't know English can make unintentional “mistakes” as they are trying hard to adjust to a new cultural setting. They are constantly transferring what they know as acceptable behaviors from their own culture to the U.S. classroom and school. Be patient as they learn English and adjust.

### **Invite their culture into the classroom**

Encourage students to share their language and culture with you and your class. Show-and-tell is a good opportunity for students to bring in something representative of their culture, if they wish. They could also tell a popular story or folktale from their culture, using words, pictures, gestures and movements, or they could teach the class some words from their native language.

### **Use materials related to your students' cultures**

Children respond when they see books, topics, characters and images that are familiar. Although books expand horizons by exposing us to worlds outside our own, children also need to see themselves, their experiences and their cultures reflected in the books they read. Try to achieve a good balance of different cultures in your classroom materials, and visit [ColorinColorado.org](http://ColorinColorado.org) for recommended bilingual books.

### **Label classroom objects in both English and Spanish (or other language used by your immigrant students)**

Labeling classroom objects in a student's home language helps the student understand his or her immediate surroundings. These labels will also assist you when explaining things or giving directions. Start with everyday items, such as “door/puerta,” “book/libro” and “chair/silla.”

### **Ensure the classroom atmosphere is nonthreatening**

Some students may be apprehensive about speaking out in a group. They might be afraid to make mistakes in front of their peers. Their silence could also be a sign of respect for you as an authority figure—and not a sign of their inability or refusal to participate. Find ways to involve students in classroom activities in

AFT/A Union of Professionals: Protecting Our Students  
a nonthreatening manner, such as through Total Physical Response activities and cooperative learning projects.

### **Involve students in cooperative learning**

Some students are used to working cooperatively on assigned tasks. What may look like cheating to you may actually be a culturally acquired learning style—an attempt to mimic, see or model what has to be done. Use this cultural trait as a plus in your classroom. Assign buddies or peer tutors so that students are able to participate in all class activities.

### **Help your students follow established rules**

All students need to understand and follow your classroom rules from the very beginning, and immigrant students are no exception. Teach them your classroom management rules as soon as possible to avoid misunderstandings, discipline problems and feelings of low self-esteem. Here are a few strategies you can use in class:

- Use visuals like pictures, symbols and reward systems to communicate your expectations in a positive and direct manner.
- Physically model language to your students in classroom routines and instructional activities, such as when you want them to sit down, walk to the bulletin board, work with a partner or copy a word.
- Be consistent and fair with all students. Once newcomers clearly understand what is expected, hold them equally accountable for their behavior.

For more information, visit [www.colorincolorado.org/immigration](http://www.colorincolorado.org/immigration) and [www.sharemylesson.com/immigration](http://www.sharemylesson.com/immigration).

## Before a raid, families should:

- **Identify a local nonprofit organization that can help you.** Find out who in your community provides free legal support services (e.g., immigration advocates, legal aid organizations, churches or worker centers).
- **Identify an attorney.** Find out the name and phone number of a reliable immigration attorney ahead of time and keep this information with you at all times.
- **Obtain a “know your rights” card.** These cards state that you would like to exercise your right to remain silent and that you would like to speak to an attorney. The name and phone number of your attorney should be listed on the card.
- **Advise family members who do not want to be questioned by ICE to stay away, if a raid occurs, from the place of the raid and where the detainees are held.**
- **Start saving money.** You’ll need money to hire an attorney and for toiletries and food during detention. It’s best to start saving now.
- **Create a family immigration raid emergency plan.** To find out how to make your plan, see the “Immigrant Youth Guide for Educators and Support Staff” at [www.aft.org/immigration](http://www.aft.org/immigration).

## Questions families should address in order to prepare for an immigration raid

- Who will take care of my children (family member and/or legal guardian)?
- Who can sign a power of attorney?
- Who will have access to my assets (bank accounts, car, home, etc.)?
- How and where can I find legal help? What are the forms I need to have ready to be able to receive this legal help?
- How can I find my loved one in detention?
- What are a person’s rights in detention?
- How do I know if my loved one can pay bond?
- How can I fundraise to pay for a bond or an attorney’s legal services?
- What can I do to help my loved one?
- Who or what organizations can help me?

# Know your Rights

Information for  
students and  
families



- 1 **Inform students and their families** of their rights.
- 2 **Stress the importance** of taking proactive steps to ensure the safety and well-being of children and entire communities.
- 3 **Distribute “know your rights” materials** to students and communities about what to do if a raid occurs or an individual is detained.
- 4 **Find out** if there is a local immigration raid rapid response team in your community. These teams usually consist of attorneys, media personnel and community leaders who may be able to provide support.
- 5 **Partner with a pro bono attorney**, legal aid organization or immigrant rights organization to schedule a “know your rights” workshop on campus to inform students and families about their rights.
- 6 **Provide a safe place** for students to wait if a parent or sibling has been detained.
- 7 **Provide counseling** for students who have had a family member detained by ICE.
- 8 **Maintain a list of resources**, such as the names of social workers, pro bono attorneys and local immigration advocates and organizations, that can be shared with your students and their families.
- 9 **Identify someone at your school** who can serve as the immigration resource advocate in your building or on your campus.
- 10 **Work with parents** to develop a family immigration raid emergency plan.
- 11 **Make your school** an ICE-free safe zone by pushing for sanctuary policies.
- 12 **Work with your school board** to pass a resolution affirming schools as safe havens and welcoming places of learning for all students, distancing the schools from enforcement actions that separate families.
- 13 **Issue statements** condemning raids and calling for the immediate release of students.
- 14 **Participate in National Educators Coming Out Day**, held annually on Jan. 9, and “come out” in support of undocumented students ([www.unitedwedream.org/educatorsout](http://www.unitedwedream.org/educatorsout)).
- 15 **Participate in National Institutions Coming Out Day**, held annually on April 7 ([www.unitedwedream.org/nicod](http://www.unitedwedream.org/nicod)).



For additional tools and model resolutions to create safe, welcoming environments for all students, visit [www.aft.org/immigration/ICEraid](http://www.aft.org/immigration/ICEraid).

American Federation of Teachers, AFL-CIO  
555 New Jersey Ave. N.W. • Washington, DC 20001 • 202-879-4400

## WHAT TO DO IF ICE COMES TO YOUR DOOR



### DO NOT OPEN DOORS

ICE cannot come in without a signed warrant by a criminal court judge. They can only come in if you let them.



### REMAIN SILENT

ICE can use anything you say against you in your immigration case so claim your right to remain silent!

\*Say "I plead the fifth amendment and choose to remain silent".



### DO NOT SIGN

Don't sign anything ICE gives you without talking to an attorney.



### REPORT & RECORD!

Report immediately: UWD hotline 1-844-363-1423.


Take pictures & video unless you're on official government property. Take notes of badge numbers, number of agents, time, type of car and exactly what happened!



### FIGHT BACK!

Get a trustworthy attorney & explore all options to fight your case. If detained, you may be able to get bail - don't give up hope! Join your local team to defend yourself from enforcement!

[unitedwedream.org/end](http://unitedwedream.org/end)

 United We Dream<sup>®</sup>

American Federation of Teachers, AFL-CIO  
555 New Jersey Ave. N.W. • Washington, DC 20001 • 202-879-4400





# Creating a family immigration raid emergency plan

Some parents at risk of deportation may be reluctant to develop an emergency plan or even talk to their children about the risk of separation, but it's extremely important to be prepared. An emergency plan can help ease anxiety of the unknown, increase the chances of families being able to stay together should separation occur, and keep children from unnecessarily entering the child welfare system. Parents should create a plan and share as much of that plan as possible with their children. Don't wait—be proactive and plan ahead.

## Getting started:

### Seven steps to help prepare your family for an immigration raid

- 1 **Identify a legal aid organization**, legal advocate or pro bono attorney, and write down the organization's or person's contact information.
- 2 **Identify at least two willing caregivers** and write down their complete contact information.
- 3 **Collect important documents for children**, such as passports, birth certificates, Social Security cards, and school and medical records.
- 4 **Save money for legal fees/bonds**. Write down your information regarding financial records, bank statements, savings accounts, credit cards, etc.
- 5 **Consider establishing a power of attorney** for a designated caregiver, authorizing that adult to care for your children under the age of 18.
- 6 **Do not carry any false documents**.
- 7 **Have your documents ready and organized**: passports, IDs, attorney contact information, financial records, letters from immigration, and your Alien Registration Number, or A-Number, if you have a pending immigration case. All of these documents should be organized in a folder or binder for easy access in a place where your children, housemates or trusted relatives will be able to access it in case of an emergency.



American Federation of Teachers, AFL-CIO  
555 New Jersey Ave. N.W. • Washington, DC 20001 • 202-879-4400



## H-9: Classroom Planning Document

Task	Have I already done this?	How will I accomplish this?	Questions/Additional needs
Created a #SanctuaryClassroom free from discrimination, hate and the threat of deportation?			
Discuss immigration or raids broadly in class?			
Have I made myself available for follow-up questions and one-on-one conversations with undocumented students?			
Work with parents to develop a family immigration raid emergency plan.			
Maintain list of resources, such as the names of social workers, pro bono attorneys, and local immigration advocates that can be shared with students and families.			
Identify if a local immigration rapid response team exists in your community.			
Participate in National Educators Coming Out Day on Jan. 9 in support of undocumented students			



AFT/A Union of Professionals: Protecting Our Students

# H-10: Memo on Enforcement Actions at or Focused on Sensitive Locations

---

U.S. Immigration and Customs Enforcement



U.S. Immigration  
and Customs  
Enforcement

OCT 24 2011

MEMORANDUM FOR: Field Office Directors  
Special Agents in Charge  
Chief Counsel

FROM: John Morton   
Director

SUBJECT: Enforcement Actions at or Focused on Sensitive Locations

Purpose

This memorandum sets forth Immigration and Customs Enforcement (ICE) policy regarding certain enforcement actions by ICE officers and agents at or focused on sensitive locations. This policy is designed to ensure that these enforcement actions do not occur at nor are focused on sensitive locations such as schools and churches unless (a) exigent circumstances exist, (b) other law enforcement actions have led officers to a sensitive location as described in the "Exceptions to the General Rule" section of this policy memorandum, or (c) prior approval is obtained. This policy supersedes all prior agency policy on this subject.<sup>1</sup>

Definitions

The enforcement actions covered by this policy are (1) arrests; (2) interviews; (3) searches; and (4) for purposes of immigration enforcement only, surveillance. Actions not covered by this policy include actions such as obtaining records, documents and similar materials from officials or employees, providing notice to officials or employees, serving subpoenas, engaging in Student and Exchange Visitor Program (SEVP) compliance and certification visits, or participating in official functions or community meetings.

The sensitive locations covered by this policy include, but are not limited to, the following:

<sup>1</sup> Memorandum from Julie L. Myers, Assistant Secretary, U.S. Immigration and Customs Enforcement, "Field Guidance on Enforcement Actions or Investigative Activities At or Near Sensitive Community Locations" 10029.1 (July 3, 2008); Memorandum from Marcy M. Forman, Director, Office of Investigations, "Enforcement Actions at Schools" (December 26, 2007); Memorandum from James A. Puleo, Immigration and Naturalization Service (INS) Acting Associate Commissioner, "Enforcement Activities at Schools, Places of Worship, or at funerals or other religious ceremonies" HQ 807-P (May 17, 1993). This policy does not supersede the requirements regarding arrests at sensitive locations put forth in the Violence Against Women Act, see Memorandum from John P. Torres, Director Office of Detention and Removal Operations and Marcy M. Forman, Director, Office of Investigations, "Interim Guidance Relating to Officer Procedure Following Enactment of VAWA 2005 (January 22, 2007).

## Enforcement Actions at or Focused on Sensitive Locations

Page 2

- schools (including pre-schools, primary schools, secondary schools, post-secondary schools up to and including colleges and universities, and other institutions of learning such as vocational or trade schools);
- hospitals;
- churches, synagogues, mosques or other institutions of worship, such as buildings rented for the purpose of religious services;
- the site of a funeral, wedding, or other public religious ceremony; and
- a site during the occurrence of a public demonstration, such as a march, rally or parade.

This is not an exclusive list, and ICE officers and agents shall consult with their supervisors if the location of a planned enforcement operation could reasonably be viewed as being at or near a sensitive location. Supervisors should take extra care when assessing whether a planned enforcement action could reasonably be viewed as causing significant disruption to the normal operations of the sensitive location. ICE employees should also exercise caution. For example, particular care should be exercised with any organization assisting children, pregnant women, victims of crime or abuse, or individuals with significant mental or physical disabilities.

### Agency Policy

#### *General Rule*

Any planned enforcement action at or focused on a sensitive location covered by this policy must have prior approval of one of the following officials: the Assistant Director of Operations, Homeland Security Investigations (HSI); the Executive Associate Director (EAD) of HSI; the Assistant Director for Field Operations, Enforcement and Removal Operations (ERO); or the EAD of ERO. This includes planned enforcement actions at or focused on a sensitive location which is part of a joint case led by another law enforcement agency. ICE will give special consideration to requests for enforcement actions at or near sensitive locations if the only known address of a target is at or near a sensitive location (e.g., a target's only known address is next to a church or across the street from a school).

#### *Exceptions to the General Rule*

This policy is meant to ensure that ICE officers and agents exercise sound judgment when enforcing federal law at or focused on sensitive locations and make substantial efforts to avoid unnecessarily alarming local communities. The policy is not intended to categorically prohibit lawful enforcement operations when there is an immediate need for enforcement action as outlined below. ICE officers and agents may carry out an enforcement action covered by this policy without prior approval from headquarters when one of the following exigent circumstances exists:

- the enforcement action involves a national security or terrorism matter;
- there is an imminent risk of death, violence, or physical harm to any person or property;

## Enforcement Actions at or Focused on Sensitive Locations

Page 3

- the enforcement action involves the immediate arrest or pursuit of a dangerous felon, terrorist suspect, or any other individual(s) that present an imminent danger to public safety; or
- there is an imminent risk of destruction of evidence material to an ongoing criminal case.

When proceeding with an enforcement action under these extraordinary circumstances, officers and agents must conduct themselves as discretely as possible, consistent with officer and public safety, and make every effort to limit the time at or focused on the sensitive location.

If, in the course of a planned or unplanned enforcement action that is not initiated at or focused on a sensitive location, ICE officers or agents are subsequently led to or near a sensitive location, barring an exigent need for an enforcement action, as provided above, such officers or agents must conduct themselves in a discrete manner, maintain surveillance if no threat to officer safety exists and immediately consult their supervisor prior to taking other enforcement action(s).

### Dissemination

Each Field Office Director, Special Agent in Charge, and Chief Counsel shall ensure that the employees under his or her supervision receive a copy of this policy and adhere to its provisions.

### Training

Each Field Office Director, Special Agent in Charge, and Chief Counsel shall ensure that the employees under his or her supervision are trained (both online and in-person/classroom) annually on enforcement actions at or focused on sensitive locations.

### No Private Right of Action

Nothing in this memorandum is intended to and may not be relied upon to create any right or benefit, substantive or procedural, enforceable at law by any party in any administrative, civil, or criminal matter.

This memorandum provides management guidance to ICE officers exercising discretionary law enforcement functions, and does not affect the statutory authority of ICE officers and agents, nor is it intended to condone violations of federal law at sensitive locations.

# Combating Islamophobia in the Classroom

---

Educators looking for additional resources and lesson plans related to Islamophobia are encouraged to explore the following resources. Teachhumanrights.org provides lesson plans intended to raise awareness about contemporary human rights issues and how we can connect them to our past. We encourage you to learn more and get involved, empowering your class to repair the world.

**The Anatomy of Nativism** – This curriculum explores the history of nativism – which we define as those ethnocentric and nationalistic movements that have historically arisen to threaten immigrants and minorities – by presenting specific case studies of it within the United States’ history, as well as tying it to modern-day anti-immigrant movements: <http://www.teachhumanrights.com/nativism.html>

**Replacing Fear with Facts: Teaching Islam in the Classroom** – This curriculum builds upon the Nativism module by more specifically addressing the discrimination and hateful rhetoric aimed towards Muslims in the United States and elsewhere, particularly in the wake of 9/11 and conflicts in the Middle East and Afghanistan: <http://www.teachhumanrights.com/islamophobia.html>

**I am Syria** – This website focuses on the Syrian refugee crisis – and the violent Middle East turmoil behind it – by engaging students in role-playing exercises, and by encouraging students to become human rights activists and advocates within their community: <http://www.iamsyria.org/>

# School Resource Template

---

<b>Resource</b>	<b>Name(s):</b>	<b>Contact Information:</b>
Immigration resource advocate in our building		
Local immigration rapid response team in our community		
Pro bono attorneys available to provide legal aid to families		
Social workers available to provide assistance to families		
Local immigration advocates and organizations in our community		
Participating in the UWD National Institutions Coming-out Day to support and protect undocumented and refugee students on April 9th.		