

United We Dream



#HereToStay Toolkit K-12 & Higher Education Educators & Schools

www.unitedwedream.org
www.weareheretostay.org



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About United We Dream

United We Dream (UWD) is the first and largest immigrant youth-led organization in the nation, a powerful non-partisan network made up of 55 affiliate organizations in 26 states. We organize and advocate for the dignity and fair treatment of immigrant youth and families, regardless of immigration status. UWD's current priorities are to stop deportations, protect the undocumented immigrant community and advocate for policy changes that would provide full equality for the immigrant community in the U.S. In 2012, UWD initiated the Dream Educational Empowerment Program (DEEP), which focuses on laying the groundwork to advance the educational justice movement in the U.S.

United We Dream is membership-led and is guided by [our principles](#).

A Background on Education Access for Undocumented Students

In 1982 the Supreme Court ruled in *Plyler v Doe* that all students have a right to a free public K-12 education, regardless of their immigration status. Thirty-three years after that ruling, undocumented students and families continue to face educational injustice across the nation. Our nation is still a long way from ensuring that all students regardless of immigration status have access to K-12 education, as well as tuition and financial equity. Due to the educational inequity faced by undocumented students, United We Dream Network is committed to increasing the resources available to undocumented students, including advocating for policies that better support these students at all educational institutions.

Currently [undocumented students are able to pay in-state tuition in 19 states](#) including: CA, WA, NM, TX, OR, UT, CO, NE, KS, KY, NY, FL, CT, MD, NJ, DE, IL, OK and MN. Out of those 19 states, only CA, WA, NM, MN, OK, and TX lead by providing in-state tuition and some form of state financial aid to undocumented students.

The Moment We Are In

Donald Trump is the president-elect, but that won't change the fact that we are HERE TO STAY! As Trump begins to fill his Cabinet with some of the most racist and anti-immigrant politicians of this generation, it's up to immigrants, people of color and allies to reject Trump's hate and continue honoring and celebrating immigrant and refugee resilience and defiance.

What Do We Mean By #HereToStay?

The spirit of #HereToStay is one of power, community, resilience, resistance and a dash of attitude. It started as a rallying cry #Heretostay in response to the Republican attack on our DAPA and DACA+ victory, an achievement that which was ultimately taken away as a result of the Republican challenge, aided by Judge Hanen's ruling against the executive actions. However, our fight was never for this one policy or one Supreme Court decision, it was about being able to determine where we live and how we live our lives. #HereToStay is a defiant message that this is our home, we're a part of our communities and we aren't going to be forced out.

In June 2016, the Supreme Court agreed to review the lawsuit against DAPA/DACA+, *United States v. Texas*, and struck us with a 4-4 decision, leaving Judge Hanen's unfavorable ruling in place, but our resilience shone again as we reaffirmed that we would not be moved. Even as Trump with his anti-immigrant scapegoating bulldozed his way to become the official Republican presidential candidate at the Republican National Convention, we remained fierce protectors of our community

Throughout this election year, immigrant youth and families carried on the #HereToStay banner as a rallying cry against the hate in the campaign and now that Trump has been elected by a minority of Americans, it is our rallying cry of survival. This is our home and we refuse to be pushed out.

The Urgency of NOW:

Trump has continued to vilify immigrants and has repeated campaign claims that he will deport millions of immigrants, threatening DACA recipients among all of us. Immigrants, people of color, LGBTQ people and Muslims and any person of conscience who has ever said they supported immigrant and refugee rights, must unite to ensure that people feel connected and empowered in a moment that would otherwise break us. We are HERE TO STAY! Our communities are in a state of resilience and urgency.

In this moment, we are our own protectors. We will build sanctuary spaces, deportation defense networks for our community while protecting DACA and previous victories because we know that our liberation is bound to each other. We all face a choice today - are we prepared to do what it takes to stand on the right side of

history? To defend our communities? To defend each other? To protect the values we came to this country seeking?

Protecting Our Community

We want to keep our communities safe at a time when we expect that immigration agents and many Federal government officials and their supporters will try to terrorize, detain and deport students and their families. A Sanctuary is a place where our vulnerable neighbors can feel safe to live as their full selves.

Many local communities use the term “sanctuary,” “sanctuary of safety,” or even other names to describe these places and some may not use a particular brand name at all. And depending on local circumstances, the policies might even look different.

Regardless of what it is called, **the goal is the same - to keep our people safe and keep the dangerous forces of the Trump regime out.**

At United We Dream, we believe that in a sanctuary or safe space, members of that community are united and prepared to protect immigrants from deportation forces, are actively preventing ICE from infecting local law enforcement, are working to protect Muslims from a religious registry, surveillance & harassment, are united against police brutality and stop and frisk and united against misogyny and for womxns' and LBGTQ rights.

In a sanctuary space, we seek to create places that promote the freedom of expression through dialogue and activism. They are places in which the dignity and integrity of every individual as a human being is respected and preserved.

Terminology

Deferred Action for Childhood Arrivals (DACA) - DACA is a program, announced on June 12, 2012 by President Barack Obama that protects eligible applicants from deportation and gives them work authorization for a renewal period of 2 years. It is important to note that DACA provides lawful presence but it does not provide lawful status. DACA is a program fought for and won by undocumented immigrants.

DACA-mented - This term is used by undocumented individuals who have been granted Deferred Action for Childhood Arrivals (DACA). DACA-mented (similar to Dreamer) is sometimes used as a way to navigate away from the negative connotations given to terms such as undocumented immigrant, non-U.S. citizen and so forth.

Educators - This term is used to refer to counselors, administrators, staff, faculty, and teachers within the K-12 school system and institutions of higher education.

#HereToStay - Is a defiant message for undocumented immigrants that this is our home, we're a part of our communities and we aren't going to be forced out. It is a message of power, community, resilience, resistance and a dash of attitude. Our fight - the fight of undocumented immigrants - was never for this one policy or against one judge or one Supreme Court decision, it was about being able to determine where we live and how we live our lives. #HereToStay

Institutions- This term is used to describe the classrooms, dining halls, school hallways and spaces in which formal education takes place.

Sanctuary - We want to keep our communities safe at a time when we expect that immigration agents and many Federal government officials and their supporters will try to terrorize, detain and deport students and their families. A Sanctuary is a place where vulnerable members of our communities can feel safe to live as their full selves.

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In a sanctuary space, we seek to create places that promote the freedom of expression through dialogue and activism. They are places in which the dignity and integrity of every individual as a human being is respected and preserved.

Sensitive locations - Refers to the sites that are identified in policies issued by U.S. Immigration and Customs Enforcement (ICE) and U.S. Customs and Border Protection (CBP) have each issued and implemented policies concerning enforcement actions.

Such sites include:

- Schools, such as known and licensed daycares, pre-schools and other early learning programs; primary schools; secondary schools; post-secondary schools up to and including colleges and universities; as well as scholastic or education-related activities or events, and school bus stops that are marked and/or known to the officer, during periods when school children are present at the stop;
- Medical treatment and health care facilities, such as hospitals, doctors' offices, accredited health clinics, and emergent or urgent care facilities;
- Places of worship, such as churches, synagogues, mosques, and temples;
- Religious or civil ceremonies or observances, such as funerals and weddings; and
- During public demonstration, such as a march, rally, or parade.

Undocumented - Refers to people who are not U.S. citizens or Permanent Residents of the United States, who do not hold a current visa to reside in the U.S. and who have not been approved for legal residency in the U.S.

Undocu-ally - This term is used to refer to people who are not undocumented or had the undocumented immigrant experience who verbally and in actions take a stance to fight shoulder to shoulder with the affected community.

Undocu-friendly - This term is used to refer to schools that have systems and practices in place that work with and for undocumented students. For example, a school that is inviting and public about their support for undocumented students and invests resources in their students by providing scholarships and programs is an undocu-friendly school.

About this toolkit

This toolkit was designed to help undocumented students and educator allies work with their institutions to increase the resources and support systems available to undocumented students at their school in such a critical moment in the history of the U.S. - President-elect Trump coming into power. Particularly, this toolkit was created to provide the examples needed for institutions to create sanctuary spaces for their students, parents and educators. Regardless if you use the term "sanctuary," "sanctuary of safety," or even other names, **the goal is the same - to keep our people safe and keep the dangerous forces of the Trump regime out.**

This toolkit was designed with the understanding that each institution has a different capacity and awareness. We acknowledge that funding and questions regarding campus wide support for the implementation and accountability of some of the initiatives are crucial to this process. With skepticism and/or opposition comes the possibility of the lack of funding and/or support, however, this possible reality should not stop us or sway us from moving forward. There have been many initiatives that have begun with little to no funding and/or support but are currently established as some of the most sought out and successful resources available to the entire campus community.

Anticipating aforementioned questions and varied institutional capacity and awareness, we have broken down this toolkit into different categories (see below). Although these are different categories, they are not mutually exclusive. Some schools/campuses may be working in all categories concurrently because they may have to work on policy change before providing services and programming.

The categories are as follows:

1. Undocu-friendly classrooms and educators and being undocu-friendly outside classroom time
2. Change your school or campus to be a sanctuary of safety
3. Demand and support local campaigns demanding that city, county or state officials create sanctuary policies to keep residents safe

We will always be adding resources for educators, activists, and organizers across the country who want to protect and defend immigrants and refugees in the www.weareheretostay.org site. To get updates and receive alerts when other general UWD resources become available, text 'HereToStay' to 877877. To get updates and receive alerts when Education Equity UWD resources become available, text 'Equity' to 877877.

How to use the toolkit

This toolkit has been designed to provide guiding information to either begin or help continue the conversations on how to build sanctuary schools/campuses with and for undocumented students. Please begin by reading each category. After reading each category, take note on how your institution can replicate or modify the ones that seem relevant to the current needs of the undocumented students on your campus. Remember, regardless if you call it “sanctuary” or “safe spaces”, the goal is the same - to keep our people safe and keep the dangerous forces of the Trump regime out.

To start - provide answers to the following questions:

1. Who would I need to reach out to begin this conversation?
2. Who would need to be involved to lead this effort (administrators, offices, student groups, etc.)?
3. What steps would I need to take to implement this?
4. How long could this initiative take to plan and implement?
5. What kind of resources would I need to make this successful (financial, departmental, etc.)?

The toolkit is broken down in three “levels” in which you can start making changes.

1. Change your classroom to be undocu-friendly and being undocu-friendly outside classroom time
2. Change your school or campus to be a sanctuary of safety
3. Demand and support local campaigns demanding that city, county or state officials create sanctuary policies to keep residents safe

Note that hereafter, we will use “sanctuary” with the common understanding that regardless if you call it “sanctuary” or “safe spaces” or “welcoming communities”, the goal is the same - to keep our people safe and keep the dangerous forces of the Trump regime out.

Disclaimer

This toolkit is designed to provide information for K-12 and higher education educators on how to support and work alongside undocumented immigrant students and their families, both inside and outside of the classrooms. We recommend that educators assess possible employment consequences of advocacy efforts at work and to be mindful that they have stronger legal protections as individuals than as employees.

This toolkit will be periodically updated to reflect changes that benefit educators.

This toolkit is **NOT** intended to provide legal advice.

Undocu-friendly classrooms and educators and being undocu-friendly outside classroom time

This section is divided into two sub-sections: 1) what educators can do inside classrooms and 2) what educators can do outside classrooms

1. Inside Classrooms

- a. **Come Out as Undocu-Ally in your Classroom**
 - i. Share with your students why we must stand together and for each other. Write a letter to your students and their parents.
 - ii. [Sample letter](#) - This is a sample letter that can go to students K-12 from you. Make edits and make it personal.
 - iii. Join our Jan. 9th [Educators United To Protect Immigrants and Refugees](#) digital campaign- focused on k-12 schools and college campuses to take a stand to protect DACA and immigrants.
 - iv. Join Jan. 19th [Educators For #SanctuarySchools](#) - Join educators nationwide as they come out for Sanctuary Schools making their schools free from the threat of deportation and threats of ending DACA, racism, and bullying.
- v. **Develop Sanctuary Community Agreements with Your Students:**
 - 1. Declare your Classroom is a sanctuary of safety
 - 2. Have a discussion on how to love and protect each other within the classroom
 - 3. Consider having these community agreements on display in the classroom
- vi. **Create undocu-friendly classrooms**
 - 1. Provide a space of healing for the undocumented students
 - 2. Facilitate a time where students can share what is their biggest fear, what is their biggest hope, what is their commitment to each other
 - 3. Classroom activities and lesson plans for your classroom that show support and facilitate discussion.
- **Pancho Rabbit and the Coyote:** Lesson plan for reading *Pancho Rabbit and the Coyote* and class activities and discussion about immigration (Grades K-5)
- **Gaby, Lost and Found:** Lesson plan for reading *Gaby, Lost and Found* and having class discussion about immigration, bullying, service learning, and friendship (Grades 3-7)
- **Undocumentary:** Lesson plans to watch *Undocumentary* film and classroom activities to discuss the lives of undocumented immigrants in Europe (Grades 3- College)

- **[Interactive Immigration Timeline](#)**: Lesson plan to show students key government legislation and explore tensions between welcoming and barring immigrants (Grade 5)
- **[No Human Being was Born Illegal](#)**: Lesson plan to watch *No Human Being was Born Illegal* short movie to learn about social activism and classroom activities to facilitate discussion on the movie [[Spanish version of lesson plan](#)] (Grades 6-12)
- **[The Motivation for Movement](#)**: Lesson plan to learn about migration from Latin America to the U.S. without legal documentation and push/pull factors for migration (Grades 6-12)
- **[Sin País](#)**: Lesson plan to watch *Sin País* film and classroom activities to discuss how U.S. immigration policy affects mixed-status families (Grades 6-12)
- **[Immigration Status Privilege Walk](#)**: Students are randomly assigned different immigration statuses and do a privilege walk in response to benefits and limitations of certain immigration statuses. Students will then discuss what it means and feels like to have barriers and how they affect everyone. (Grades 9-12)
- **[Writing a Way In: Perspectives on Executive Action](#)**: Lesson plan to have students use creative writing to write their way into understanding the multiple perspectives that surround DACA [[Powerpoint presentation for lesson](#)] (Grades 9-12)
- **[Public Education for All? Lessons from *Plyler v. Doe*](#)**: Students will explore personal beliefs about immigration and education, read an article about *Plyler v. Doe* court decision, and answer an essential question. Then, students will read "Dear Colleagues" letter by U.S. Department of Education and U.S. Department of Justice and respond in email to a scenario where public education for all is threatened. [[Plyler v. Doe Cornell Notes](#)] (Grades 9-12)
- **[Immigration Enforcement Raids](#)**: Lesson plan to learn about immigrant enforcement raids and have guided class discussion on ICE raids (Grades 9-12)
- Introduce a curriculum that exposes your students to Critical Race Theory and Thinking Dialogues
 - Example: "Matters of Race"; (available at www.pbs.org/matterofrace) - provide the space to start the dialogue about the realities of racism and struggles that immigrants face
 - b. **Decorate with Artivism** the pride on the immigrant movement and [rock some #HereToStay swag](#) to remind them that you have their back!

[Please download the graphics [here](#)]







c. **Create a resource center in your classroom**

Your resource center should have answers for students who are undocumented, have family members who are undocumented, and resources for dealing with the current situation. Many of these can be found in our www.weareheretostay.org campaign site, but we have included key resources below.

On DACA: A guide to those who have DACA and are eligible for DACA.

5 Important Things You Need To Know About DACA During a Trump Presidency

There is no doubt that we're in a difficult moment. Below is our best thinking on how to move forward if you have DACA.

1. DACA still stands.



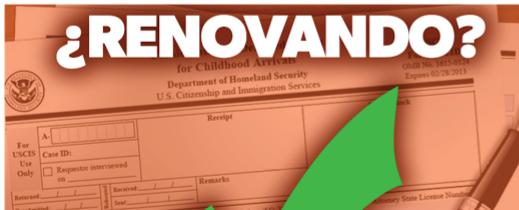
Deferred Action for Childhood Arrivals is a program under President Obama's administration and it will remain until the end of his administration, January 20, 2017. #RealTalk, Trump has said he will end all of Obama's executive actions, including DACA, and we won't know for sure what he will do until he comes into office. For now, DACA still stands.

2. First time applying for DACA? Hold off.



If you are applying for DACA for the first time, we recommend that you hold off. The reality is that we have 70 days until the end of the Obama administration, that is not enough time to process new applications.

3. Applying for a DACA renewal? Move forward.



If you're DACA is up for renewal we encourage you to apply for renewal.

Disclaimer: This resource does not constitute legal advice and does not establish an attorney-client relationship. www.UnitedWeDream.org

4. Got Advance Parole? Go travel, BUT come back.



If you have an approved advanced parole take advantage of it! BUT you MUST return before January 20th, 2017. We recommend that YOU contact advocacy@unitedwedream.org if you have any problems coming back in. If you're planning on applying for advance parole, we recommend that you hold off!

5. You are not alone. We've got your back.

COMPROMÉTETE A LUCHAR
Envía Un Mensaje de
Texto Que Diga HereToStay
al 877877

Immigrant young people like you made DACA happen when everyone thought it was impossible. The reason we succeeded is because we dared to dream together and we had each other. In this moment of uncertainty one thing is certain, we are not alone. Join us in our #HereToStay campaign to fight to protect DACA!

Text HereToStay to 877877.

[Download Here](#)



Visit [UWD's Here To Stay website](#) for posters in twelve (12) different languages and access to our hotline. Below is a summary of what you need to know to teach your students:

All people who live in the United States have certain inalienable rights, regardless of immigration status. The following is information on what rights anyone has if encountered by Immigration and Customs Enforcement (ICE) and how to prevent and report fraud.

What to do if ICE comes to your door:

- **Do not open doors.** ICE cannot come in without a signed warrant. Tell them to pass the warrant under the door before you open it. Make sure the warrant correctly states your name and address.
- **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 the raid! Report it immediately to the UWD hotline: 1-844-363-1423.** Take pictures, video and notes: badge numbers, numbers of agents, exactly what happened!
- **Fight back!** Get a trustworthy attorney and explore all options to fight your case. If detained, you may be able to get bail - don't give up hope! **(Source: [Immigrant and Refugee Children Guide](#))**

During a raid

- **Learn more about ICE Practices by watching this video in [English](#) and/or this video in [Spanish](#). Don't trust ICE. Do not open the door** unless the immigration office/ICE agent has a warrant.
- **Ask for a warrant.** Have the ICE agent push the warrant under the door or through a crack on the side of the door. Do not open the door to get it. Make sure the warrant correctly states your name and address.
- **You have the right to remain silent.** Remain silent or tell the ICE agent that you want to remain silent. Say **“I plead the Fifth Amendment and choose to remain silent.”**
- **You have the right to an attorney.** Ask to speak with a lawyer.
- **Carry a “know your right” card** (attached below). Be sure to hand it to the ICE agent.
- **Do not sign any documents without first speaking with a lawyer.**
- **Let the officers know if you have children.** Parents or primary caregivers of U.S. citizen or lawful permanent resident children may be eligible for discretion.
- **Call the United We Dream hotline at 1-844-363-1423 to report the raid.** Friendly UWD leaders are standing by and ready to answer your questions and refer you to people who may be able to help in case a loved one has been

detained. UWD representatives can also identify the frequency of raids in a particular area to identify patterns and we can all plan accordingly.

- **Document the raid.** If it's possible and safe to do so, take photos and videos of the raid. Take notes and write down the names and badge numbers of the ICE agents. (**Source: [Immigrant and Refugee Children Guide](#)**)



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 federal 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!

EN CASO DE REDADAS ¿QUÉ PUEDES HACER?



NO ABRAS LA PUERTA

La migra solo puede entrar a tu casa con una orden de arresto emitida por un juez de la corte criminal, o si tu le abres la puerta. ¡No habras la puerta!



GUARDA SILENCIO

Tienes el derecho a permanecer callado/a. Si te confrontan agentes de inmigración, di:

“Uso mi derecho bajo la quinta enmienda, y tengo el derecho a mantenerme callado/a”



NO FIRMES

No firmes nada que te den los agentes de inmigración.



¡REPORTA Y GRABA!

Reporta inmediatamente al 1-844-363-1423.

Toma fotos y videos, a menos que estés en suelo federal. Toma notas del número de placa, el número de los agentes, la hora, el tipo de carro, y exactamente qué sucedió.



¡HAZ UN PLAN Y PELEA!

Sí inmigración detiene a un ser querido, busca un abogado de confianza, y haz planes para que alguien cuide a tus hijos. Tu puedes pelear un caso de detención y tal vez recibir una fianza. Únete a un equipo local para defenderte de la migra.



Show this card to the agent without opening the door.

I do not wish to speak with you, answer your questions, or sign or hand you any documents based on my 5th Amendment rights under the United States Constitution.

I do not give you permission to enter my home or car or search my belongings based on my 4th Amendment rights under the United States Constitution unless you have a warrant to enter, signed by a judge or magistrate with my name on it that you can slide under the door.

I choose to exercise my constitutional rights.

- [ACLU Know Your Rights When Asked About Immigration Status video](#)

Deportation Defense - what to do in case of deportations

Another reality that undocumented people in the U.S. face on a daily basis is the ever looming possibility of being detained and deported. Detentions and deportations are enforced by meeting quotas to fill beds in detention centers which cost U.S. taxpayers \$1.44 billion annually. The most recent statistics show that 1,100 people are deported every day from the U.S., tearing thousands of families apart and placing many children into the foster care system. Deportations are enforced by ICE, Border Patrol, and often with the help of local law enforcement. With the Trump administration, it is uncertain what will happen, when and how; what we are certain of is the power to organize and unite to protect each other.

Detentions and deportations are often carried out through the use of raids in which ICE officials take over businesses and public spaces to “identify” undocumented immigrants, which lead to racial profiling, inhumane treatment, and the separation of families. (**Source: [Undocupeer Georgetown Training Powerpoint](#)**)

What to do if a student or family member is detained or deported:

If a family member is detained or deported, take steps immediately to learn where they are and what led to their detention and possible deportation. To help, arrange to speak to them, visit them and/or send an attorney to learn about the case and determine how they can defend their case. 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. However, developing a plan can help ease anxiety of the unknown, increase the chances of families being able to stay together should separation occur, and prevent 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.

Below are some steps you can take:

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. And put them somewhere safe and secure but accessible to trusted family members (known to trusted family members). Make a copy of all documents and keep a copy in a safe place as well.
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. (**Source: [Immigrant and Refugee Children Guide](#)**)

Finding someone who has been detained by ICE:

- **Use ICE's online detainee locator to find an adult who is in immigration custody.** You can search using the person's Alien Registration Number and country of origin or biographical information. If you can't find a person using the online locator, call your local ICE office. For a directory of local ICE offices, visit www.ice.gov/contact/ero.
- **You can also call the Executive Office for Immigration Review's hotline** at 240-314-1500 or 800-898-7180 (toll-free) to obtain case status information 24 hours a day, seven days a week. (**Source: [Immigrant and Refugee Children Guide](#)**)

Finding legal representation:

1. The Administrative Relief website (www.adminrelief.org) allows you to search for legal services by ZIP code and to modify your search based on what you're looking for (e.g., for help after a detention, you can narrow your search to "Removal Defense Attorneys").
2. The Department of Justice lists pro bono and low-cost immigration attorneys by state (www.justice.gov/eoir/list-pro-bono-legal-service-providers-map).

3. Visit the websites of the American Immigration Lawyers Association (www.ailalawyer.com) and the National Immigration Project (www.nationalimmigrationproject.org/find.html)

(Source: [Immigrant and Refugee Children Guide](#))

Watch Out! Prevent and report fraud

Not all immigration services are offered honestly, and if one isn't careful and does not know their rights, they can be scammed and lose much money and be led on by false promises. Moreover, improperly filed immigration documents or a mismanaged case can have serious and long-standing consequences for the person seeking immigration assistance. Know what your rights are so that you won't be taken advantage of by frauds. The following are tips to prevent frauds.

- Notarios are not attorneys and aren't allowed to provide legal advice. Only attorneys and BIA Accredited Representatives can give legal advice.
- Never sign any blank application papers.
- Never sign any document that you do not fully understand (Get someone that you trust to translate it for you if needed).
- Always demand a written contract for any immigration services.
- Make sure you know how much your case will cost from the very beginning.
- Watch out for anyone who wants you to pay immediately.
- Always get copies of papers prepared for you.
- Never allow anyone to keep your original documents (ex: birth certificates).
- Get a receipt for any money that you pay.
- Never work with someone who will not answer your questions, explain things to you, or answer your calls.
- Get a second opinion if you're not sure.

(Source: [ILRC Living in the United States: A Guide for Immigrant Youth](#))

Ensuring children are safe

- Parents, legal guardians and primary caregivers should let detention personnel know right away if they have minor children, as this may make them eligible for release.
- If release is not possible, parents should make every effort possible to maintain contact with their designated caregivers and children and to notify detention personnel about their plans for their children's care if they are deported.

(Source: [Immigrant and Refugee Children Guide](#))

- Ensure opportunities for the children and deported parents to remain in contact with each other. This can be done via telephone, online video conferencing, or having the children physically visit their parents.

Life after Deportation

In case of deportation, here is an [excellent resource](#) for undocu-allies to share with families in order to protect their assets and child custody. This guide provides what to do with Powers of attorney, collecting unpaid wages, bank accounts and cash, cars, homes, and businesses, government benefits and obligations, assets held in a child's name and child custody.

- [En español](#) - Protección de bienes y la custodia de menores al encarar la deportación.
- [En español](#) - Videos de derechos de inmigrantes, organizaciones especializadas en Estados Unidos, y cómo tener un plan para estar mejor preparado para una deportación.
- [Guía Para Las Familias Transnacionales: Procesos de custodia y trámites de identidad para madres y padres retornados a México](#)

[Here is another site that includes great information on Parental Rights - Detained or Deported: What About My Children?](#) The toolkit includes information on:

- Protecting parental rights when detained or deported
- Making care arrangements for children
- Determining if a child is in the child welfare system and participating in that system
- Complying with a child welfare ordered reunification plan
- Participating in family court proceedings
- Reunifying with children following release from detention or deportation
- Contact information for state child welfare agencies in all 50 states
- Links to state-specific handbooks for parents with children in the child welfare system
- Guidance on how to request appointed counsel in family court
- List of states that provide court-appointed lawyers in family court
- Instructions on applying for U.S. passports from detention
- Contact information for adoption reunion registries
- Contact information for child welfare agencies in Mexico and Central America

Other immigration protections

There are many other types of relief that some undocumented people qualify for, **HOWEVER, we strongly recommend** you get a legal consultation with a trustworthy attorney.

1. **Asylum:** Asylum is a form of international protection granted to refugees who are present in the United States. In order to qualify for asylum, a person must demonstrate a well-founded fear of prosecution based on one of five grounds:

race, religion, nationality, political opinion or membership in a particular social group. ([Source: Immigrant and Refugee Children Guide](#))

2. **T visas:** T visas are available to individuals who have been victims of human trafficking, as defined by U.S. law. To be eligible, the person must demonstrate that they would suffer extreme hardship if removed from the United States. ([Source: Immigrant and Refugee Children Guide](#))
3. **Special Immigrant Juveniles Status:** The Special Immigrant Juveniles Status program is a humanitarian form of relief available to noncitizen minors who enter the child welfare system due to abuse, neglect or abandonment by one or both parents. To be eligible, a child must be under 21, unmarried and the subject of certain dependency orders issued by a juvenile court. ([Source: Immigrant and Refugee Children Guide](#))
4. **U visas:** U visas are available to victims of certain crimes. To be eligible, the person must have suffered substantial physical or mental abuse and have cooperated with law enforcement in the investigation or prosecution of the crime. ([Source: Immigrant and Refugee Children Guide](#))
5. **Violence Against Women Act (VAWA):** VAWA is available to individuals who are victims of domestic violence. To be eligible, the person must have undergone battery or extreme cruelty by the abuser who must be a U.S. citizen or legal permanent resident or have children that have been abused by a U.S. citizen or legal permanent resident.

Healthy and loving minds

There's no doubt that the Nov 8 results have shaken us at some level. Some of us are still processing, others healing from so much violence during the presidential campaign and what we're seeing across the country today, some are in the fighting mode and others are feeling more like they want to be in flight mode. Below are some tools on how to keep or help your students and community to achieve healthy and loving minds in this moment of uncertainty.

K-5th grade

- [Child Welfare Information Gateway](#): Child welfare and adoption services that provide information on providing culturally competent services for immigrant families
- [Working with Immigrant Latin-American Families Exposed to Trauma Using Child-Parent Psychotherapy](#): Information from The National Child Traumatic Stress Network on how to treat children's trauma from immigrating from another country using Child-Parent Psychotherapy for children ages 0-5

6th-12th grade

- At a moment of so much uncertainty, we need to ensure students know they are not alone. UWD's healing curriculum - COMING SOON!
- **Mental Health Services and Networks**: List of various mental health services and networks
- *National Suicide Prevention Lifeline*: [The National Suicide Prevention Lifeline](https://www.suicidepreventionlifeline.org/) is a free, confidential, 24/7 support for people in distress, as well as provides crisis resources and best practices for professionals. **Call 1-800-273-TALK (8255)**.
- **Children with Traumatic Separation: Information for Professionals**: Information from The National Child Traumatic Stress Network on challenges for children with traumatic separation, posttraumatic responses, and tips to work with children facing such separations

No bullying or hate allowed

As undocu-allies and educators, to ensure that schools continue to be a sanctuary for all students. Below are ways to prevent bullying and support students when they are harassed

- **Teaching Tolerance**: Blog created by the Southern Poverty Law Center that provides information, news, resources, conversation, and support for educators who care about diversity, equity, and justice
- **Take the Pledge: Safe Learning Environments for Every Student**: Pledge by National Education Association
- **Welcoming Schools**: Curriculum developed by Human Rights Campaign with an inclusive approach to addressing family diversity, gender stereotyping, and name-calling in Pre-K-5 learning environments
- **#IAmNotAfraid Curriculum**: Curriculum for educators, organizers, and children to encourage students to engage in critical thinking about the world and tap into their unique skills to transform the world through social movements
- **Racial Justice Art and Story Sessions**: Activity guide by *Until We Are All Free* that is composed of art and dialogue sessions to encourage introspection, imagination and visionary solutions to racial injustices

Recovering emotionally

As the resilient human-beings that we are, we must also acknowledge that this challenging time calls for us to be our best protectors of our hearts and souls. As community leaders, we hope to be better equipped to help our people who may come to us feeling overwhelmed, anxious or fearful or even in crisis mode.

Here are some ways of helping each other stay grounded. Keep in mind that getting ourselves and our lives back in a routine that is comfortable for us takes time.

- Take care of your safety. Find a safe place to stay and make sure your physical health needs and those of your family are addressed. Seek medical attention if necessary.
- Limit your exposure to social media, television, the radio and newspapers.

- Eat healthy. During times of stress, it is important that you maintain a balanced diet and drink plenty of water.
- Get some rest. With so much to do, it may be difficult to have enough time to rest or get adequate sleep. Giving your body and mind a break can boost your ability to cope with the stress you may be experiencing.
- Stay connected with family and friends. Giving and getting support is one of the most important things you can do. Try to do something as a family that you have all enjoyed in the past.
- Be patient with yourself and with those around you. Recognize that everyone is stressed and may need some time to put their feelings and thoughts in order. That includes you!
- Set priorities. Tackle tasks in small steps.
- Gather information about assistance and resources that will help you and your family members meet your disaster-related needs.
- Stay positive. Remind yourself of how you've successfully gotten through difficult times in the past. Reach out when you need support, and help others when they need it.

(Source: American Red Cross: [Recovering Emotionally](#))

Suicide Warning Signs and Suicide Prevention

As mentioned above, some folks might be in a crisis mode, below are some potential warning signs for [suicide](#):

- **Excessive sadness or moodiness:** Long-lasting sadness, mood swings, and unexpected rage.
- **Hopelessness:** Feeling a deep sense of hopelessness about the future, with little expectation that circumstances can improve.
- [**Sleep problems.**](#)
- **Sudden calmness:** Suddenly becoming calm after a period of [depression](#) or moodiness can be a sign that the person has made a decision to end his or her life.
- **Withdrawal:** Choosing to be alone and avoiding friends or social activities also are possible [symptoms of depression](#), a leading cause of suicide. This includes the loss of interest or pleasure in activities the person previously enjoyed.
- **Changes in personality and/or appearance:** A person who is considering suicide might exhibit a change in attitude or behavior, such as speaking or moving with unusual speed or slowness. In addition, the person might suddenly become less concerned about his or her personal appearance.
- **Dangerous or self-harmful behavior:** Potentially dangerous behavior, such as reckless driving, engaging in unsafe [sex](#), and increased use of drugs and/or alcohol might indicate that the person no longer values his or her life.
- **Recent trauma or life crisis:** A major life crises might trigger a suicide attempt. Crises include the death of a loved one or pet, divorce or break-up of a

relationship, diagnosis of a major illness, loss of a job, or serious financial problems.

- **Making preparations:** Often, a person considering suicide will begin to put his or her personal business in order. This might include visiting friends and family members, giving away personal possessions, making a will, and cleaning up his or her room or home. Some people will write a note before committing suicide. Some will buy a firearm or other means like poison.
- **Threatening suicide:** From 50% to 75% of those considering suicide will give someone -- a friend or relative -- a warning sign. However, not everyone who is considering suicide will say so, and not everyone who threatens suicide will follow through with it. Every threat of suicide should be taken seriously.

(Sources: WebMD: [Recognizing Suicidal Behavior](#))

Worried about someone else?

YOU can do something to prevent suicide

- Be the 1 to ... Ask - It may be a tough question but it is so important to ask someone directly if they are having suicidal thoughts or contemplating ending their life.
- Be the 1 to ... Keep them safe - work with the person to remove any lethal means available to them (i.e. firearms, medications, etc.)
- Be the 1 to ... Be there - be present, listen with compassion and without judgment, let them know you care about them.
- Be the 1 to ... Help them stay connected - work with them to connect to others who also care—friends, family, therapists, clergy, teachers, coaches, etc
- Be the 1 to ... Follow up - check in regularly with the person you are concerned about, for the days and weeks after the crisis, let them know you are thinking about them, and that you are there to help if needed. These check-ins will go a long way to help that person feel cared about and on the road to recovery.

(Source: National Suicide Prevention Lifeline)

[Materials on mental health, death and suicide—fliers, also video, audio, multimedia in 9 languages](#)



2. Being Undocu-Friendly Outside Class time

- a. Support students to start their own group for immigrant rights

There is a long history of activism that starts in classrooms. Giving students opportunities to organize and become active around the issue of immigrant rights has helped change the culture of our schools and has created and strengthened bonds among students, families, the school and surrounding community. It has also helped students that have been systematically disenfranchised and marginalized to become actively engaged, academically successful, and to rise to positions of leadership in the school and the community

How to bring students together to create groups:

- Start or connect with a student organization for immigrant rights OR
 - Help students start their own Student Organization and become the Educator/Teacher Sponsor
 - Connect with United We Dream (UWD) Campus Affiliates, contact us at info@unitedwedream.org

- Here is an easy, [step-by-step toolkit](#) to make a community or school gathering a great success.
- Encourage your students to participate in community rallies and marches with other immigrant right organizations - Join us on [December 19th week of action](#) and/or [January 14th](#) for our national actions.
- Engage in the legislative process to stop anti-sanctuary or anti-immigrant bills
 - One easy way in which they can get their networks and their peers to rally behind them is by [creating petitions](#) to stop the deportation of someone, or a petition to pressure school administrators and legislators to protect immigrants. Your students can do it right away through weareheretostay.org/fightback
 - Learn about current threats or introduction of anti-sanctuary or anti-immigrant bills in your city or state.
 - Learn who you are the stakeholders on the issue, but most importantly, learn about their position.
 - Make sure that the affected community shares their perspective on the issue with their representatives.
 - Have allies share why they are in opposition to such bills.
 - Remember, our power is in the numbers.
- Support Mock Graduation Days or help students organize their own - Here is [sample of a Mock Graduation](#).
 - The main goal is to uplift the stories of those affected by the issue, to humanize their perspective.
 - Uplift the great success of DACA and share your support of DACA-mented and immigrant youth.
- Organize a Coming Out Of The Shadows Day:
 - A powerful tool for immigrant youth has been coming out publicly as undocumented immigrants and/or to share how DACA has changed their lives and the lives of their family. Coming out as undocumented is a liberating process that removes the fear and puts the destiny of the lives of immigrants in their hands.
 - Be careful not to push this too much - many times this can be a scary process for undocumented immigrants and young people. Show them these [videos](#) of young people coming out.
 - Make sure that part of the story being told, be it to their peers, to other teachers, or even to a single person, includes an ask of the audience. For example, encourage your students to ask that people join the fight by texting "HereToStay" to 877877 to get people involved.

(Source: [Rethinking Our Classrooms, Volume 1 - New Edition! Teaching for Equity and Justice](#) edited by Wayne Au , Bill Bigelow , Stan Karp)

Change your school/campus to sanctuary

Educators, university students, staff, and faculty can [create your own petition](#) to demand that their schools/campus administration declare their institution as a sanctuary that embraces undocumented immigrants, supports DACA, and is a safe space for all students, staff, and faculty by not cooperating with immigration enforcement.

As mentioned previously, U.S. Immigration and Customs Enforcement (ICE) and U.S. Customs and Border Protection (CBP) have [each issued and implemented policies designed to limit enforcement actions](#) at or focused on 'sensitive locations,' including schools, places of worship, unless exigent circumstances exist or official authorization is obtained. The Trump administration can change these policies, but the current guidance provides some restrictions on ICE enforcement at schools. UWD and other undocu-allies like ACLU, NILC and others are committed to protecting the safety of immigrants in this country.

1. Request your educational institution to come out

- a. Raise Awareness through Social Media
 - [National Institute Coming Out Toolkit: Institutional Policies and Programs with & for undocumented students](#)
 - Join our Jan. 9th [Educators United To Protect Immigrants and Refugees](#) digital campaign- focused on k-12 schools and college campuses to take a stand to protect DACA and immigrants.
 - Join **Jan. 19th Educators For #SanctuarySchools** - Join educators nationwide as they come out for Sanctuary Schools making their schools free from the threat of deportation and threats of ending DACA, racism, and bullying.
- b. Write a Letter Requesting Administrative Support
 - [SAMPLE #1](#) - Letter for Principals and Teachers K-12. Subject: Sanctuary Classrooms and Schools - This is a sample letter, make edits and make it personal.
 - [SAMPLE #2](#) - Letter from Student Community. Subject: Sanctuary Classrooms and Schools - This is a sample letter, make edits and make it personal
 - [SAMPLE #3](#) - Letter for Faculty in Higher Education. Subject: Sanctuary Classrooms and Schools - This is a sample letter, make edits and make it personal.
 - [Sample petition letter to demand that University of Texas at Austin take action to be a safe campus for all students](#)
- c. Mobilize your schools to obtain over 1,000 signatures. Don't forget, get support from the following educational bodies:
 - Faculty/Teachers Union
 - School Board
 - Student Organizations

[List of official Sanctuary University Campuses](#)

- MORE (ETC)

2. **Organize and Host a “Teach-In” to support and protect undocumented students, DACA and liberate their classrooms and school from hate and fear**
 - a. Share #HereToStay toolkit
 - b. Share NICOD Toolkit and Commitment
 - c. Strategize how to make the #HereToStay toolkit part of Social Science Curriculum
 - d. Create a #HereToStay Task Force
 - Deliver the Letter and Curriculum Plan to School Administration
 - Sponsor Undocumented Student Organization
 - Keep accountability with the school's commitment
3. **Adopt the model resolution language**, see the *Model K-12 Countrywide Sanctuary Language* section of this toolkit page 40 to 46.
4. **Adopt a resolution that actively bans U.S. Immigration and Customs Enforcement (ICE) and other** immigration enforcement officials from this campus and all land owned or controlled by the university. (Sample resolutions from [Los Angeles Unified School District](#) and [Santa Fe Community College](#))
 - a. [NEA FAQs on Safe Zone School Board Resolution Sample Language/Guidance](#)

University students in campuses that are located near the U.S./México border have mobilized to decrease the presence of U.S. Border and Customs Protection (aka Border Patrol) enforcement in their campuses and to demand that their university administration cut ties with the federal agency. The militarization of the U.S./México border and its enforcement by the Border Patrol creates hostile environments for undocumented immigrants when Border Patrol agents are present in their campuses. The following are some examples of actions taken against Border Patrol presence on campuses.

- [“College Students Demand Safe Spaces from Border Patrol Agents”](#): Students in Southern California and Arizona protest against Border Patrol recruitment at their campus job fairs
- [“Students Protest Border Patrol’s Possible Campus Visit”](#): San Diego City College cancel Border Patrol’s invitation to recruit on campus job fair following student’s protests
- [Border Patrol Recruitment Job Fair Protest at UT Austin](#): Video of UWD local affiliate in the University of Texas at Austin’s protest against Border Patrol recruitment at their campus job fair

Demand and support Local Campaign for Sanctuary city

[UWD #HereToStay Toolkit: How to become a Sanctuary/Welcoming City/County/State](#)

Become an undocu-ally

- UWD's petition
- Text HereToStay to 877877 to get updates
- Take the e-warrior's pledge
- Join or hold a UWD #HereToStay community gathering
- Join 'We Stand Together for Immigrants and Refugees' National Day of Action on January 14, 2017

Organize and build the support for sanctuary

- Understand why sanctuary is a must for your city
- Support the community to start their own group for immigrant rights to build support for sanctuary

Steps to Organize for Sanctuary for Immigrants and Refugees

- Strategizing tools
- Map the system
- What are the current policies and practices in your city?
- Implement Your strategy
 - Develop Policy Demands
 - Define the messaging based on your goals
 - Meet with stakeholders
 - Attend city and county meetings
 - Build intersectional alliances
 - Potential tactics

Amazing Resources

- [Children's books about the immigrant/refugee experience](#)
- [Educators For Fair Consideration \(E4FC\) Post-Election Guide: What Educators Can Do To Support Undocumented Students](#)
- [Immigrant and refugee children: Guide for Educators and School Support Staff](#)
- [Immigrant Families: Strategies for School Support](#)
- [Immigration Enforcement Executive Actions: Interior Enforcement](#): FAQ on Executive Orders released on January 25th, 2017 by *Immigrant Justice Network*
- [Living in the United States: A Guide for Immigrant Youth](#): Guide made by *Immigrant Legal Resource Center* for immigrant youth on immigration relief and general advice on services that they can access
- [Post-Election: Recommendations for School Administrators, Educators, Counselors, and Undocumented Students](#)
- [Sanctuary Campus FAQs](#)
- [Stencil + Banner Toolkit](#): Toolkit to use art for social justice by *Until We Are All Free*
- [Undocumented students hope for university's protection under Trump](#)
- [Undocuqueer Resources](#)
- [United We Dream - Dream Education Empowerment Program \(DEEP\) Resources](#)
- [Until We Are All Free](#): Art resources for activism for undocumented, black, indigenous, queer, and transgender communities
- [U.S. Department of Education: Fact Sheet for Families and School Staff: Limitation on DHS Immigration Enforcement Actions at Sensitive Locations](#)
- [U.S. Department of Education Resource Guide: Building a Bright Future for All - Success in Early Learning Programs and Elementary School for Immigrant Families](#)
- [U.S. Department of Education Resource Guide: Supporting Undocumented Youth](#)

How to talk to students of all ages about deportations

Children who are separated from their parents by deportation can face serious emotional and mental health issues as well as major financial impact by losing their caregivers who are their primary source of income. According to a 2015 study conducted by Urban Institute and Migration Policy Institute, deportations of parents or other loved ones can cause poorer cognitive and socioemotional development in children and cause them to experience anger, depression, and behavioral problems. Regardless of who the children reside with after a deportation, it is essential for the child's well being to talk to the child about how they feel about the deportation. Below are resources to facilitate dialogue with children that have undergone the traumatic experience of deportations while providing them a sense of security.

Art, books, activities, role playing

- [**The Papalote Project**](#): Art projects in which children design kites by expressing their emotions through creative skills to deal with the emotional trauma caused by deportations
- [**Family Forever: An Activity Book to Help Latino Children Understand Deportation**](#): An activity book for children ages 8-12 who have experienced or who are currently experiencing the threat of having a loved one be placed in detention and deported from the U.S.
- [**Cuentos Para Dormir**](#): Bedtime stories written by parents separated from their children due to deportation
- [**“Change for Immigrant Rights” Street Theater**](#): Street theater performance by Washington State Immigrant Rights Action Coalition on traffic stops
- [**“Change for Immigrant Rights” Street Theater**](#): Street theater performance by Washington State Immigrant Rights Action Coalition on workplace raids
- [**“Change for Immigrant Rights” Street Theater**](#): Street theater performance by Washington State Immigrant Rights Action Coalition on detainee's rights in detention centers

Conclusion

Thank you for stepping up in a moment where our mere existence as undocumented immigrants is resistance. We must use the leverage that we have within the community, the resources at our disposal, and networks within the community to support immigrants. Immigrants, people of color, LGBTQ people and Muslims and any person of conscience who has ever said they supported immigrant and refugee rights, must unite to ensure that people feel connected and empowered in a moment that would otherwise break us. We are HERE TO STAY! Our communities are in a state of resilience and urgency.

It is our duty as undocu-allies to create the spaces our community deserves. Regardless of the term used - “sanctuary,” “safe spaces” or even other names **the goal is the same - to keep our people safe and keep the dangerous forces of the Trump regime out.**

Toolkit Overview

This toolkit is broken down in the following sections.

Undocu-friendly classrooms and educators

- Come out as an undocu-ally
- Develop Sanctuary community agreements for your classroom
- Create undocu-friendly classroom
- Decorate with artivism the pride of the immigrant movement
- Create a resource center to include:
 - DACA
 - Know Your Rights
 - Deportation Defense
 - Life After Deportation
 - Healthy and loving minds
 - No Hate or Bullying Allowed
 - Recovering Emotionally
 - Suicide Signs and Suicide Prevention
- Beyond School: Support students to start their own immigrant rights group

Change your school/college campus to sanctuary

- Request your Educational Institute to come out
- Organize and host a “Teach-In” to support and protect undocumented students and liberate their classrooms and school from hate and fear
- Adopt a resolution that actively bans U.S. ICE and other immigrant enforcers in your campus
- Model K-12 Countrywide Sanctuary Language
- Model Higher Education Countrywide Sanctuary Language

Sanctuary Pledge

Below is a template that can be used for sanctuary pledges for your institutions of education. Be aware that every campus is unique and may have particular needs, strengths, and challenges. Therefore, feel free to modify this template as you see fit.

Across the country, many are calling for their universities to become sanctuary campuses. The model is the “sanctuary city,” like Austin, New York City, Chicago and dozens of other municipalities, which have declared their intention not to cooperate with federal officials seeking to deport residents simply because they lack appropriate immigration documentation.

At this moment, when there is a rising national rhetoric of intolerance and acts of hate that threaten people of color, Muslims, LGBTQ individuals, Jews, women, and immigrants, among others, we strongly affirm our protection of these groups, and we affirm our intention to support all students in their quest to pursue their education without government interference.

Nearly [Number of people who have signed the petition] members of our community have asked that [University name] become a sanctuary campus. We wholeheartedly pledge to do so. This means that to the fullest extent of the law:

1. [University name] *will not voluntarily comply with Immigration and Customs Enforcement, or other public authorities, in any investigation of the immigration status of any member of our community.*
2. [University name] *will continue to uphold the right of undocumented and DACAmented students to complete their educations with [University name] financial aid, and we will continue to recruit future such students as domestic applicants.*
3. [University name] *will provide enhanced support for undocumented and DACAmented students so they can continue to reap the full benefits of a [University name] education.*
4. [University name] *will advocate in defense of the Deferred Action for Childhood Arrivals (DACA) program to maintain it under the incoming presidential administration.*

These are small steps, to be sure, in the face of a very frightening wave of threats to roll back the civil rights gains made in recent decades. But we will stand up and take these steps; we will do our best to protect our community, and we will gather resources to enable all its members, regardless of citizenship status, to continue to have opportunities to thrive here.

[Name of School Principal, School Board Members, or University President]
 [Title of School Principal, School Board Members, or University President]

Model K-12 Resolution Sanctuary Language

The attached [Model Campus Safe Zones Resolution language](#) was developed for K-12 school districts that are contemplating adopting protections for their immigrant students. We recommend that any resolution contain language to address these critical issues:

- Limiting the sharing of student and family information with federal immigration authorities
- Restricting immigration agents' access to campuses
- Prohibiting campus security from collaborating with federal immigration authorities
- Providing resources and information for immigrant students and their families

The model resolution provides sample language for these issues. We encourage you to use this language as a template and to adopt as many pieces to fit the needs of your school district. We also encourage you to add additional points beyond what is in this resolution and to share your creative and innovative ideas with us.

For further information about this model resolution you can contact us:

ACLU of California - Sylvia Torres-Guillen

Advancement Project - Eileen Ma

Asian Americans Advancing Justice-California (AAAJ-CA) - Andrew Medina

Asian Americans Advancing Justice-Los Angeles (AAAJ-LA) - Betty Hung, Yanin Senachai

National Immigration Law Center (NILC) - Tanya Broder, Shiu-Ming Cheer, Jessica Hanson

Services, Immigrant Rights, and Education Network (SIREN) - Priya Murthy

**Resolution to Designate Campuses as Safe Zones and to Create Resource Centers
for Students and Families Threatened by Immigration Enforcement**

WHEREAS: The United States Supreme Court held in *Plyer v. Doe* (1982) that no public school district has a basis to deny children access to education based on their immigration status, citing the harm it would inflict on the child and society itself, and the equal protection rights of the Fourteenth Amendment;

WHEREAS: Migration to this country is often propelled by social, economic, and political factors and native country conditions, which result partly from U.S. government and corporate policies and interests, and thus immigrants and their families are here entitled to compassionate and humane treatment in this country;

WHEREAS: Ensuring that our schools are safe and inviting for all students and their families will facilitate the physical safety and emotional well-being of all children in the District, and is paramount to students' ability to achieve;

WHEREAS: This safe and inviting environment would be disrupted by the presence of immigration agents who come onto District property for the purposes of removing students or their family members, or obtaining information about students and their families;

WHEREAS: Immigration and Customs Enforcement ("ICE") activities in and around schools, early education centers, and adult school facilities would be a severe disruption to the learning environment and educational setting for students;

WHEREAS: Immigration enforcement activities around schools create hardships and barriers to health and educational attainment, and a pervasive climate of fear, conflict and stress that affects all students in our District, regardless of their background or status, such that children who have a status but whose family members, friends, or schoolmates do not, and students who are themselves undocumented, are all affected and at risk;

WHEREAS: Threats of legal action, and particularly of separation and deportation, against students and their families create severe emotional, psychological and physical barriers to learning and education that can and should be allayed or reduced through support systems, including legal representation, provided by the school District;

WHEREAS: Students' ability to achieve is undermined by the removal of their family members during ICE raids and arrests that leave students without adults to supervise or care for them, and the District should have in place policies and procedures to protect and care for such students until a guardian or other designated adult is

contacted, and all teachers, administrators and staff should be trained on such procedures;

WHEREAS: Immigration arrests, detentions, and deportations affects families every day, and indications that deportations will increase dramatically has created a climate of heightened fear and anxiety for many students and their families;

WHEREAS: The record number of deportations in recent years tragically has broken apart loving families, devastated communities, and caused widespread fear among immigrants and their family members;

WHEREAS: Involving campus police in enforcing federal civil immigration law will create the perception that they are immigration agents and decrease students' likelihood of cooperating with campus police based on fears that this would lead to their deportation or the deportation of family members;

WHEREAS: Some cities, counties, school districts, and higher education institutions have adopted policies that restrict entanglement with ICE and resist any government action that may lead to the discovery of a person's immigration status;

WHEREAS: ICE's longstanding policy states that it will not conduct immigration enforcement activity at any sensitive location, which includes schools, without special permission by specific federal law enforcement officials, unless exigent circumstances exist;

WHEREAS: No written state or federal law mandates that local districts assist ICE in the enforcement of immigration laws;

THEREFORE BE IT RESOLVED: That the Governing Board of the XX School District hereby declares that every XX School District site is a safe place for its students and their families to seek help, assistance, and information if faced with fear and anxiety about immigration enforcement efforts;

RESOLVED FURTHER: That the Superintendent shall establish all K-12 schools, early education centers, adult schools, and parent centers be established as resource and information sites for immigrant students and families;

RESOLVED FURTHER: That the Board encourages the Superintendent to increase and enhance partnerships with community-based organizations and legal services organizations who provide resources for families facing deportation;

RESOLVED FURTHER: That the Board directs the Superintendent to create in-language Know Your Rights presentations for students and family members to

cover their rights regarding interactions with law enforcement and immigration agents.

RESOLVED FURTHER: That the Board directs the Superintendent to create a rapid response network to assist students or their family members who have been detained,

RESOLVED FURTHER: In order to provide a public education, regardless of a child's or family member's immigration status, absent any applicable federal, state, or local law, regulation, ordinance or court decision, the District shall abide by the following conduct:

1. District personnel shall not inquire about or record a student's or a family member's immigration status, and pursuant to the Family Education Rights and Privacy Act ("FERPA"), shall not disclose, without parental consent, the immigration status of any student or other personally identifiable information.
2. Any communication to federal agencies or officials initiated by a school or school personnel concerning confidential information about a student or a student's family member, including but not limited to: information about gender identity; sexual orientation; status as a survivor of domestic violence; survivor of sexual assault; crime witness; recipient of public assistance; actual or perceived immigration or citizenship status; national origin; school discipline record; and all information included in an individual's or household's income tax records, is prohibited, unless permission is granted by the student or student's parent or guardian.
3. The District shall refuse all voluntary information sharing with immigration agents across all aspects of the District to the fullest extent possible under the law.
4. Any request by immigration agents for information or to access a school site shall be initially denied and immediately forwarded to the Superintendent and General Counsel for review and a decision on whether to reverse the denial and allow access to the site, and/or a decision on whether the information will ensure District compliance with *Plyler v. Doe* and other applicable laws. The request must be provided with adequate notice so that the Superintendent and General Counsel can take steps to provide for the emotional and physical safety of its students and staff.
 - a. Should an immigration agent request access to a school site, the Superintendent and/or General Counsel shall ask for the immigration agent's credentials, ask the agent why the agent is requesting access, and ask to see a warrant signed by a federal or state Judge.
 - b. Immigration agents must provide written authority from ICE instructing them to enter District property and for what purpose as well as a warrant

signed by a federal or state Judge which specifies the name of the person under arrest.

5. The District will not enter into agreements with state or local law enforcement agencies, ICE, or any other federal agency for the enforcement of federal immigration law, except as required by law.

6. The District and its staff, faculty, employees, and campus police will not honor any ICE detainers or requests.

7. Campus security are prohibited from inquiring about or recording any information regarding an individual's immigration status or country of birth.

8. Campus police shall create a policy acknowledging that they have no authority to enforce federal immigration law and declaring that they will not participate in immigration enforcement efforts of federal authorities. This includes campus police not holding people on ICE detainers, not responding to ICE notification or transfer requests, not making arrests based on civil immigration warrants, and not allowing ICE to use campus facilities for immigration enforcement purposes.

9. District personnel shall treat all students equitably in the receipt of all school services, including but, not limited to, the free and reduced lunch program, transportation, and educational instruction.

10. The District will offer (a) legal support to immigrant students and their families; (b) counseling that adequately acknowledges the impact of immigration status on students and their family members; and (c) Know Your Rights presentations to students and parents in-language; and (d) the District will ensure that students are aware of opportunities to gain access to college, in-state tuition, financial aid, scholarships, internships and career opportunities, regardless of their status. To implement this support system, each school in the District shall establish an office space on campus that serves as a resource center for immigrant students and their families and shall establish at least one paid position for an immigrant liaison, with expertise in immigrant and undocumented populations.

11. The District shall fund attorneys to represent students facing removal proceedings, and assist family members of students who are in removal proceedings with legal resources and information.

RESOLVED FURTHER: That the Superintendent shall ensure that all teachers, school administrators, and other staff will be trained on how to implement this policy and notification in no less than the top 10 languages spoken by students throughout

the District to be distributed to families to fully inform them of their rights in the District;

RESOLVED FURTHER: Within the next 90 days the Superintendent shall develop a plan for training teachers, administrators and other staff on how to respond to ICE personnel who are requesting information about students and families and/or are attempting to enter school property. The plan shall also include procedures for notifying families about ICE efforts to gain information about students and families, and how to support students whose family members have been displaced because of ICE. This plan shall be communicated to all school district families in all supported languages.

RESOLVED FURTHER: The Superintendent shall prepare an implementation plan defining partnerships with community organizations and training and support for school site employees to ensure rapid response and effective coordination and report back to the Board in 90 days.

Definitions

- "Citizenship or immigration status" means all matters regarding questions of citizenship of the United States or any other country, the authority to reside in or otherwise be present in the United States, the time or manner of a person's entry into the United States, or any other civil immigration matter enforced by the Department of Homeland Security or other federal agency charged with the enforcement of civil immigration law.

- "Immigration agent" shall mean an agent of U.S. Immigration and Customs Enforcement, U.S. Customs and Border Protection, any individuals authorized to conduct enforcement of civil immigration laws under 8 U.S.C. §1357(g) or any other federal law, other federal agents charged with enforcement of civil immigration laws, and any successors.

- "Enforcement actions" include arrests; interviews; searches; surveillance; obtaining records, documents, and similar materials; and other actions for the purposes of immigration enforcement.

Model Higher Education Resolution Sanctuary Language

The attached [Model Campus Safe Zones Resolution language](#) was developed for individual colleges/universities or college/university systems that are contemplating adopting protections for their immigrant students. We recommend that any resolution contain language to address these critical issues:

- Limiting the sharing of student information with federal immigration authorities
- Restricting immigration agents' access to campuses
- Prohibiting campus security from collaborating with federal immigration authorities for the purposes of enforcement
- Providing resources and information for immigrant students and their families

The model resolution provides sample language for these issues. We encourage you to use this language as a template and to adopt as many pieces to fit the needs of your college/university or system. We also encourage you to add additional points beyond what is in this resolution and to share your creative and innovative ideas with us.

For further information about this model resolution you can contact us:

ACLU of California - Sylvia Torres-Guillen
Advancement Project - Eileen Ma
Asian Americans Advancing Justice-California (AAAJ-CA) - Andrew Medina
Asian Americans Advancing Justice-Los Angeles (AAAJ-LA) - Betty Hung, Yanin
Senachai
National Immigration Law Center (NILC) - Tanya Broder, Shiu-Ming Cheer, Jessica
Hanson
Services, Immigrant Rights, and Education Network (SIREN) - Priya Murthy

**Resolution to Designate College/University Campuses as Safe Zones and to Create
Resource Centers for Students and Families Threatened by Immigration
Enforcement**

WHEREAS: The XX College/University System welcomes and supports students without regard to their citizenship or immigration status and will continue to admit students in a manner that complies with our nondiscrimination policy and without regard to a student's race, national origin, religion, citizenship, or any other protected characteristic. The College/University is committed to providing an environment in

which all admitted students can pursue their studies and careers and graduate successfully;

WHEREAS: Federal law protects student privacy rights, and the XX State Constitution and other statutes provide broad privacy protections to all students, faculty, staff, and other employees of the College/University;

WHEREAS: Migration to this country is often propelled by social, economic, and political factors and native country conditions, which result partly from U.S. government and corporate policies and interests, and thus immigrants and their families are entitled to compassionate and humane treatment in this country;

WHEREAS: Ensuring that our College/University campuses are safe and inviting for all students and their families will facilitate the physical safety and emotional well-being of all students in the College/University, and is paramount to students' ability to achieve;

WHEREAS: This safe and inviting environment, as well as the learning environment and educational setting, would be disrupted by the presence of Immigration and Customs Enforcement ("ICE") agents or other immigration agents who come onto College/University property or conduct activities in and around College/University campuses to remove students or obtain information about students or their family members for the purposes of enforcement;

WHEREAS: Immigration enforcement activities around College/University campuses create hardships that affect health and present barriers to educational attainment, as well as a pervasive climate of fear, conflict and stress that affects all students in our College/University, regardless of their background or status, such that students whose family members, friends, or classmates may be at risk of deportation, as well as students who could face deportation themselves, are all at risk;

WHEREAS: Threats of immigration enforcement actions, and particularly of separation and deportation, against students and their families create severe emotional, psychological and physical barriers to learning and education that can and should be allayed or reduced through support systems, including legal representation, provided by the College/University;

WHEREAS: Students' ability to achieve is undermined by the removal of their family members during ICE raids and arrests, and the College/University should have in place policies and procedures to protect and provide emotional counseling and legal support for such students, and all faculty, staff, administrators and other employees should be trained on such procedures;

WHEREAS: Immigration arrests, detentions, and deportations affect families every day, and indications that deportations will increase dramatically have created a climate of heightened fear and anxiety for many students and their families;

WHEREAS: The record number of deportations in recent years tragically has broken apart loving families, devastated communities, and caused widespread fear among immigrants and their family members;

WHEREAS: Involving campus police in enforcing federal civil immigration law will create the perception that they are immigration agents and decrease students' likelihood of cooperating with campus police based on fears that this would lead to their deportation or the deportation of family members;

WHEREAS: Primary jurisdiction over federal immigration laws does not rest with campus police or any other state or local law enforcement agency; community trust is essential in allowing campus police to serve the College/University effectively; and campus police's limited resources should not be diverted from the critical mission of keeping our students safe, by participating in enforcement of federal immigration laws or by assisting federal immigration authorities in any way;

WHEREAS: Several courts have concluded that civil immigration detainers are voluntary requests to local law enforcement and compliance is not mandatory. No written state or federal law mandates that local colleges/universities assist ICE in the enforcement of immigration laws. In addition, local law enforcement agencies may be liable for improperly detaining an individual who is otherwise eligible for release based on a civil immigration detainer;

WHEREAS: Some cities, counties, schools, and higher education institutions have adopted policies that limit entanglement with ICE and resist any government action that may lead to the discovery of a person's immigration status;

WHEREAS: ICE's longstanding policy states that it will not conduct immigration enforcement activity at any sensitive location, which includes schools and college/university campuses, without special permission by specific federal law enforcement officials, unless exigent circumstances exist;

WHEREAS: A federal effort to create a registry based on any protected characteristics, including but not limited to religion, race, national origin, or sexual orientation, would be antithetical to the United States Constitution, federal and state laws, and principles of nondiscrimination that guide our College/University;

THEREFORE BE IT RESOLVED: That the Board of Governors of the XX College/University System hereby declares that every XX College/University site is a

safe place for its students and their families to seek help, assistance, and information if faced with fear and anxiety about immigration enforcement efforts;

RESOLVED FURTHER: That the President/Chancellor shall establish that the College/University, and any associated education centers, be established as resource and information sites for immigrant students and families;

RESOLVED FURTHER: That the Board of Governors encourages the President/Chancellor to increase and enhance partnerships with community-based organizations and legal services organizations that provide resources for students and families facing deportation;

RESOLVED FURTHER: That the Board of Governors directs the President/Chancellor to create and make available in-language Know Your Rights presentations and materials for students and family members to understand their rights regarding interactions with law enforcement and immigration agents;

RESOLVED FURTHER: That the Board of Governors directs the President/Chancellor to create a rapid response network to assist students or their family members who have been detained;

RESOLVED FURTHER: That because community trust and cooperation are essential in allowing campus police to protect our students, faculty, staff, and employees on campus effectively, the campus police will abide by the following conduct:

1. Campus police shall create a policy acknowledging that they have no authority to enforce federal immigration law and declaring that they will not participate in immigration enforcement efforts of federal authorities. This includes campus police not holding people on ICE detainers, not responding to ICE notification or transfer requests, not making arrests based on civil immigration warrants, and not allowing ICE to use campus facilities for immigration enforcement purposes.
2. No College/University police department will join any state and/or local law enforcement agencies that have entered into an agreement with ICE or other immigration enforcement agency, nor undertake any other joint efforts with federal, state, or local law enforcement agencies, to investigate, detain, or arrest individuals for violations of federal immigration law.
3. Campus police are prohibited from inquiring about or recording any information regarding an individual's immigration status, citizenship status or country of birth, including when interviewing victims, witnesses, or suspects of crimes.

4. Campus police officers will not contact, detain, question, or arrest an individual solely on the basis of suspected undocumented immigration status or in order to discover the immigration status of an individual.

5. The campus police department and its officers will not use any resources to aid in any federal effort to create a registry based on any protected characteristics, including but not limited to religion, race, national origin, or sexual orientation.

RESOLVED FURTHER: In order to provide access to education, regardless of a student's or family member's immigration status, absent any applicable laws, the College/University shall abide by the following conduct:

1. College/University personnel shall not inquire about or record a student's or a family member's immigration status, and pursuant to the Family Education Rights and Privacy Act ("FERPA"), shall not disclose, without student consent if the student is at least 18 years old, or otherwise without parental consent, the immigration status, citizenship status, place of birth, or other personally identifiable information of any student.

2. Any communication to federal agencies or officials initiated by a school or school personnel concerning confidential information about a student or a student's family member, including but not limited to: information about gender identity; sexual orientation; status as a survivor of domestic violence; survivor of sexual assault; crime witness; recipient of public assistance; actual or perceived immigration or citizenship status; national origin; school discipline record; all information included in an individual's or household's income tax records; or records related to financial aid, scholarships, tuition or residency determinations, is prohibited, unless permission is granted by the student if the student is at least 18 years of age, or otherwise by the student's parent or guardian.

3. The College/University shall refuse all voluntary information sharing with immigration agents across all aspects of the College/University to the fullest extent possible under the law, with the exception of mandatory reporting in compliance with the Student and Exchange Visitor Program regarding the College/University's enrollment of foreign exchange students.

4. Any request by immigration agents for access to a campus shall be initially denied and immediately forwarded to the President/Chancellor and General Counsel for review and a decision on whether to reverse the denial and allow access to the site. The request must be provided with adequate notice so that the President/Chancellor and General Counsel can take steps to provide for the emotional and physical safety of the College's/University's students and staff.

- a. Should an immigration agent request access to a campus, the President/Chancellor and/or General Counsel shall ask for the immigration agent's credentials, ask why the agent is requesting access, and ask to see a warrant signed by a federal or state Judge.
- b. The President/Chancellor and/or General Counsel will refuse access to a campus unless immigration agents provide a warrant signed by a federal or state Judge which specifies the name of the person under arrest, as well as written authority from ICE instructing them to enter College/University property and describing the purpose for which they request entry.

5. Any request by immigration agents for information regarding a student shall be initially denied and immediately forwarded to the President/Chancellor and General Counsel, who will review the denial according to the following guidelines. In keeping with the individual's right to privacy, no part of a student's education record, however created, may be divulged with personally identifiable information to any person, organization, or agency in any manner unless there is:

- a. Informed written consent by the student, if the student is 18 years of age or older, or otherwise by the parent or guardian;
- b. A valid court order or judicial warrant requesting such information (in such cases, prior to complying with such court order or judicial warrant, the student, if the student is 18 years of age or older, or otherwise the parent or guardian, shall be notified immediately in writing of the information that is the subject of the court order or judicial warrant);
- c. A health and safety emergency and disclosure of personally identifiable information from an education record to appropriate parties is necessary to protect the health or safety of the student or other individuals; or
- d. Another reason to do so that is required by law. Questions concerning the validity of a court order or judicial warrant, or whether there is a health and safety emergency or other possible reasons for releasing education records that contain personally identifiable information, should be directed to the College/University Chancellor/President and General Counsel.

6. The College/University will not enter into agreements with state or local law enforcement agencies, ICE, or any other federal agency for the enforcement of federal immigration law, except as required by law.

7. The College/University and its staff, faculty, employees, and campus police will not honor any ICE detainers or requests.

8. College/University personnel shall treat all students equitably in the receipt of all school services for which they are eligible.

9. The College/University will offer (a) legal support to immigrant students and their families; (b) counseling that adequately acknowledges the impact of immigration status on students and their family members; and (c) Know Your Rights presentations to students and parents in-language; and (d) the College/University will ensure that students are aware of opportunities to gain access to in-state tuition, financial aid, scholarships, internships and career opportunities, regardless of their status. To implement this support system, the College/University shall establish an office space on campus that serves as a resource center for immigrant students and their families and shall establish at least one paid position for an immigrant liaison, with expertise in immigrant and undocumented populations, to fulfill these duties.

10. The College/University shall fund attorneys to represent students facing removal proceedings, and assist family members of students who are in removal proceedings with legal resources and information.

11. The College/University and its faculty, staff, and other employees shall not use any resources to aid in any federal effort to create a registry based on any protected characteristics, including but not limited to religion, race, national origin, or sexual orientation.

RESOLVED FURTHER: That the President/Chancellor shall ensure that all faculty, staff, administrators, and other employees will be trained on how to implement this policy, and notification in no less than the top 10 primary languages spoken by students throughout the College/University to be distributed to students to fully inform them of their rights in the College/University;

RESOLVED FURTHER: Within the next 90 days the President/Chancellor shall develop a plan for training all faculty, staff, administrators, and other employees on how to respond to ICE or other immigration enforcement personnel who are requesting information about students and/or are attempting to enter campus. The plan shall also include procedures for notifying individual students about ICE and other immigration enforcement agencies' efforts to gain information about them, and how to support students whose family members have been displaced because of ICE and other immigration enforcement agencies. This plan shall be communicated to all College/University students in all supported languages.

RESOLVED FURTHER: The President/Chancellor shall prepare an implementation plan defining partnerships with community organizations and training and support for campus employees to ensure rapid response and effective coordination and report back to the Board of Governors in 90 days.

Definitions

- “Citizenship or immigration status” means all matters regarding questions of citizenship of the United States or any other country, the authority to reside in or otherwise be present in the United States, the time or manner of a person’s entry into the United States, or any other civil immigration matter enforced by the Department of Homeland Security or other federal agency charged with the enforcement of civil immigration law.
- “Immigration agent” shall mean an agent of U.S. Immigration and Customs Enforcement, U.S. Customs and Border Protection, any individuals authorized to conduct enforcement of civil immigration laws under 8 U.S.C. §1357(g) or any other federal law, other federal agents charged with enforcement of civil immigration laws, and any successors.
- “Enforcement actions” include arrests; interviews; searches; surveillance; obtaining records, documents, and similar materials; and other actions for the purposes of immigration enforcement.
- “Campus police” includes any campus security force, squad, or organization; any campus police department, force, squad, or organization; or any law enforcement agency solely dedicated to protecting and serving the College/University campus.