EDUCATOR AND PARENT SUPPORT FOR IMMIGRANT AND REFUGEE STUDENTS
AGENDA

- Welcome and Introductions
- Federal/State Legal Context
- Educator Resources
- Parent/family toolkit trainings and resources
IMMIGRATION POLICY IMPACT ON SCHOOLS

❖ Decrease in enrollment, attendance & parent participation
❖ Increased difficulty in connecting immigrant families to other public services (e.g. health, nutrition, social)
❖ Educators feel unprepared to meet families’ needs for immigration-related resources and mental health support
❖ Immigration policies also affect the workforce (DACA teachers & classified staff)
❖ Schools responses to these challenges is variable & trusted relationships are needed


ICE BREAKER

• What do you know about supporting immigrant families?
• What is your greatest challenge in working with immigrant families/schools?
• Pair share with a neighbor
SANCTUARY/SAFE HAVEN DISTRICTS IN CA

• Currently, at least 118 School Districts

• ~40% of CA Students
  • 2.5 million students (out of 6.2 million)
ALL STUDENTS HAVE THE RIGHT TO ATTEND SCHOOL REGARDLESS OF IMMIGRATION STATUS.


“. . .the record is clear that many of the undocumented children disabled by this classification will remain in this country indefinitely, and that some will become lawful residents or citizens of the United States. It is difficult to understand precisely what the State hopes to achieve by promoting the creation and perpetuation of a subclass of illiterates within our boundaries, surely adding to the problems and costs of unemployment, welfare and crime.”

Proposition 187 (1994) successfully challenged in both state and federal court.
“Immigration or citizenship status is not relevant to establishing residency in the district, and inquiring about it in the context of establishing residency is unnecessary and may have a chilling or a discouraging effect on student enrollment.”
ASSEMBLY BILL 699 (O’DONNELL)

Prohibits Discrimination Based on a Student's Immigration Status

Prohibits Collection of Immigration Information

Inquiries by Law Enforcement to Enforce Immigration Laws Must be Reported

By April 1, 2018, the Attorney General must publish model policies on limiting assistance with immigration enforcement

All LEA's, must adopt the Attorney General's model policies or equivalent policies by July 1, 2018

School Board's Must Inform Immigrant Parents About Their Children's Rights

School Boards Must Educate Students About the Impact of Bullying

Schools Must Take Steps to Avoid Referrals to Child Protective Services

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Implementation of AB 699 – Need to Monitor

• Review enrollment/registration policies to ensure they do not ask about immigration/citizenship status:
  o Are these processes accessible to immigrant parents?
  o What is being asked in the Online enrollment systems?
  o Is the residency documentation immigrant friendly?

• Other policies to review:
  o Uniform Complaint Processes
  o Anti-discrimination policies
  o Emergency contact forms
DEVELOPMENT OF MODEL POLICIES

Under AB 699:

- Attorney General’s office must develop model policy language by April 1, 2018 – is going to include a guidance

- All LEAs must adopt policies by July 1, 2018
  - How is your district going to develop its policy and include the community in this process?
We are a **statewide coalition** of 23 community, professional, and civil rights organizations focused on.....

**IMPROVING POLICY AND PRACTICE FOR ENGLISH LEARNERS**

www.californianstogether.org
Twitter: @caltog
Facebook.com/CaliforniansTogether
CALIFORNIANS TOGETHER PROJECT RESOURCES

http://www.californianstogether.org/support-immigrant-refugee-students

- A Teacher’s Guide to Support Immigrant and Refugee Students’ Socio-Emotional Experiences
- Guide for Safe and Welcoming Schools for Immigrant and Refugee Students in California
- Grade-Span Lesson Modules & "Trainer of Trainers" Workshop Manual
Support for Immigrant and Refugee Students Project

Classroom Lesson Modules

Overview

K-2
- Lesson 1: Establishing Community
- Lesson 2: The Immigrant Experience: Literature-based Discussion *From North to South*

3-5
- Lesson 1: Establishing Community
- Lesson 2: The Immigrant Experience: Literature-based Discussion *Mama’s Nightingale*

6-12
- Lesson 1: Establishing Community
- Lesson 2: The Immigrant Experience: Literature-based Discussion *Return to Sender*
Support for Immigrant and Refugee Students Project
Classroom Lesson Modules
Key Elements

Lesson 1
- Establishing Community
  - Evoking Feelings
  - Reflective Discussion
  - Expanding identity and empathy

Lesson 2
- Literature Based Discussion
  - Fear of Loss and Separation
  - Solving Problems
  - Crossing Borders
  - Persistence and Hope
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Lesson 2

A Literature–Based Discussion About the Immigrant Experience
Support for Immigrant and Refugee Students Project

**Lesson 2**

Literature selections across grade level spans

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<tr>
<td><strong>Title</strong></td>
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<td><strong>Theme(s)/Discussion Topics</strong></td>
<td><strong>Coping with Separation</strong></td>
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<td><strong>Fear of Loss</strong></td>
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<td><strong>Persistence and Hope</strong></td>
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</tr>
<tr>
<td><strong>Staying Connected</strong></td>
<td><strong>Fighting for Justice</strong></td>
<td><strong>Adapting to Change</strong></td>
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<td><strong>Publisher</strong></td>
<td>Children’s Book Press</td>
<td>Dial Books – Penguin Books</td>
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A Teacher’s Guide to Support Immigrant and Refugee Students’ Socio-Emotional Experiences

Developed by Fernando Estrada, Ph.D., Counseling Program Faculty Member, School of Education, Loyola Marymount University
A Teacher’s Guide to Support Immigrant and Refugee Students’ Socio-Emotional Experiences

Overview

Purpose: To help teachers attend to social-emotional issues of immigrant and refugee students in class.

Contents: This interactive resource guide contains 4 activities and incorporates 10 case scenarios, along with resources for teachers (Guide – Page 4)
Alvaro appears to be impacted by the assigned reading focused on an immigrant family. Like others in class, Alvaro looks slightly dejected. You want to help him and the other students acknowledge the feelings they are having. You decide to ask Alvaro about his feelings. Write your questions below.

Response: ____________________________________________

Response: ____________________________________________
Guide to Safe and Welcoming Schools
COMPONENTS OF SAFE & WELCOMING SCHOOLS IMPLEMENTATION

• Policies and Procedures/Protocol

• Classroom/Site Support

• Resources and Information for Families
CLASSROOM AND EDUCATOR SUPPORT

- Teacher/staff training
- Targeted lessons and classroom activities
- Signage
- InformedImmigrant.com Educator Corner
  https://www.informedimmigrant.com/
UPCOMING TRAINER OF TRAINER WORKSHOPS

Los Angeles County Office of Education  April 12, 2018
Santa Clara County Office of Education  April 24, 2018
Sacramento/Yolo County Offices of Education  May 1, 2018
San Diego County Office of Education  May 3, 2018
Monterey County Office of Education  June 11, 2018
Kern County Office of Education  TBD
San Bernardino County Office of Education  TBD

Find the registration links at www.californianstogether.org/2161-2/
DEVELOP A PARENT TRAINING SERIES AND TOOLKIT

TOT provide awareness sessions to:
1. ELAC/DELAC/SSC and other parent committees
2. Community organizations and partners

Topics:
1. Immigration rights
2. Bullying prevention
3. Social/Emotional support
4. Safe havens and Sanctuary cities
5. Directory of legal resources

Venue:
1. CABE regional events
2. Conferences
3. District trainings/events
4. Community sites
HOW CAN DISTRICTS BUILD PARTNERSHIP WITH IMMIGRANT FAMILIES?
Participants will have access to a wealth of resources that will help families, school staff and personal work in a culturally competent manner.

- Acquire tools needed to support the social and emotional needs of children in a hostile environment.

- Will learn and understand the process of migration, deportation and the effects of separation of families.
ENGAGING IMMIGRANT FAMILIES

❖ Parents and staff will learn about the importance of developing an emergency family plan in case an individual is detained or deported.

❖ Participants will be able to distribute materials to other families and aid in the trainings of “Know your rights” and topics regarding immigration enforcement policies and practices.

❖ Explore the concepts of safe havens and sanctuary cities and assist the district in the implementation process of the new law.
HOW CAN SCHOOLS SUPPORT IMMIGRANT STUDENTS?
THINGS EDUCATORS CAN DO TO SUPPORT UNDOCUMENTED STUDENTS...

• **Issue a strong statement** - In English and other languages spoken, articulating that the school supports immigrant students/parents and affirming publicly that it is a welcoming site.

• Stress the importance of taking **proactive steps** to ensure the safety and well being of children and entire communities.

• **Partner** with a pro bono attorney or immigrants legal right organization to bring a know your rights workshops and resources.

• Provide a **safe place** for students to wait if a parent or sibling has been detained.
CONTINUE...

- Provide **counseling** for students who has a family member detained by **ICE**
- Issue statements **condemning raids** and calling for the immediate release of students
- Identify someone at your school who can serve as the **immigration resource advocate** in your building or on your campus
- **Strengthen relationships** with local institutions of higher education
REACH OUT TO IMMIGRANT STUDENTS AND FAMILIES

- Use a variety of means to communicate school policies to parents and students
  - Place signs and banners in multiple languages in school buildings announcing and explaining school policies
  - Distributing cards explaining the school policies; Distributing cards related to a “Know Your Rights” campaign to parents, student, and school staff;
  - Sending automated phone messages to students and families explaining the school policies

- Work with trusted community partners to reach out to families and students
- Coordinating with families in which parents may be detained to prepare power of attorney and guardianship forms
- Holding school or community events meant to explain the school policies.
What’s in it for me?

What did you learn and how will you put that learning into action?
QUESTIONS?

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