

## Sacramento



# Emergency Response Guide for Educators of Immigrant-origin Students

*Adapted in consultation with Sacramento area educators, social service staff and legal experts to support those working with immigrant-origin young people in our region.*

*Last updated October 2025*

## Statement of Purpose

In light of recent policy changes, potential policy changes, and heightened xenophobic rhetoric directed at immigrant communities, it is essential that our schools foster an inclusive environment where all students feel welcome. United States Law requires that all students, no matter their country of birth or immigration status, receive an equal education. In addition, schools will play an important role in sharing information and resources with immigrant-origin students' families.

## Goal

To provide clear and concise information, resources, and ideas for supporting immigrant-origin students, particularly undocumented students and students living in mixed-status families

## For teachers and school leaders looking for...

An **overview of key laws and policies** related to immigrant-origin students that all educators should be familiar with

Real-life examples of **policies and practices** that school districts around the country have implemented

Concrete ideas and **resources for how to support students, school staff, and families**

Information about **local organizations and resources that support immigrants**

**Step-by-step actions schools can take to create or revise policies** to help provide targeted support for immigrant-origin students and ensure that school staff understand and uphold educational laws pertaining to student rights

This guide was originally created by and in consultation with Massachusetts teachers, school and district leaders, researchers, legal experts, and nonprofits working with immigrant-origin young people, including: Jessica Lander, 2023 MA History Teacher of the Year and Author of *Making Americans*; Jessica Chicco, Director of Training & Catherine Ramirez-Mejia, Access & Resource Specialist at MIRA; Adam Strom, Executive Director of Re-Imagining Migration; Alejandra Vázquez Baur Director of the National Newcomer Network; Diana Santiago, Legal Director of Massachusetts Advocates for Children; Vince Rivers, Executive Director of The Immigrant Learning Center; Sheryl Seller. The guide was then adapted, with permission, for the Sacramento Region by the [Sacramento Region Refugee Coalition](#), in partnership and in consultation with Sacramento area school and district leaders, Sacramento County Office of Education, and reviewed by the FUEL Network/California Immigration Project.



# Teacher to Teacher

## A Letter to Educators:

Dear Colleague,

We know that these are challenging times for schools, educators, students, service providers and school communities as a whole. As we have heard from educators across the country, the recent and potential changes to U.S. immigration enforcement policies—have created a wave of fear, uncertainty, and trauma in many of your classrooms. We've heard from many educators about how these proposals impact your ability to focus on your primary role: educating and supporting young people. We've also heard about the toll this is taking on you personally — the feelings of exhaustion, frustration, and fear—not just for your students, but for the communities you serve. Some of you have even been told not to address these issues because they are “too political.” However, **ensuring equal access to education for all students is our duty as educators, and it's also the law.** We want to acknowledge the emotional weight of what you're carrying. It's not easy to show up every day for your students while navigating a climate that feels increasingly hostile and uncertain. **Please know that you are not alone.** There is a rich community of educators, organizations, and communities in the greater Sacramento region and in the country that stand with you, and are working to support the work you do. We hope this document and the resources in it support you as you work to teach and support your immigrant-origin students. We also hope that this guide helps support your schools and districts in creating clear and intentional policies and practices that ensure that all school staff feel knowledgeable, are aligned, and are best equipped to support immigrant-origin students in your community.

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*With permission, this guide draws from and was modeled after the [Massachusetts Emergency Response Guide for Educators of Immigrant-Origin Students](#) created by a coalition of educators, researchers, legal experts, and nonprofits working with immigrant-origin young people, February 2025.*

# Laws and Policies

It is essential to know the Constitutional protections all students have and to have a key understanding of the laws and policies that impact our immigrant students' safety and well-being.

In between updates, laws and policies may change, please also consult the [Litigation Tracker](#).

## Supreme Court Case: Plyler v. Doe

What it is	Role of Educators / Schools
<p>In 1982, the Supreme Court ruled that all students, regardless of immigration status, have the right to access public K-12 schools. Students cannot be denied access to public schools due to immigration status and have a right to equal educational opportunities.</p>	<p><b>All school staff:</b> Understand <i>Plyler v. Doe</i> and the constitutional protections provided students. Not all teachers are familiar with the case—you could hold trainings and/or provide summary material on the case to school staff.</p>

Resources: To learn more about the landmark *Plyler v. Doe* Supreme Court case, see: [MALDEF's history](#), [IDRA Overview](#), [American Immigration Council's Fact Sheet](#), and [Making Americans](#).

## Sensitive Locations Policy (rescinded Jan. 2025)

What it is	Role of Educators / Schools
<p>Previously, this policy limited ICE officers from conducting arrests, interviews, or searches in schools and other sensitive locations, including school bus stops, healthcare facilities, and places of worship. <b>As of Jan. 2025, the Department of Homeland Security's Sensitive Locations Policy has been overturned.</b></p>	<p><b>All school staff:</b> Be aware of current ICE activities in/around schools in your region.</p> <p><b>School leadership:</b> Hold training sessions for all staff about the implications of this policy change. Develop protocols for what to do if ICE arrives at school. Ideas on pg 5-8.</p>

Resources: [Attorney General Bonta Provides Guidance to Students, Educators on Immigration Enforcement on School Campuses](#)

## Court Warrants vs. ICE Warrants

What is the difference?	Role of Educators / Schools
<p><b>Court (Judicial) warrants:</b> Issued by a federal or state judge. School staff must comply – should act in accordance with district policy and applicable law when presented with such a warrant.</p> <p><b>ICE warrants:</b> <b>Not</b> issued by a judge and <b>do not grant an immigration officer any special power to compel school officials</b> to cooperate and/or to hand over FERPA-protected student records or allow access without permission to non-public school areas.</p>	<p><b>All school staff:</b> Ensure all school staff are familiar with the difference between these two warrants.</p>

# Reviewing School Policies and Supporting Staff



It is critical that schools/districts create clear, intentional policies and practices that ensure that all school staff (not just educators) feel knowledgeable, are aligned and able to follow school policies, and are equipped to support immigrant-origin students, and are following the law. Below are key policy idea recommendations and suggestions for how to support school staff.

## Safe Zone Policies

What it is	Role of Educators / Schools
<p>Safe Zone Policies are a way districts can show they care about the well-being and safety of all students, regardless of immigration status. An increasing number of districts across the country are adopting such policies.</p> <p>Safe Zone Policies: (1) affirm a community's commitment to welcoming all students, in particular immigrant students, (2) establish clear guidance on student data collection and prohibit the collecting/sharing of student immigration data, (3) concretely outline procedures for responding to immigration enforcement. These policies don't require additional costs or school staff responsibilities.</p>	<p><b>All educators and school staff:</b> Has your town/city and school district adopted a Safe Zone Policy? If not, you can petition for one to be adopted. See below model language.</p> <p>While Safe Zone Policies aren't a solution on their own, nor do they guarantee safety or security, they can be an important signal toward building trust, honoring legal protections, and offering reassurance during uncertain times.</p>

Resources:

- The National Education Association (NEA) developed [model language and templates](#) to be easily [copied, modified, and adopted](#) by schools, districts, and school committees. The NEA provides concrete steps to take to petition your school committee to adopt this resolution.
- The NEA's [Guidance on Immigration Issues](#) goes into greater detail about the Safe Zones.
- **LOCAL:** A [map of communities](#) that have adopted Safe Zone Resolutions including [Washington Unified](#) in West Sacramento; [Natomas Unified](#); [Sacramento City Unified](#); [Davis Joint Unified](#)

## Data Collection and Student Privacy

What it is	Role of Educators / Schools
<p>There are two types of records schools and districts collect of potentially sensitive information about students:</p> <p>(1) <b>Student Records:</b> The Family Educational Rights and Privacy Act (FERPA) is a federal law that prohibits schools/districts from</p>	<p><b>Review what information is collected in student records.</b> Ensure that schools/districts are not asking for and recording immigration status. Asking for students and families immigration status has been <a href="#">ruled a violation of Plyler</a>.</p>

<p>sharing information from student records without the written permission of families or without a subpoena (Important note: an ICE administrative “Warrant” is <b>not</b> a subpoena under FERPA and <b>does not</b> grant schools authority to release these records).</p> <p>(2) <b>Directory Information:</b> These basic records (Could include: name, address, phone number, etc) can be shared without the consent of families, unless families have actively opted out.</p>	<p><b>Review what information is collected in the directory information and revise to ensure the directory <u>does not</u> list students' place of birth</b> Actively inform families they can opt out of directory information disclosure.</p> <p><b>Review with school/district staff that student data cannot be released</b> without a subpoena and legal advice.</p>
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Resources:

- The National Immigration Law Center created a [factsheet](#) on school data collection in compliance with the Supreme Court case Plyler v. Doe.
- [Attorney General Bonta Provides Guidance to Students, Educators on Immigration Enforcement on School Campuses](#)

### Supporting Teachers and Staff

Why This Matters	Role of Educators / Schools
<p>Rapidly changing policies and heightened xenophobic rhetoric are negatively impacting students, educators, and school staff in communities across the country. Educators are reporting feelings of exhaustion, frustration, and fear. School staff might be worried for their students, as well as for members of their family, friends, and community.</p>	<p>In addition to training school staff on policies and school guidelines (outlined on pages 6-8), it is crucial for <b>school leadership to acknowledge the emotional stress that the political climate and uncertainty might be having on school staff.</b> In addition to reviewing and training staff on policies and procedures which will hopefully help to ease anxiety, school leadership can consider holding space for affinity groups, discussions, and spaces for mental health and wellness checks.</p>

## Ideas from the Field

The potential presence of immigration officers at schools is a new and uncertain situation for many staff. Across the country, districts are establishing protocols and plans to support and protect students. Having a clear, concrete, enumerated protocol helps ensure staff know what to do and that policies are consistent across a school/district. Such protocols assist in ensuring schools are following the law and properly protecting students, while also alleviating some stress for educators who might otherwise inadvertently act inappropriately. Alejandra Vázquez Baur, Co-founder and Director of the [National Newcomer Network](#), [outlines](#) the importance of these protocols.

Source	Details
General	<a href="#">Immigrant Connections</a> created a <a href="#">list of district guidance</a> across the country.
Oakland Unified School District	<a href="#">Sanctuary District ICE Protocol Overview &amp; Recommendations for Families</a>
New York City Public Schools	<p>The <a href="#">NYC Department of Education created a 2-page protocol</a> listing concrete steps school staff should take if ICE or other enforcement agents arrive at school. Key elements of this protocol include:</p> <ul style="list-style-type: none"> <li>• Identifying <b>concrete steps</b> for school principals and non-school principals</li> <li>• Detailing explicitly <b>what information to ask for</b> from enforcement agents</li> <li>• Detailing explicitly who needs to be contacted and in what order</li> <li>• Detailing explicitly <b>what information can and cannot be shared</b></li> </ul> <p>In January 2025 <a href="#">the NYTimes profiled steps the NYC Department of Ed is taking</a>.</p>
Los Angeles Unified School District	<p>In late 2024, the <a href="#">Los Angeles Unified School District</a> reaffirmed its position as a sanctuary district and safe zone for immigrant students and their families. The comprehensive document also includes:</p> <ul style="list-style-type: none"> <li>• <b>Key terms</b> and reasons why ICE may come to a school campus</li> <li>• Different <b>roles and responsibilities administrators have</b> and steps to take</li> <li>• <b>Checklist for school leadership</b> and staff to take if ICE arrives at school.</li> </ul> <p>In <a href="#">December 2024, California's State Superintendent sponsored a bill</a> to keep ICE out of schools, protect student attendance, and support schools during deportation threats. In January 2025, the <a href="#">CA State Attorney General</a> issued <a href="#">a 50- page document on educational rights of immigrant students with guidance and model language</a>.</p>
Michigan: Wayne Research Educational Service Agency	<p>In January 2025, the <a href="#">Wayne Research Educational Service Agency</a> in Michigan <a href="#">released guidance</a> outlining the roles/responsibilities of frontline school staff, faculty, and district leaders to help ensure the protection of students' rights and privacy. The comprehensive document also includes:</p> <ul style="list-style-type: none"> <li>• Definitions of terms and links describing <b>key laws and policies</b></li> <li>• <b>Roles and responsibilities administrators have</b> and the steps they can take</li> <li>• <b>Checklist for school leadership</b>/staff if ICE comes to school, includes a graphic flow chart for what to do when asked to share student records.</li> </ul>

# Crafting a School Plan to Support Students in Times of Increased Immigration Enforcement



Having a clear, step-by-step protocol and set of instructions for school staff in regard to interactions with immigration officers helps alleviate staff anxiety and ensure that schools are consistent and following the laws, particularly those pertaining to protecting student records. Below we have created a set of guiding questions that school leaders could use to help them either a) review existing protocols to ensure they are robust, or b) create clear protocols. We encourage you to print out the following tables to help guide a school leadership conversation.

**Template:** We have created a template for a card to be printed out and shared with all staff alongside the step-by-step protocol created or revised above.

Key Contacts for Staff in the Case of ICE or other Non-Local Law Enforcement Engagement	
<p><b>PRIMARY contact who should be alerted if an immigration officer arrives at your school</b></p> <p>For example, your school principal or your district's legal counsel</p>	<p><b>Name:</b>  <b>Role:</b>  <b>Phone (W):</b>  <b>Phone (C):</b>  <b>Email:</b></p>
<p><b>Contingency plan: SECONDARY contact in case the primary doesn't respond immediately/is unavailable</b></p>	<p><b>Name:</b>  <b>Role:</b>  <b>Phone (W):</b>  <b>Phone (C):</b>  <b>Email:</b></p>
<p><b>Local websites to stay up-to-date on policy and resources</b></p>	

## Reflecting on / creating step-by-step protocol

### Reflecting on current plans in regards to interacting with non-local officers

1. What is your current school plan in place if a non-custodial adult requests information about a student? What if a non-custodial adult arrives at school looking for a student?
2. What is your current school plan in place if a police officer requests information about a student? What if an officer arrives at school looking for a student?
3. What is your current school plan in place if an immigration officer requests information about a student? What if an immigration officer arrives at school looking for a student?
4. In what ways are these three plans the same or different?

**Print out one of the next two pages to discuss with your school leadership team**

**✓ YES, our school has a policy for handling interactions with immigration officers.**

The following steps can help your school leadership team reflect on and possibly strengthen or clarify the policy.

**STEP 1: ASSEMBLE TEAM AND REVIEW**

Locate and have ready to review your school's written policy in regard to interactions with immigration officers. Identify who should be part of reviewing this policy (e.g. principals, district leaders, district legal counsel, teachers, etc.) Identify who is designated to handle law-enforcement requests in your district (often this will be the Superintendent's office).

**STEP 2: REVIEW AND UPDATE SCHOOL/DISTRICT POLICY**

Review your policy and assess whether it has step-by-step instructions for what school staff should do if an immigration officer arrives. These instructions may include but are not limited to:

- Is it clear where the officer should wait?
- Is it clear what identification and documents staff should ask for?
- Is it clear what school /district leadership needs to be informed and how?
- Is it clear what information can and cannot be shared with the officer?
- Is there guiding language for staff to use with the officer?

Consider this example and model from a different state: [New York City Public Schools has created a 2-page step-by-step instructions](#) - are there elements that you want to incorporate into your policy? Finally review these resources [Attorney General Bonta Provides Guidance to Students, Educators on Immigration Enforcement on School Campuses](#) to ensure your school's revised policy follows the AG's recommendations.

**STEP 3: COMMUNITY TRAINING**

Consider how staff are trained on this policy. The following questions are intended to help you brainstorm, where "staff" includes librarians, counselors, aids, cafeteria workers, custodial and security teams, bus drivers, teachers, admin, etc.

- Who do staff go to if they have questions about the policy? Does your school have an appointed person who staff can reach out to?
- When was your school staff last trained on this policy?
- How might recent local and federal developments necessitate retraining? When could that training take place? And who would lead it?
- Do staff have easy and accessible access to the policy? For example, has every staff member been provided a printout to keep at their desk?
- What are the staff guidelines to adhering to the policy?
- How and who helps facilitate potentially challenging conversations if staff express confusion, fear, or resistance to adhering to the school policy?
- How does your district ensure substitute teachers / aids are trained on this school policy?

**➔ NO, our school does not have a policy for handling interactions with immigration officers.**

*The following steps can help your school leadership team craft a clear policy.*

**STEP 1: ASSEMBLE TEAM AND REVIEW**

Locate and have ready to review your school's written policy in regard to interactions and sharing student information with non-custodial adults. Identify who should be part of crafting this policy (e.g. principals, district leaders, district legal counsel, teachers, etc.) Identify who is designated to handle law-enforcement requests in your district (often this will be the Superintendent's office).

**STEP 2: CRAFT SCHOOL/DISTRICT POLICY**

As a leadership team, create clear, easy to follow step-by-step instructions for what school staff should do if an immigration officer arrives. Determine who will create the instructions and take responsibility for staying up to date on local and national policy. Review [Attorney General Bonta Provides Guidance to Students, Educators on Immigration Enforcement on School Campuses](#) highlighting key components that should be incorporated into the schools' policy. These instructions should include but are not limited to:

- Where the officer should wait
- The types of identification and documents that staff should ask for.
- The school /district leadership needs to be informed and how.
- Information that can and cannot be shared with the officer.
- Guiding language for staff to use with the officer.

Determine a plan for reviewing your policy with district leadership and legal counsel.

**Planning resource:** [New York City Public Schools's 2-page step-by-step guide.](#)

**STEP 3: COMMUNITY TRAINING**

Consider how staff are trained on this policy. The following questions are intended to help you brainstorm, where "staff" includes librarians, counselors, aids, cafeteria workers, custodial and security teams, bus drivers, teachers, admin, etc.

- How will you roll out this new policy?
- When are you holding a training on the new policy? And who will lead it?
- Who can staff reach out to if they have questions about the new policy?
- What will be the staff guidelines for adhering to the new policy?
- Do staff have easy and accessible access to the policy? For example, consider providing every staff member with a printout of the policy to keep at their desk.
- How and who will help facilitate potentially challenging conversations if staff express confusion, fear, or resistance to adhering to the new school policy?
- How will your school ensure district substitute teachers and aids are trained on your new school specific policy?

## Supporting Students

Schools play an important role in whether immigrant-origin students feel safe, welcome, and a sense of belonging. Given the current political climate, it is essential for educators to understand the myriad fears and stresses undocumented students and students from mixed-status households carry. Here, we provide ideas for policies and practices schools and educators can implement.

<b>At the School Level</b>	Ideas for schools to implement to help nurture welcoming, inclusive, and safe environments for immigrant-origin students.
<b>Assess and Reflect on School Practices and Policies</b>	<p><b>Review current policies:</b> Gather leadership or groups of school staff to reflect on current practices regarding immigrant-origin students and create welcoming, including, and safe spaces. (1) What is the school currently doing? (2) What do we do well? (3) What could we improve on, (4) What should we stop doing? (5) What more could we do?</p> <p><b>Conduct a <a href="#">Belonging Survey</a></b> to measure students' sense of belonging in school to identify spaces / practices to change or build on.</p> <p><b>Conduct a <a href="#">Culture Audit (Student Version / Adult Version)</a></b> to assess and improve the sense of belonging within a school community by promoting reflection, discussion, and action. (Printable easy-to-use formatting).</p> <p><b>Review and strengthen bullying guidance:</b> Review and strengthen your policy on bullying, present clear expectations and consequences to students, and train staff on restorative practices and different scenarios to ensure a timely and equitable response for all. (See <a href="#">guidance from the Attorney General</a>. <i>Re-imagining Migration</i> also <a href="#">offers concrete ideas</a>.)</p>
<b>Create Communal Spaces to Celebrate and Reflect the School Community</b>	Consider ways in which the common areas—hallways, cafeterias, and the front entrance—can visually affirm and celebrate your school's student body. Even relatively small details like representative posters or culturally inspired art can have a positive impact on all students.
<b>Write Community Letters</b>	<p>Send out a school community newsletter that affirms your school's commitment to welcoming and educating all students with resources for students and families. Encourage your district to create a dedicated page on the district website with organized resources for students' families (See Indianapolis Public Schools for an example of a well-organized <a href="#">website page</a>).</p> <p><b>Local District Statements:</b> <a href="#">SCUSD</a>; <a href="#">SJUSD</a>; <a href="#">TRUSD</a>; <a href="#">WUSD</a>; <a href="#">WJUSD video</a>; <a href="#">EGUSD</a>; <a href="#">FCUSD</a>; <a href="#">RSD</a>; <a href="#">SCOE</a></p>

<b>Classroom Level Ideas</b>	Ideas for teachers to implement to help nurture welcoming, inclusive, and safe classrooms for immigrant-origin students.
<b>Reflect on Teaching and Learning Practices</b>	<p><b>Normalize migration stories through history and literature:</b> Create a classroom library that centers stories of migration, and particularly includes stories of undocumented youth. Many organizations have curated lists, here is one from the <a href="#">MA-based Immigrant Learning Center with books spanning K-12</a>. Californians Together <a href="https://californianstogether.org/">https://californianstogether.org/</a> offers lessons and resources that cover migration and SEL K-12. <a href="#">Here is an example</a>. Incorporate lessons on the history of immigrant education and immigrant policy: <a href="#">Re-imagining Migration shares five historical lessons</a>.</p> <p><b>Incorporate trauma-sensitive / SEL strategies</b></p> <p>Review your classroom policies and the visuals in your classroom with an SEL lens. Ideas could include: creating a calm corner with fidget gadgets to support students who are anxious, angry, or sad; adding prominent visuals that affirm immigrant students' identities on class walls. This set of <a href="#">SEL thinking-routines</a> from Project Zero and Re-Imagining Migration can help.</p>
<b>Supporting Individual Students</b>	Ideas for schools to implement to help nurture welcoming, inclusive, and safe environments for immigrant-origin students.
<b>Connect with Students</b>	<p><b>Provide a listening ear:</b> Recognize your immigrant-origin students might be grappling with increased anxiety and pressure, as a teacher it is important to check in with them personally and communicate that you are there to help support them. Students might seek out your confidence, as much as possible, be there to listen. Recognize too, the role and limits of what support you can offer. Do not share what students share with you, unless it falls under what is required by mandated reporting, and actively encourage students to seek out professionals (ex: mental health professionals, legal counsel, etc).</p> <p><b>Connect students to mental health resources:</b> Gather, actively share, and help connect students to school counselors and social workers.</p> <p><b>Provided resources:</b> Make community resources accessible to students</p>

## Additional Resources

- The MIRA Coalition has created a [3-page guide](#) highlighting best practices and resources for K-12 educators (January 2025).
- The California Newcomer Network (CANN) has [this tip sheet](#) (February 2025).
- The American Psychiatric Association Foundation shares [these resources](#).
- Re-imagining Migration has a [15-minute webinar](#) introducing five steps for building welcoming

/inclusive learning communities in which all young people, particularly immigrant-origin youth feel a sense of belonging. They have developed more than [20 new resources](#).

- [How California Educators Can Support Immigrant Youth and Families](#), OIHS Learning Lab, **California Newcomer Network**. Written collaboratively with input from multiple individuals, this guide provides practical advice for supporting students, relevant rights to be aware of, and a number of embedded resources.
- [Promoting a Safe & Secure Learning Environment for All](#): A guide and model policies to assist California's K-12 schools in responding to immigration issues
- [Educators Supporting Immigrant Students](#), **Teach Plus California**  
A resource bank with links to a number of additional resources for those interested in diving deeper.

## Supporting Immigrant Families

As is the case across the country, many mixed-status families are feeling particularly vulnerable and anxious. Schools can play an important role in helping to share important information and resources. It is also important to never assume the immigration status of any students or families. Here is a curated collection of easily shareable resources.

### Know Your Rights Workshops and Trainings

What it is	Role of Educators / Schools
<p><b>Regardless of immigration status, all people have rights and protections in the U.S.</b></p> <p>A number of nonprofits in the Sacramento region offer in-person and virtual workshops and trainings to help people know their rights, particularly regarding possible interactions with ICE agents (see p.13)</p>	<p>Consider attending or holding a Know Your Rights workshop for your school staff and/or the student body and school community. Consider providing students and families with <a href="#">Know Your Rights cards</a>. (<a href="#">Versions in many languages</a>)</p> <p><b>For educators/school leaders:</b> Familiarize yourself with your rights and obligations in regards to what student data can be shared with who and what are school protocols and legal policies in regards to interactions with ICE (<a href="#">CDE Data Privacy</a>).</p>

#### Online Resources:

- The [ACLU provides a Know Your Rights outline](#), including what to do if: someone is asked about immigration status, stopped by police / ICE, has police / ICE come to their home, someone needs a lawyer, and if someone has been detained or arrested.
- LA County Office of Education - [Know Your Educational Rights](#)
- ACLU of Northern CA - [Know Your Rights resources](#)
- ILRC - [Know Your Rights When Confronted by ICE](#) and [Know Your Rights Toolkit](#)
- San Mateo County - [Know Your Rights resources](#)
- NILC - [Know Your Rights](#)
- The [new KYR iPhone app](#) (available in 16 languages) can read your rights out loud to an ICE or law enforcement agent and send a message to an emergency contact. It also includes other resources.

#### Local Resources:

- NorCal Resist- [Schedule Know Your Rights trainings](#)
- [La Familia Counseling Center](#) offers twice monthly virtual workshops to learn about Family Emergency Preparedness. These workshops will include: Family Emergency Preparedness Assistance, Know Your Legal Rights, Community Resources & Services.
- [FUEL Network partners](#): Can connect with any of the listed partners that are funded for presentations

### Family Preparedness Plans

What it is	Role of Educators / Schools
<p>An immigrant family preparedness plan <b>helps families create a concrete plan in case immigration emergencies arise</b> (e.g. if a parent or guardian is detained or deported). Such a plan might include:</p> <ul style="list-style-type: none"> <li>• Who will take care of children,</li> <li>• How and what important documents to gather, copy, and share</li> <li>• Know Your Rights information</li> </ul>	<p><b>For educators:</b> Familiarize yourself with these plans to better understand what mixed status families might be discussing with their children and the resulting pressures and anxieties that children in your class might be carrying. Do not make assumptions about students and families legal status and remember that it is not your role to provide legal advice, but you can provide resources to legal advice if asked.</p> <p><b>For school leadership:</b> Consider making the above information accessible to the school community. <b>Encourage all families to add a relative or close family friend to be added as an authorized adult on a student’s school record</b> who has permission to pick a child up from school.</p>

Resources:

- [ReadyNow! App](#): Human Rights First’s Innovation Lab announced the launch of **ReadyNow!**, a free and secure mobile app designed to help immigrants prepare for possible detention and act quickly in moments of crisis.
- [Immigrant Legal Resource Center](#): Includes a Step-by-Step guide for creating a preparedness plan and [a family-facing how-to document](#) with templates to fill in.
- [FUEL Network partners](#): Can connect with any of the listed partners that are funded for FEPA
  - [La Familia Counseling Center](#) offers twice monthly virtual workshops to learn about Family Emergency Preparedness. These workshops will include: Family Emergency Preparedness Assistance (FEPA), Know Your Legal Rights, Community Resources & Services.
  - Afripeace also offers FEPA, [contact](#) for more info.
  - Templates provided by [FUEL Network here](#)
- [Mass Legal Help: Planning for a Family Emergency](#): Includes a clear 7-minute summary video that is family and student facing, and concrete steps families can take. They also provide written guides for families in: [English](#), [Español](#), [Haitian Creole](#), and [Português](#).

### Red Cards

What it is	Role of Educators / Schools
<p><b>All people living in the United States, no matter their immigration status, have certain rights and protection under the US Constitution.</b></p> <p>“Know Your Rights Red Cards”/ “Red Cards” are wallet sized cards that help people assert their rights in situations including when an ICE agent goes to their home.</p>	<p><b>For educators:</b> Encourage your district to print, share, and distribute these cards to all students and families in the languages spoken by the community.</p>

Resources:

- [Immigrant Legal Resource Center](#) has created an overview of the Red Cards and translated printable PDFs in [Arabic](#), [Chinese](#), [English](#), [Farsi](#), [French](#), [Haitian Creole](#), [Hmong](#), [Korean](#), [Pashto](#), [Punjabi](#), [Russian](#), [Spanish](#), [Tagalog](#), [Tigrinya](#), [Ukrainian](#), and [Vietnamese](#). MIRA has also created ones in [Portuguese](#).



## Sacramento, California & National Organizations Supporting

### Immigrants

There are many great organizations and resources support immigrants. We have curated a list that might be particularly helpful, including descriptions of resources and support they offer.

### Advocacy and Support Services

<a href="#">RISE Hub</a>	Dedicated to empowering immigrant communities by providing connection to vital support and resources; Rapid Response, Legal Assistance & Community Education.
<a href="#">NorCal Resist</a>	Fights injustice through making a positive impact in our communities; hosts educational events and trainings, organizes actions, and maintains a variety of resources and programs that provide support to those in need.
<a href="#">Dreamer Resource Center</a>	DRC at Sacramento State provides guidance, assistance, resources and knowledge to those looking to support and learn more about the culture, heritage, and life of our immigrant and undocumented students and community members.
<a href="#">CHIRLA</a>	CHIRLA organizes immigrants and their families to fight harmful policies and demand equity and justice from our government. Tons of resources and more information available on their website.
<a href="#">CAIR</a>	Legal services, civil rights support, advocacy, community education and engagement.
<a href="#">Acacia Center for Justice</a>	The Acacia Center for Justice builds, strengthens, and expands immigrant legal defense programs for adults and children across the country. Legal guide resource directory linked <a href="#">here</a> .
<a href="#">Immigrant Legal Resource Center</a>	Provides immigration legal trainings, technical assistance, and educational materials, and engages in advocacy and immigrant civic engagement. <a href="#">Upcoming trainings/webinars linked here</a> .
<a href="#">Freedom For Immigrants</a>	Resources for organizers working to abolish detention
<a href="#">Immigrants Rising</a>	Transforming lives through education - resources and information for undocumented students

### Legal Services

As families make family preparedness plans it will be helpful to have a list of local legal services. The below services can be shared with your school community.

<a href="#">FUEL Network</a>	List of <a href="#">FUEL Network funded agencies</a> and the services they provide. Links to additional resources and templates <a href="#">here</a> .
<b>UOP McGeorge School of Law</b> <a href="#">Legal Clinics</a>	Our <a href="#">legal clinics</a> are available to community members who are facing legal challenges in the areas of Bankruptcy, Elder & Health Law, and Immigration who unable to afford representation from private attorneys. To qualify for legal services, you must have a low to modest income and live in Sacramento County. Fill out an <a href="#">inquiry form</a> .
<a href="#">CRLAF</a>	Provides free legal assistance addressing immigration and labor issues across rural California; delivers pro bono removal defense representation in San Francisco and Sacramento immigration courts including rapid-response services; community education, training and outreach on immigration matters.
<a href="#">California Immigration Project</a>	CIP offers immigration legal consultations, legal representation in applications before USCIS, removal defense representation in immigration court, and community education & capacity building. CIP is the fiscal lead agency for the Sacramento FUEL Network.
<a href="#">CAIR Sacramento Valley</a>	Immigrants' Rights legal team offers high-quality, low-cost or pro bono services to individuals otherwise unable to obtain legal assistance; asylum, legal permanent residency, citizenship, family reunification, victims of human trafficking, serious crimes, and domestic violence. Complete <a href="#">the form</a> or call the CAIR Sacramento Valley/Central California office at 916.441.6269.
<a href="#">Legal Services Providers' Information, California Department of Social Services</a>	The California Department of Social Services funds qualified community-based organizations to provide free legal services and community education to immigrants who live in California. Legal services include access to information and application assistance for Deferred Action for Childhood Arrivals (DACA), Naturalization, Affirmative Immigration Remedies (AIR), Removal Defense (RD), and services for Immigrant Youth (IY)

## Immigrant Education

These organizations work to support schools and teachers in fostering belonging for immigrant-origin students and their peers in schools.

<a href="#">CABE - CA Association for Bilingual Education</a>	CABE stands united with the students, families, educators, and community members of California and our nation to support the richly diverse cultural, linguistic, faith-based, and experiential backgrounds we all represent. We support our schools and school districts as they stand to protect the rights of their students, provide safe environments, and affirm that all students and families are respected and valued.
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	CABE's Immigrant Rights Resource Hub includes links to resources from various public, private, non-profit, and governmental organizations that have been curated to inform and support students, families, educators, schools, districts, and communities regarding the rights of immigrants
<a href="#">Re-Imagining Migration</a>	Provides professional learning, resources, and guidance for schools designing inclusive practices. Helps schools to develop curricula that reflect/ honor students' identities, promote perspective-taking, and build capacity to support immigrant-origin students and families, their peers, and school communities.
<a href="#">Immigrant Learning Center</a>	Provides free English language classes and education, as well as research, about immigration and immigrants in order to help give immigrants a voice.
<a href="#">Stories Inspiring Movements (SIM)</a>	Works with immigrant youth, particularly undocumented youth, to build spaces for building power, community, and leadership development. They offer: workshops on topics like college access, Know Your Rights, etc, monthly membership gatherings, 1-1 meetings, school presentations.

## Newcomers and Refugee Resettlement

These are some (not all of) the organizations work to support refugees as they resettle into Sacramento communities and more generally provide a range of social services and classes for newcomers including: housing, career, and English language classes.

<a href="#">Opening Doors, Inc</a>	Various programs to support refugees and immigrants; offers Reception & Placement support for refugee/SIV newcomers - <a href="mailto:info@openingdoorsinc.org">info@openingdoorsinc.org</a>
<a href="#">World Relief</a>	Various programs to support refugees and immigrants; offers Reception & Placement support for refugee/SIV newcomers - <a href="mailto:SacSupport@wr.org">SacSupport@wr.org</a>
<a href="#">IRC</a>	Various programs to support refugees and immigrants; offers Reception & Placement support for refugee/SIV newcomers - 916-482-0120
<a href="#">Lao Family Community Development</a>	Various programs to support refugees and immigrants, various locations in Sacramento
<a href="#">Compilation of ESL Resources</a>	In-person; online; SETA VESL providers. Linked <a href="#">here</a> .
<a href="#">Capital Adult Education Regional Consortium (CAERC) - Capital Adult Education</a>	Provides information and links to local service providers for ESL, career workforce, high school diploma/GED, and basic adult education.
<a href="#">Sacramento Employment Training Agency. Refugee Support Services</a>	English Language Instruction; Employment Services, Job Placement, and Job retention Assistance; Housing, Utilities, and technology Assistance; Social Adjustment and Cultural Orientation – For Older

	<p>Refugees.</p> <p>Sacramento County residents who have been in the United States for less than five years; are 16 years of age or older; not enrolled full-time in primary or secondary school and are: Refugees/Asylees; Special Immigrant Visa holders (SIVs); Cuban/Haitian Entrants; Certified Victims of Human Trafficking; Amerasians</p>
<p><a href="#">Sacramento Region Refugee Coalition</a></p>	<p>The SRRC unites a network of providers, local officials, school districts, community members, and others to enhance services and integration for refugee newcomers in Sacramento County and surrounding areas. The coalition fosters capacity building and collaboration through regular meetings, information sharing, advocacy, and collective problem-solving to ensure the unique needs of refugee newcomers to the Sacramento region are met. Created online <a href="#">Information Exchange</a> and local <a href="#">Service Provider Directory</a>.</p>

## Additional Resources

Compiled guides with information and links to additional resources.

<p><a href="#">Monthly Immigration Updates, Immigrant Legal Defense</a></p>	<p>Every month, lawyers will recap the latest developments in immigration law, policy changes, and important news. This session will keep you informed and empowered with accurate, up-to-date information to navigate the evolving immigration landscape.</p>
<p><a href="#">CA Immigrant Guide</a></p>	<p>This guide features services that help immigrants thrive and succeed in their paths towards integration; English language learning, workforce skill development, naturalization preparation or legal assistance, can find information on available services throughout the state.</p>
<p><a href="#">Immigration &amp; CA Families</a></p>	<p>Resources and information from the State for immigrant families</p>
<p><a href="#">CA Dept of Justice Immigration Enforcement Actions, Guide for Students &amp; Families</a></p>	<p>Guide for "Know Your Educational Rights" from CA Dept of Justice, Office of the Attorney General</p>
<p><a href="#">All In Safe Schools</a></p>	<p>Safe Schools for Immigrant Students, two-page guide in English and Spanish</p>
<p><a href="#">The National Newcomer Network's Guide (4 pages)</a> Created Jan 2024</p>	<p>Family-facing, School-facing, District-Facing resources as well as Education Development and Community Organizing Resources, with a focus on supporting immigrant-origin students.</p>
<p><a href="#">Immigrant and Refugee Children: A Guide for Educators and School Support Staff</a></p>	<p>Compiled by: United We Dream's Educational Empowerment Program, The National Immigration Law Center, First Focus, The AFT</p>

<b>Module: <a href="#">Supporting Undocumented/Mixed-Status Students and Families</a></b>	Created in 2022 by Convivir Colorado
<b><a href="#">The Department of Education's "Dear Colleague" Letter</a></b>	<p>"Resources for Ensuring Equal Access to Education for Immigrant Students" (January 2025) written by Miguel A. Cardona, Ed.D, U.S. Secretary of Education (archived). Resources linked in the document (downloaded in case deleted from government websites):</p> <ul style="list-style-type: none"> <li>• <a href="#">Protecting Access to Education for Migratory Students</a></li> <li>• <a href="#">Protecting Access to Education for Unaccompanied Children</a></li> <li>• <a href="#">Confronting Discrimination Based on National Origin or Immigration Status</a></li> <li>• <a href="#">Information on the Rights of All Children</a></li> </ul>
<b><a href="#">National Immigration Law Center</a></b>	<p><a href="#">Advocacy</a> organization that works to build an inclusive future for low-income immigrants through impact <a href="#">litigation</a>, policy advocacy, movement-building, and narrative and culture change.</p>
<b><a href="#">USA Hello Immigration Guide</a></b>	<p>This guide is here to help you stay informed and safe as immigration policies change under the new Trump administration. Find regularly updated information. Learn about programs ending and how to apply for available benefits. Know your rights and how to get help.</p>