

State:
Massachusetts



Emergency Response Guide for Educators of Immigrant-origin Students

Created by and in consultation with Massachusetts teachers, school and district leaders, researchers, legal experts, and nonprofits working with immigrant-origin young people

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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 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 Massachusetts Immigrant & Refugee Advocacy Coalition; 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.



Teacher to Teacher

A Letter to Massachusetts Educators

Dear Colleague,

We know that these are challenging times for schools, educators, students, and school communities as a whole. As we have heard from educators in Massachusetts and elsewhere in 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 here in the Commonwealth 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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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.

Supreme Court Case: Plyler v. Doe

What it is	Role of Educators / Schools
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.	All school staff: 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.

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
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. As of Jan. 2025, the Department of Homeland Security's Sensitive Locations Policy has been overturned.	All school staff: Be aware of current ICE activities in/around schools in your region. School leadership: 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.

Resources: The Massachusetts Attorney General's office [provides guidance for schools](#) on what to do if there is ICE-related activity at your schools.

Court Warrants vs. ICE Warrants

What is the difference?	Role of Educators / Schools
Court (Judicial) warrants: 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. ICE warrants: Not issued by a judge and do not grant an immigration officer any special power to compel school officials to cooperate and/or to hand over FERPA-protected student records or allow access without permission to non-public school areas.	All school staff: Ensure all school staff are familiar with the difference between these two warrants.

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 MA and 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>All educators and school staff: 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.
- A [map of communities](#) that have adopted Safe Zone Resolutions, including a number in Massachusetts.

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) Student Records: The Family Educational Rights and Privacy Act (FERPA) is a federal law that prohibits schools/districts from sharing information from student records</p>	<p>Review what information is collected in student records. Ensure that schools/districts are not asking for and recording immigration status. Asking for students and families immigration status has been ruled a violation of Plyler.</p>

<p>without the written permission of families or without a subpoena (Important note: an ICE administrative “Warrant” is not a subpoena under FERPA and does not grant schools authority to release these records).</p> <p>(2) Directory Information: 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>Review what information is collected in the directory information and revise to ensure the directory <u>does not</u> list students' place of birth (this change is specifically suggested by the MA Attorney General guidance published Jan 2025). Actively inform families they can opt out of directory information disclosure.</p> <p>Review with school/district staff that student data cannot be released without a subpoena and legal advice.</p>
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Resources:

- The Massachusetts Attorney General [published guidance in Jan 2025](#) reviewing key laws and policies, and, specifically, policies around student data protection.
- The National Immigration Law Center created a [factsheet](#) on school data collection in compliance with the Supreme Court case *Plyler v. Doe*.

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 school leadership to acknowledge the emotional stress that the political climate and uncertainty might be having on school staff. 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	Immigrant Connections created a list of district guidance across the country.
New York City Public Schools	<p>The NYC Department of Education created a 2-page protocol 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"> Identifying concrete steps for school principals and non-school principals Detailing explicitly what information to ask for from enforcement agents Detailing explicitly who needs to be contacted and in what order Detailing explicitly what information can and cannot be shared <p>In January 2025 the NYTimes profiled steps the NYC Department of Ed is taking.</p>
Los Angeles Unified School District	<p>In late 2024, the Los Angeles Unified School District 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"> Key terms and reasons why ICE may come to a school campus Different roles and responsibilities administrators have and steps to take Checklist for school leadership and staff to take if ICE arrives at school. <p>In December 2024, California's State Superintendent sponsored a bill to keep ICE out of schools, protect student attendance, and fund during deportation threats. In January 2025, the CA State Attorney General issued a 50- page document on educational rights of immigrant students with guidance and model language.</p>
Michigan: Wayne Research Educational Service Agency	<p>In January 2025, the Wayne Research Educational Service Agency in Michigan released guidance 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"> Definitions of terms and links describing key laws and policies Roles and responsibilities administrators have and the steps they can take Checklist for school leadership/staff if ICE comes to school, includes a graphic flow chart for what to do when asked to share student records.

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	
PRIMARY contact who should be alerted if an immigration officer arrives at your school For example, your school principal or your district's legal counsel	Name: Role: Phone (W): Phone (C): Email:
Contingency plan: SECONDARY contact in case the primary doesn't respond immediately/is unavailable	Name: Role: Phone (W): Phone (C): Email:
Local websites to stay up-to-date on policy and resources	

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.**

Reflection Questions: *The following questions 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 the [Massachusetts Attorney General's Guidance regarding K-12 Schools' Obligations to Protect Students and their Information](#) and [1-page summary overview](#) (published Jan 2025) 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.

Reflection Questions: *The following questions 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 the [MA Attorney General's Guidance regarding K-12 Schools' Obligations to Protect Students and their Information](#) and [1-page summary](#) (published Jan 2025) highlighting key components that should be incorporated into the schools' policy. These instructions should include but are not limited to:

- Where should the officer 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.

At the School Level	Ideas for schools to implement to help nurture welcoming, inclusive, and safe environments for immigrant-origin students.
Assess and Reflect on School Practices and Policies	<p>Review current policies: 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>Conduct a <u>Belonging Survey</u> to measure students' sense of belonging in school to identify spaces / practices to change or build on.</p> <p>Conduct a Culture Audit (Student Version / Adult Version) 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>Review and strengthen bullying guidance: 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. (The MA AG and DESE have outlined guidance, Re-imagining Migration offers concrete ideas.)</p>
Create Communal Spaces to Celebrate and Reflect the School Community	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.
Write Community Letters	Send out a school community newsletter that affirms your school's commitment to welcoming and educating all students with resources for students and families. Many school districts in MA have already done this. 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 website page).

Classroom Level Ideas	Ideas for teachers to implement to help nurture welcoming, inclusive, and safe classrooms for immigrant-origin students.
Reflect on Teaching and Learning Practices	<p>Normalize migration stories through history and literature: 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 MA-based Immigrant Learning Center with books spanning K-12. Incorporate lessons on the history of immigrant education and immigrant policy. Re-imagining Migration shares five historical lessons.</p> <p>Incorporate trauma-sensitive / SEL strategies 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 SEL thinking-routines from Project Zero and Re-Imagining Migration can help.</p>
Supporting Individual Students	Ideas for schools to implement to help nurture welcoming, inclusive, and safe environments for immigrant-origin students.
Connect with Students	<p>Provide a listening ear: 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>Connect students to mental health resources: Gather, actively share, and help connect students to school counselors and social workers.</p> <p>Provided resources: 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).
- 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](#).

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>Regardless of immigration status, all people have rights and protections in the U.S.</p> <p>A number of nonprofits in Massachusetts offer in-person and virtual workshops and trainings to help people know their rights, particularly regarding possible interactions with ICE agents.</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 Know Your Rights cards. (Versions in many languages)</p> <p>For educators/school leaders: 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 (MA DESE outlines some of this information).</p>

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.
- The [MIRA Coalition provides Know Your Rights](#) trainings and resources, you can [request a Workshop/Training](#). They also provide: (1) [A one-page guide](#) with information for students / families to know what to do under different immigration-related encounters; (2) Recorded Presentations in [English](#), [Kreyòl Ayisyen](#), [Español](#), [Português](#).
- 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.

Family Preparedness Plans

What it is	Role of Educators / Schools
<p>An immigrant family preparedness plan helps families create a concrete plan in case immigration emergencies arise (e.g. if a parent or guardian is detained or deported). Such a plan might include:</p> <ul style="list-style-type: none"> • Who will take care of children, • How and what important documents to gather, copy, and share 	<p>For educators: 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.</p> <p>Do not make assumptions about students and families legal status and remember that it is</p>

<ul style="list-style-type: none"> Know Your Rights information 	<p>not your role to provide legal advice, but you can provide resources to legal advice if asked.</p> <p>For school leadership: Consider making the above information accessible to the school community. Encourage all families to add a relative or close family friend to be added as an authorized adult on a student's school record who has permission to pick a child up from school.</p>
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Resources:

- [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](#).
- [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.
- Boston Medical Center has created a Family Preparedness Plan that families can fill out - with both [English](#) and [Spanish](#) versions.

Red Cards


What it is	Role of Educators / Schools
<p>All people living in the United States, no matter their immigration status, have certain rights and protection under the US Constitution.</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>For educators: 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](#).

Given recent action this spring the MA Attorney General's office has put out [new guidance and resources](#) for immigrant families and supporters.

Massachusetts Organizations Supporting Immigrants

 Great organizations and resources in Massachusetts support immigrants. We have curated a list that might be particularly helpful, including descriptions of resources and support they offer.

Advocacy and Support Services

<u>Office for Refugees and Immigrants</u>	MA governmental office providing resources and connections to organizations supporting immigrants in areas including: <u>education, youth, and health</u> , <u>employment</u> , <u>financial literacy</u> , and <u>citizenship</u> .
<u>MIRA Coalition</u>	Offers information, strategies, workshops, and trainings to support immigrants and immigrant-supporting organizations. They also have <u>an immigration helpline</u> .
<u>Immigrant Legal Resource Center</u>	Provides immigration legal trainings, technical assistance, and educational materials, and engages in advocacy and immigrant civic engagement.
<u>Massachusetts Advocates for Children</u>	Works to ensure that every child has equitable access to education. Offers: free multilingual <u>helpline</u> ; direct legal advocacy; know your rights workshops for families, providers, and educators. Partners with community leaders to engage in systems advocacy at the school district and state level.
<u>ACLU of Massachusetts</u>	Provides <u>online Know Your Rights materials</u> and in-person trainings. Request training by emailing <u>immigration@aclum.org</u> , legal resources line: (617) 482-3170, through a <u>form</u> , or by emailing <u>legalresources@aclum.org</u> .

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.

<u>Legal Services Directory in MA</u>	A listing of available legal services for a range of topics including <u>immigration</u> .
<u>Directory of Pro-bono Legal Services</u>	For immigration courts in Massachusetts
<u>City of Boston's Immigration Clinic</u>	Offers free 15-minute immigration clinics for Boston residents.
<u>Lawyers for Civil Rights</u>	A Boston-based organization offering <u>a hotline staffed by attorneys</u> offering free legal advice for immigrants facing threats related to immigration enforcement.
<u>PAIR Project</u>	Provides free immigration services to asylum seekers and detained immigrants

Immigrant Education

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

Re-Imagining Migration	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.
Immigrant Learning Center	Provides free English language classes and education, as well as research, about immigration and immigrants in order to help give immigrants a voice.
Stories Inspiring Movements (SIM)	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 MA communities and more generally provide a range of social services and classes for newcomers including: housing, career, and English language classes.

The International Institute of New England (IINE)	Primarily serves immigrants in Eastern MA.
The Refugee & Immigrant Assistance Center (RIAC)	Supports immigrant communities in Boston, Lynn, and Worcester
New American Association of Massachusetts	Located in Lynn with a satellite office in Lowell
Catholic Charities Boston	Support and guidance for immigrants and refugees across Eastern Massachusetts, including resettlement, interpreter, and legal services.
JVS Boston	Provides refugee and immigrant employment programs and related services with a focus on Boston-based employment.

Additional Resources

Compiled guides with information and links to additional resources.

The National Newcomer Network's Guide (4 pages) Created Jan 2024	Family-facing, School-facing, District-Facing resources as well as Education Development and Community Organizing Resources, with a focus on supporting immigrant-origin students.
Immigrant and Refugee	Compiled by: United We Dream's Educational Empowerment

Children: A Guide for Educators and School Support Staff	Program, The National Immigration Law Center, First Focus, The AFT
Module: Supporting Undocumented/Mixed-Status Students and Families	Created in 2022 by Convivir Colorado
The Department of Education's "Dear Colleague" Letter	<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 incase deleted from government websites):</p> <ul style="list-style-type: none"> • Protecting Access to Education for Migratory Students • Protecting Access to Education for Unaccompanied Children • Confronting Discrimination Based on National Origin or Immigration Status • Information on the Rights of All Children
National Immigration Law Center	Advocacy organization that works to build an inclusive future for low-income immigrants through impact litigation , policy advocacy, movement-building, and narrative and culture change.