



Know Your Rights and Best Practices K-12 Schools & Educators

Massachusetts Immigrant and Refugee Advocacy Coalition

2026

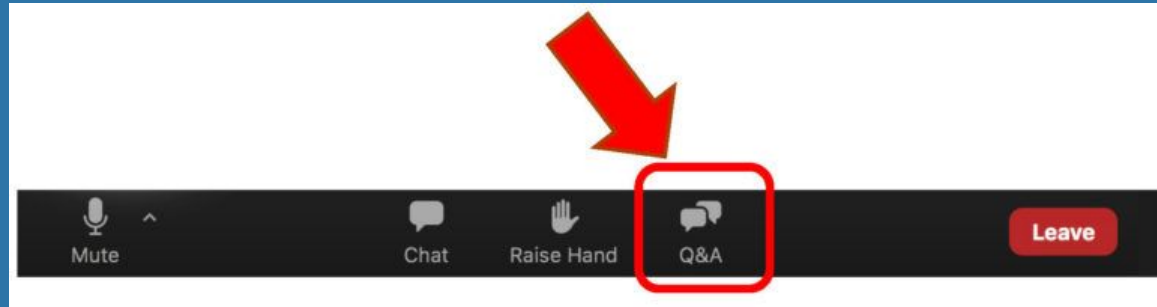
Webinar



Today's presentation is in Webinar format.
Recording and slides will be emailed to you.

You cannot turn your video or audio on.

Please ask any questions you have in the Q&A function.



About MIRA:



Programs:

- Both federal and state advocacy
- Organizing and civic engagement
- Training & capacity building
- Citizenship application assistance
- Immigration helpline
- MA Access to Counsel Initiative

Our vision is a Commonwealth – and a nation – where *all* can thrive, no matter where they came from or how they got here, and *all* can fully participate in their community's social, economic, and civic life.



Agenda



- Know the Law
- Understanding Immigrant Families
- Supporting Immigrant Students
- The Protect Act
- Developing Internal Protocols
- Know Your Rights: Quick Overview of Immigration Enforcement
- Know Your Rights: Interaction with Immigration Enforcement
- Know Your Rights: Family Preparedness
- Where to Get Legal Help
- Tuition Equity



Know the Law

Right to Public Education (K-12)



- In 1982, *Plyler v. Doe*, the Supreme Court decided that states cannot deny children access to a public elementary and secondary education based on their immigration status.

All children can attend school **regardless of** their own or their parents' actual or perceived **national origin, citizenship, or immigration status**.

- A school district **can not prevent** a child from enrolling in or attending school if the parent or guardian chooses not to provide the child's **social security number**.



Source: Massachusetts Advocates for Children

Right to Language Support



- **Language support** for students learning English
- **Qualified interpreters** during school meetings, parent teacher conferences, and that documents translated into their preferred language.
- Right to enroll child in school even without all required paperwork, if living in a shelter or doubled up with another family.
- An evaluation if:
 - Child has learning challenges; or
 - Concerned about your child's social and/or emotional skills compared with children their age



Source: Massachusetts Advocates for Children



Understanding Immigrant Families

Immigrant Family Experiences



Studies show that while immigrating to the United States, 75% of children experience separation from a caregiver.

Immigrant families may have already been separated from their family members, or they may be fearful of family separation.

Some family members may have complicated immigration statuses with no pathway to citizenship.

Immigrants are trying to keep up to date on changing policies and laws of immigration.

Unfortunately, they are also seeing the xenophobic reactions and policies on televisions and the news.

(Source: [Psychiatric Times](#))



Family Decisions



During this time, families may be making the decisions to:

- Move-in or move closer to family
- Relocate to another state or country
- Change jobs that feel more secure



Shifts in family dynamics



With family separation or fears of leaving the house, older children may be stepping up to fulfill family responsibilities including:

- Providing childcare
- Driving family to appointments
- Earning money for the family

Expectations vary by ethnicity and gender—and especially by race, financial status, and familial immigration status.



Strength-Based Lens



A shift in perspective of immigrant families to recognize their:

- Strength
- Perseverance
- Adaptability
- Bravery to relocate for safety or to find better opportunities





Meet Families Where They Are

Meet Immigrant Families Where They Are



Some immigrant children and adults may currently be fearful of leaving their homes due to fears of family separation.

Keep families connected and involved with the school:

- Check in virtually, via phone/text or WhatsApp and provide home visits if needed
- Engage them in distance learning
- Ask the school administration to support students at home
- Allow for make up work and make up days on Saturdays or summer school.



Fears of attending school



Parents may be fearful of sending their children to school.

Help families find alternative transportation options for their children:

- School bus
- Carpool
- Walking school bus

Connect families to volunteers or immigrant allies to help them enter and exit school.



Back to School



Although the school year has already started, it's important to continue to welcome back students throughout the school year.

Remove the stigma of absences for these students and families so they can return to school with confidence.





Supporting Immigrant Students in the Classroom

Supporting Students in the Classroom



Pay attention to student emotions and behavior changes:

- Mood swings, sadness, overwhelm or anxiety
- Withdrawal or isolation
- Changes to personal hygiene, health, or sleeping patterns

Manage expectations of your students and if you can, **provide extra time** on assignments and extra breaks.

Engage the entire classroom with deep breathing and grounding exercises (e.g. coloring, nature walks, relaxing music, warm drinks, positive quotes).



Understanding Immigrant Student Stress



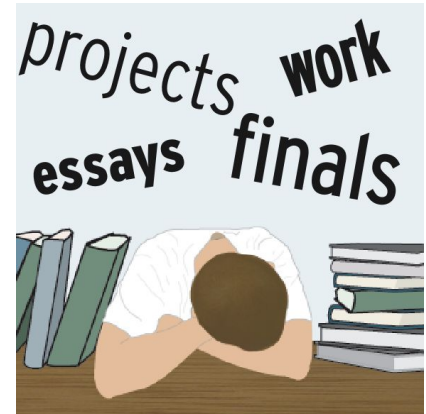
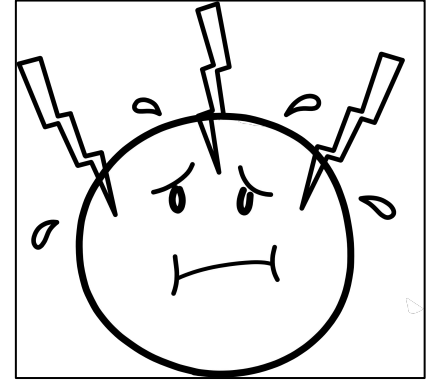
Potential immigrant student stressors:

Bullying, academic stress, family expectations (e.g. child care or caregiving), family financial concerns, stressors related to their identities (faith background, race, country of origin, gender, sexuality, etc.), and/or existing family separation or fears of family separation.

Mental health professionals will be able address the specific stressors the student has.

Be careful not to project your own stresses and anxiety about immigration on to children and youth.

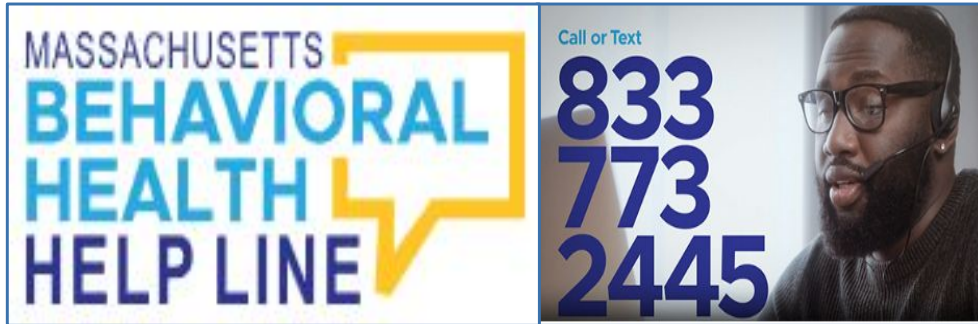
(Sources: [Psychiatric Times](#), [ThinkGlobalHealth](#))



Mental Health Resources



- Whenever possible, connect immigrants to mental health professionals and mental health resources.
- Connect the student to a school psychologist or counselor, if available.



[Massachusetts
League of
Community
Health Centers](#)



[Community
Behavioral
Health Centers](#)



Talking to Children

- Pay attention to signs of stress or behavioral changes.
- If children speak to you about their concerns, validate their experiences.
 - Share with them a time you felt confused or curious.
- Based on age level, you may feel comfortable to share with them definitions to certain immigration related terms that they ask you about.
- Speak to the parents and offer resources. Share with them KYR and Family Preparedness resources.



A screenshot of the website for The Immigrant Learning Center. The header includes the organization's name, a logo of the Statue of Liberty, and social media icons. A navigation bar lists links like Home, About Us, English Classes, About Immigrants, For Teachers, News & Events, and Support Us. Below the navigation bar, there is a breadcrumb trail: Home » For Teachers » Resource Hub » Immigrant Stories. The main heading is "Immigrant and Immigration Stories". A paragraph explains that stories have the power to promote understanding and empowerment. Below this, there is a search bar with the text "Search immigrant stories." and a search input field. To the right of the search input are three dropdown menus labeled "All Types", "All Levels", and "All Subjects". At the bottom right of the search section are "Submit" and "Reset" buttons.

Share Stories of Strength and Power



- Start conversations about immigration by connecting with the entire class. Share stories of resilient [immigrants in literature, media, or in the community](#) found on the Immigrant Learning Center website.



Image from [NEA EdJustice](#)

The Immigrant Learning Center

Home About Us English Classes About Immigrants For Teachers News & Events Support Us

Home » For Teachers » Resource Hub » Immigrant Stories

Immigrant and Immigration Stories

Stories have the power to promote both understanding by being a window into others' lives and empowerment by mirroring our own experiences. Watch videos and read written accounts by immigrants past and present, learn strategies for eliciting stories from your students, and share your story with others.

Search immigrant stories.

Search ... All Types All Levels All Subjects Submit Reset

Book recommendations and lesson plans based on grade levels.

Encourage Youth to Speak to their Parents



- Encourage youth who are concerned, to speak to their parents by asking questions like:
 - *Who is our emergency contact?*
 - *Do we have an emergency plan?*
 - *Do we have a plan to reunite?*
- Its okay to be honest and explain that times are difficult right now and adults might not have all the answers.



- 7-Minute Animated KYR Video in [English](#) and [Spanish](#)

Be a safe and confidential person

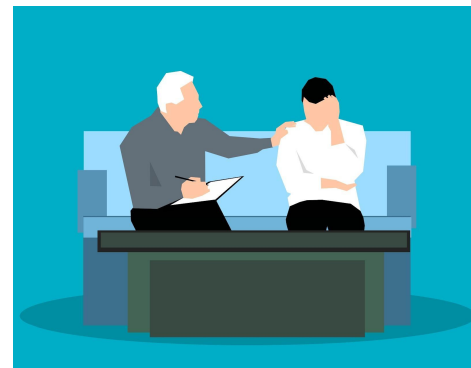


Maybe you are already a mentor to a young person in your professional role and that youth has already spoken with you about their concerns.

- Introduce youth to tools on being adaptable, [dealing with uncertainty](#), and [being resilient](#).

Some examples

- Limiting exposure to news
 - Focusing only on what they can control
 - Maintaining a routine
 - Journal
- Encourage youth to pursue their goals and dreams while also creating backup plans in case life changes.

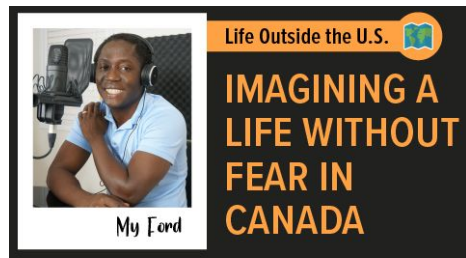
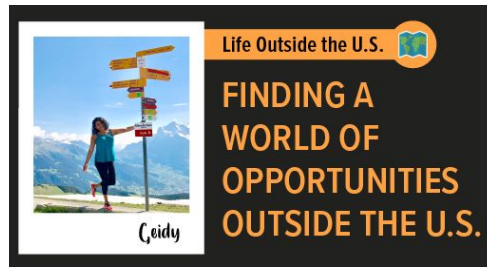


Stories of Inspiration



In 2017, Wildin Acosta walked across the graduation stage—but he almost didn't make it. Read about his incredible journey and the team of student journalists and teachers who helped make it happen.

Link to Article: [Walking Undocumented: The Story of Wildin Acosta](#)



Video blogs (vlogs) of adults who were forced to leave the U.S. and are coming forward to share their stories of what their lives look like in other countries.

Videos: [Immigrants Rising: Life Outside of the US](#)



The Protect Act



Sensitive Locations: A Brief History

- For decades, the Department of Homeland Security (DHS) maintained standing guidance requiring Immigration and Customs Enforcement (ICE) to refrain from immigration enforcement actions in certain areas (previously known as “Sensitive Locations”).
- Locations referred to as a “protected areas” included places where people access to essential services such as: schools, medical or mental healthcare facilities, places of worship
- The Trump Administration rescinded the 2021 *Guidelines for Enforcement Actions in or Near Protected Areas* on January 20, 2025.
- Certain states have enacted laws and policies that limit civil immigration arrests in sensitive locations.

The PROTECT Act: Schools, Health Care Facilities, and Protections for Victims of Crimes

Governor Maura Healey
signed the PROTECT Act
into law on August 5, 2026



Sensitive Locations Protections (Sec. 3-5)



- Prohibits civil immigration arrests without a judicial warrant at:
 - schools
 - licensed child care centers
 - nonpublic areas of healthcare and group care facilities

- Requires adoption of policies and training on responding to civil immigration enforcement

- Requires model policy development by relevant administrative agencies.



Schools: K-12

NO CIVIL ARRESTS ON SCHOOL GROUNDS WITHOUT A JUDICIAL WARRANT OR ORDER, except as required by state or federal law or to administer a state or federally supported or funded program.

- “Grounds” means any school- or district-owned or controlled building or property near the school that supports the school’s educational or athletic purposes.
- This provision does not apply to colleges or universities. However, an existing executive order prohibits federal immigration officers from making civil arrests without a judicial warrant or order in nonpublic areas of state facilities.
- If a civil arrest violation occurs, an aggrieved person may seek habeas corpus relief (a judge’s review) and the Attorney General may file a civil suit.



Schools: K-12 (cont.)

THE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION MUST WORK WITH THE AG, LABOR UNIONS AND OTHER STAKEHOLDERS TO DEVELOP MODEL POLICIES AND PROCEDURES COVERING:

1. A designated person for primary law enforcement contact;
2. Notice to superintendent or legal counsel;
3. Documentation of law enforcement interactions on school premises;
4. Notice to parents/guardians, or students who are 18 or older or emancipated, if an agent seeks access to a student or student information for a civil law enforcement purpose;
5. Notice to the school community when law enforcement is present on school grounds;
6. Confirmation of students' emergency contacts; and
7. Distribution of policies to students and families.



How to Develop Internal Protocols



Revise Enrollment Policies

- **Collect only the information necessary** to verify the student's age and residence.
- **Accept a range of documents** and methods to verify the child's age (e.g. child's birth certificate or affidavit from parent) and to confirm the child lives in the district.
- **Do not collect or maintain documents** that contain passport information, visa information, and Social Security numbers as this creates additional data protection obligations.



Source: Massachusetts Office of Attorney General

Remove Identifiable Information



- Inform families that they can **opt-out** or ask to remove their identifiable information from school websites, online school directories, and organizations' social media accounts.
- Examples of information parents can limit sharing of:
 - student's name
 - student's phone number
 - student's grade level
 - student's dates of attendance
 - a student's participation in officially recognized activities and sports
 - honors and awards received by a student
- If the student's parent or guardian has limited English proficiency, the district must utilize translation or interpretation services to communicate this information.



Source: Massachusetts Office of Attorney General

Safeguard Immigrant Information



- Conduct a deep dive of internal organizational data and technology use policies.
 - The Family Educational Rights and Privacy Act (often called “FERPA”) protects students’ education records, which schools generally may not produce without taking certain steps to notify the student or parent.
 - **Create a protocol to respond to a subpoena** - records generally do not need to be produced immediately, and schools must make reasonable efforts to notify families!
- Have internal conversations with your IT teams about your cyber security policies, and who has access to certain softwares and certain information.



Source: Massachusetts Office of Attorney General

Prepare in Advance if Immigration Enforcement Arrives



Speak with leadership about **internal protocols**. Some schools may want to train all front desk staff on protocols, some may identify a point person.



If an ICE agent requests access to a student, schools should refer the agent to the **district's central office**.

Schools can direct ICE to **speak with the Superintendent**.

Superintendents should contact the **district's legal counsel** to discuss the appropriate response before proceeding.



The school or district should also immediately **notify the student's parent or guardian**.

Private vs. Public Spaces



- If there is **no warrant signed by a judge**, then an ICE officer or law enforcement cannot enter school without consent.
 - Private Spaces:
 - Protect Act: No immigration arrests can take place on school property during school hours and after school activities. Warrant signed by a judge is required to enter public schools.
 - Public Spaces: Public spaces include local public parks and public streets and sidewalks. These spaces do not require a warrant signed by a judge to enter or make an arrest.
- If you are an employer, and you are concerned about your employees please review the National Immigration Law Center: [Guidance for employers](#)



Scenario 1



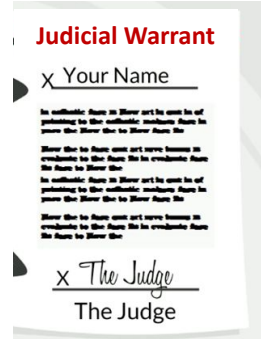
- Someone enters the school through the lobby and they say they are looking for a specific student or staff member.
- Front desk receptionist needs to be trained to ask for **identification** (name, agency, ID).
 - It could be ICE or law enforcement dressed in casual clothing.
- *"I am not personally authorized to allow you entry into the school or release information. Let me connect you with the school's Principal, district's central office, or Superintendent."*
- *"We follow district policy and cannot provide any information without consulting legal counsel."*



Scenario 2



- **Ask for identification** (name, agency, ID). ICE or law enforcement may be dressed in casual clothing.
- **Ask to see a judicial warrant** with the name of the student or staff member they are searching for, or the warrant should have the address of the school.
 - **You can refuse to provide student information** unless the agent has a judicial subpoena.
 - Remember, you have the right to remain silent. You can say, **"I choose to remain silent."**



Scenario 3

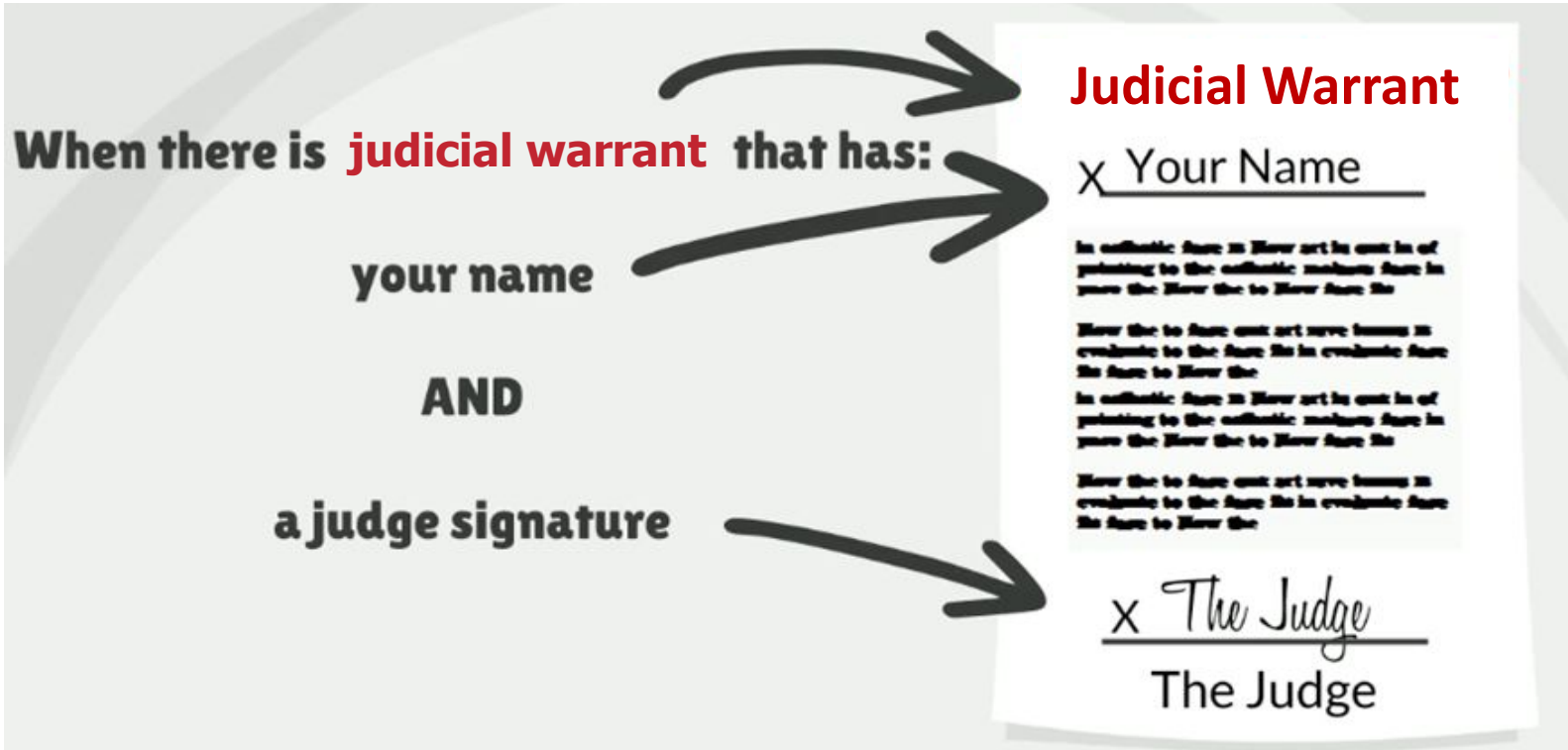


If an ICE agent arrives at a school or school-sponsored event, but not at the front door or in a location close to the front office...

- meet the agent at the entrance to the school or event and keep them outside, unless doing so would allow the agent to speak with students without first being granted access.
- If this is not possible, meet the agent and direct them someplace away from students and families.



Do they have a Judicial Warrant?



Is the Warrant Issued by a Court?



UNITED STATES **DISTRICT COURT** < Issued by a COURT.

for the
Eastern District of California

In the Matter of the Search of
*(Briefly describe the property to be searched
or identify the person by name and address)*

540 Oak Avenue
Davis, California 95616

)
)
)
)
)
)

Case No.

SEARCH AND SEIZURE WARRANT

Is the Warrant Signed by a Judge?



Until, the facts justifying, the later specific date of _____

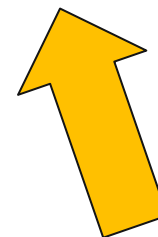
Date and time issued: 4-25-2011
at 10:00 AM

City and state: SACRAMENTO CALIFORNIA


Judge's signature

Signed by a JUDGE.

EDMUND E. BRENNAN, U.S. MAGISTRATE JUDGE
Printed name and title



Warrants



Example of warrant signed by a judge

AD-93 (Rev. 8-1-09) Search and Seizure Warrant

UNITED STATES DISTRICT COURT
for the
Southern District of California

In the Matter of the Search of
through)
or item)
2943 Reynard Avenue)
San Diego, California)

Care No. 14MJ0396

SEARCH AND SEIZURE WARRANT

To: Any authorized law enforcement officer

An application by a federal law enforcement officer or an attorney for the government requests the search of the following person or property located in the Southern District of California
(Identify the person or describe the property to be searched and give its location).
See Attachment A-2.

The person or property to be searched, described above, is believed to conceal (Identify the person or describe the property to be seized).
See Attachment B-2.

I find that the affidavit(s), or any recorded testimony, establish probable cause to search and seize the person or property.

YOU ARE COMMANDED to execute this warrant on or before February 14, 2014
☒ in the daytime 6:00 a.m. to 10 p.m. ☐ at any time in the day or night if no reasonable cause has been established.

Unless delayed notice is authorized below, you must give a copy of the warrant and a receipt for the property taken to the person from whom, or from whose premises, the property was taken, or leave the copy and receipt at the place where the property was taken.

The officer executing this warrant, or an officer present during the execution of the warrant, must prepare an inventory as required by law and promptly return this warrant and inventory to United States Magistrate Judge Hon. David H. Bartick
(name)

☐ I find that immediate notification may have an adverse result listed in 18 U.S.C. § 2705 (except for delay of trial), and authorize the officer executing this warrant to delay notice to the person who, or whose property, will be searched or seized (check the appropriate box) ☐ or _____ day(s) (not to exceed 10).

Until, the facts justifying the later specific date of _____

Date and time issued: 1/14/2014 05:14 [Signature]
Judge's signature

City and state: San Diego, California Hon. David H. Bartick, U.S. Magistrate Judge
Printed name and title

Example of immigration warrant not signed by a judge. Does not give immigration permission to enter the home.

U.S. DEPARTMENT OF HOMELAND SECURITY Warrant for Arrest of Alien

File No. _____
Date: _____

To: Any immigration officer authorized pursuant to sections 236 and 287 of the Immigration and Nationality Act and part 287 of title 8, Code of Federal Regulations, to serve warrants of arrest for immigration violations

I have determined that there is probable cause to believe that _____ is removable from the United States. This determination is based upon:

- ☐ the execution of a charging document to initiate removal proceedings against the subject;
- ☐ the pendency of ongoing removal proceedings against the subject;
- ☐ the failure to establish admissibility subsequent to deferred inspection;
- ☐ biometric confirmation of the subject's identity and a records check of federal databases that affirmatively indicate, by themselves, or in addition to other reliable information, that the subject either lacks immigration status or notwithstanding such status is removable under U.S. immigration law; and/or
- ☐ statements made voluntarily by the subject to an immigration officer and/or other reliable evidence that affirmatively indicate the subject either lacks immigration status or notwithstanding such status is removable under U.S. immigration law.

YOU ARE COMMANDED to arrest and take into custody for removal proceedings under the Immigration and Nationality Act, the above-named alien.

(Signature of Authorized Immigration Officer)

(Printed Name and Title of Authorized Immigration Officer)

Certificate of Service

I hereby certify that the Warrant for Arrest of Alien was served by me at _____ (Location)

on _____ (Name of Alien) on _____ (Date of Service), and the contents of this notice were read to him or her in the _____ (Language) language.

Name and Signature of Officer

Name or Number of Interpreter (if applicable)

Form I-203 (Rev. 09/16)



Know Your Rights: Quick Overview of Immigration Enforcement

The Immigration System:



The 3 main agencies in the Department of Homeland Security

**U.S. Citizenship &
Immigration
Services**

**Customs &
Border
Protection**

**Immigration &
Customs
Enforcement**

The Immigration System: Department of Homeland Security



U.S. Citizenship & Immigration Services (USCIS)

Review applications and conduct interviews for:

- Asylum
- Green cards
- Special visas
- Renewing work permits
- Applying for citizenship

They can grant status to people who qualify, but can also deny applications.



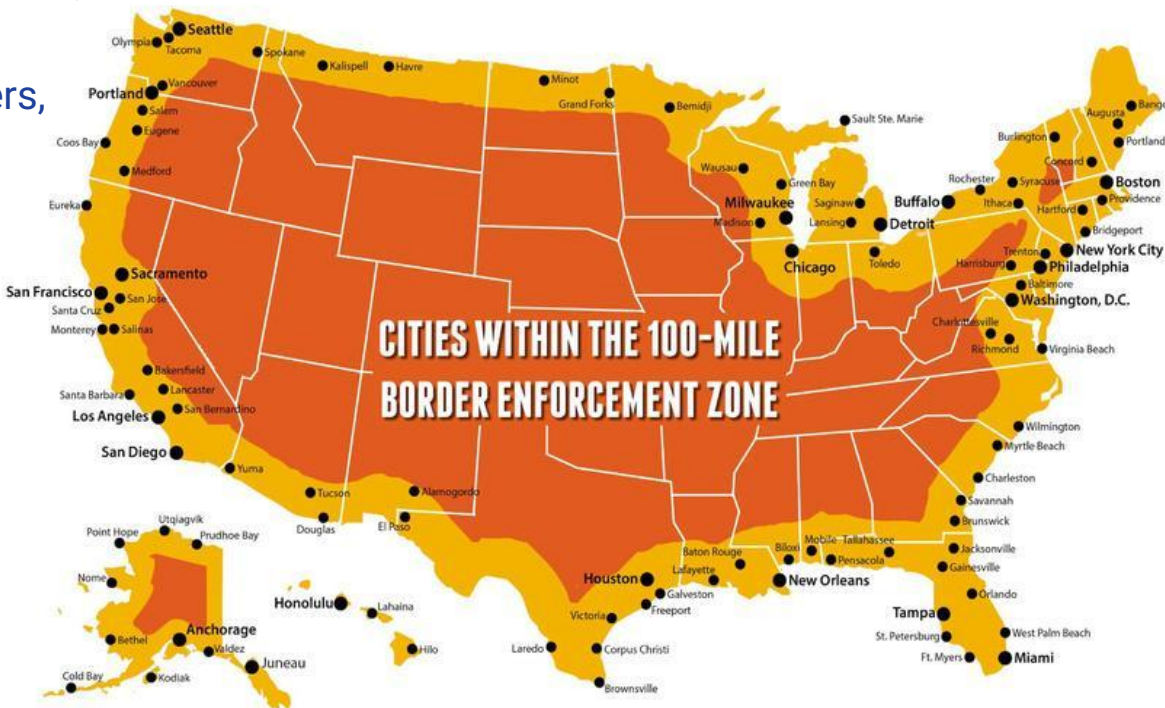
The Immigration System: Department of Homeland Security



Customs & Border Protection (CBP)

Border patrol

- within 100 miles of all borders,
- at checkpoints,
- and at ports of entry.



The Immigration System: Department of Homeland Security



Immigration & Customs Enforcement

- Immigration arrests, detentions, and deportation removals

ICE agents are sometimes dressed in casual clothing and drive unmarked vehicles when attempting to make an immigration arrest.



How People May Come into Contact with Immigration Enforcement



- Contact with the criminal system
 - ICE presence in and outside criminal courts
- Applying for a benefit at USCIS, especially while having a removal order or criminal charge
- Raids & targeted enforcement
- Green card holders returning from travel



Who is at Risk of Deportation?



Anyone who is not a U.S. citizen can be vulnerable if they fall under a ground of deportation such as criminal charges or a prior order of deportation.

- Unauthorized / Undocumented immigrants
- People with asylum or refugee status or some other form of protection
- Lawful permanent residents (green card holders)
- Non-immigrants (visitors, students, etc.)



Reasons for Deportation



Lack of lawful status

Criminal grounds, including:

- Nearly all drug convictions
- Some domestic violence convictions, and violations of a protection order
- Some theft and fraud convictions

Immigration violations / Fraud

Security related grounds (gang involvement, terrorism)

*Sometimes, minor
and non-violent
offenses can lead to
mandatory
deportation even for
green card holders!*



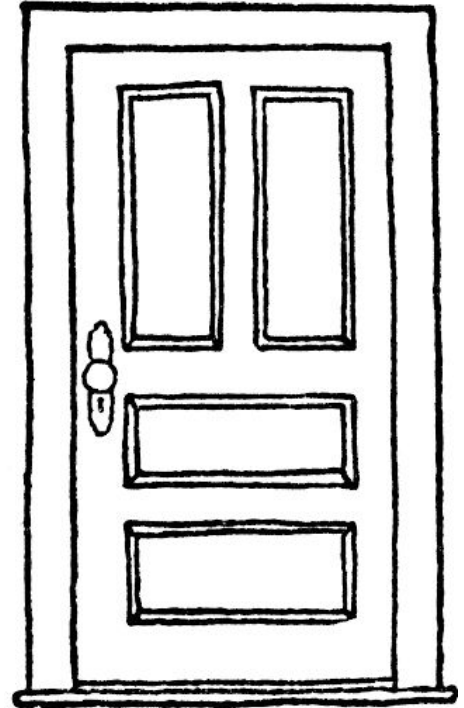
Know Your Rights in Interactions with Immigration Enforcement

If Immigration Comes to Your Home...



Do not immediately open the door:

- Legally, you do not need to open the door unless the officer provides you with a warrant signed by a judge.
- Ask officers to identify themselves (agency, name, ID)
- Ask if they have a **warrant** signed by a judge
- Slide a “Know Your Rights” card under the door
- You have the right to remain silent and to an attorney. If you choose to invoke that, state to officers “I request my right to silence and to an attorney.”
- Call a US citizen friend or family or an attorney



Know Your Rights Card (wallet size)



You have constitutional rights:

- **DO NOT OPEN THE DOOR** if an immigration agent is knocking on the door.
- **DO NOT ANSWER ANY QUESTIONS** from an immigration agent if they try to talk to you. You have the right to remain silent.
- **DO NOT SIGN ANYTHING** without first speaking to a lawyer. You have the right to speak with a lawyer.
- If you are outside of your home, ask the agent if you are free to leave and if they say yes, leave calmly.
- **GIVE THIS CARD TO THE AGENT.** If you are inside of your home, show the card through the window or slide it under the door.

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

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

I do not give you permission to search any of my belongings based on my 4th Amendment rights.

I choose to exercise my constitutional rights.

These cards are available to citizens and noncitizens alike.

Available in English, Spanish, Portuguese, Haitian Creole, Arabic, Chinese, Farsi, French, Korean, Pashto, Punjabi, Russian, Tigrinya, Tagalog, Vietnamese, Ukrainian and Hmong.

Scan to print cards:



If You Are Stopped When Driving...



If you live in Massachusetts you are eligible to get a driver's license regardless of immigration status!

- Stay in the car. Place your hands on the steering wheel so the officer can see them.
- In MA, the **driver must provide name and address**. You do not need to answer any questions. Passengers can remain silent.
- Police can search your car if they have probable cause to believe you have been involved in a crime. You can state clearly that you do not consent to a search.
- Never provide false documents.





Arrest and Detention

- If you are arrested or detained, **DO NOT**:
 - Sign anything or take “voluntary departure” without the guidance of a lawyer
 - Rely on immigration agents to provide you with information about your rights; ask a lawyer for facts.
- You have a right to:
 - **Remain silent.**
 - Call a lawyer or family member
 - Be visited in detention by a lawyer
 - Contact your consulate



You can use the [online detainee locator](https://locator.ice.gov) (locator.ice.gov) to find someone who has been detained by immigration

Gather and Share Information

- It is your First Amendment Right to audio/video record, take photos, and take notes in public places. If you are asked to keep a distance, step back and continue to record.
 - **Where** exactly are the agents?
 - **How many** immigration or law enforcement agents are there?
 - **What** are the agents doing?
 - **How long** have the agents been in that location?
 - **What**, if anything, do you know about the person being detained?
- As a bystander, you can remind the individual being detained of their right to remain silent or offer to call their family/attorney for them.

SEE ICE?



**CALL THE
LUCE HOTLINE
(617) 370-5023**

What do we do?

- Verify ICE sightings
- Support you in exercising your rights
- Share verified information to protect the community



lucemass.org



LUCE

IMMIGRANT JUSTICE NETWORK
OF MASSACHUSETTS



You don't have the right to:

- Physically interfere with a detention
 - Pushing or otherwise touching an ICE/law enforcement officer
 - Blocking an ICE/law enforcement officer
 - Putting your body between the officer and the individual
 - Hiding the person that ICE/law enforcement is attempting to detain

Do not escalate the situation.

Your actions as a bystander can have consequences for you and affect a person's case.

Release on Bond



Immigration enforcement can choose to place individuals it is trying to deport in immigration detention.

If detained, some individuals are able to **request release on bond** while their case is pending.

- Release on **bond means you would be released from immigration detention and are able to go home** until your next court hearing.
- It is important to show that you are going to attend future immigration court hearings, and that you have strong family and community connections.

Only someone who is a US citizen or has lawful immigration status should go to immigration to pay the bond





Assistance with Bond

Free legal assistance with bond requests through BIJAN & ORI!

Who is eligible:

- have lived, worked, or detained in MA
- no order of deportation
- can be detained anywhere

How to get help:

- Detained individuals: 617-637-8195
- Family/friends: 617-396-7143

How it works:

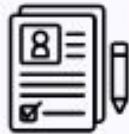
- Provided with contact for 3 lawyers
- Eligible individuals screened by lawyers who take on cases for representation

Massachusetts Access to Counsel Initiative



How does it work?

Together, we're building a centralized intake and referral system for individuals in Massachusetts facing Immigration Court proceedings. Through a single intake line, detained (**not open until December 5**) and non-detained individuals from Massachusetts will be able to request help and be connected with an available legal service provider for potential representation.



Individuals can call the intake line and complete an intake. This will take about 15-30 minutes depending on the situation. From there, eligible individuals will be referred to a contracted legal partner for a consultation (pending capacity).



Callers should leave their name and number in a voicemail if the line is busy. They will receive a call back within one business day. Detained individuals should leave the name and phone number of a trusted family member.

Who is eligible?

Detained and non-detained individuals from Massachusetts who are in removal proceedings and meet income and other eligibility requirements.

Is there interpretation available?

Yes. The intake manager speaks Spanish, and other languages will be patched in via an interpreter.



Massachusetts
Immigrant & Refugee
Advocacy Coalition



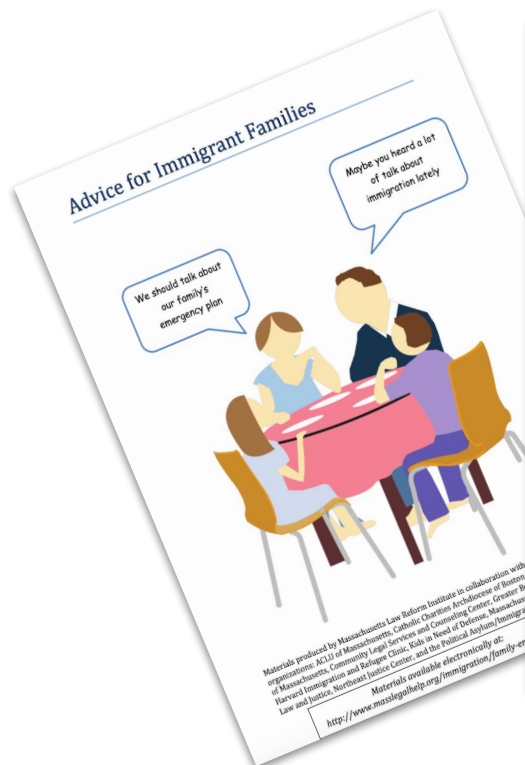
Coalition for Public Counsel Services
Defending the People of Massachusetts

MACI Intake Line Now Open: (508) 505-4588



Know Your Rights: Family Preparedness

Family Preparedness



Available in
English,
Spanish,
Portuguese,
and Haitian
Creole,
Chinese and
Nepali



Family Preparedness



- **What is a Family Preparedness Plan?**
 - A tool to have conversations and make decisions about how to care for your family if ever separated.
 - Provides a safety plan and opportunity to make decisions about:
 - Who will care for your children in your absence
 - Plans for meeting child's educational, medical, and emotional needs in your absence
 - Plans for reunification

Advice for Immigrant Families



Materials produced by Massachusetts Law Reform Institute in collaboration with the following organizations: ACLU of Massachusetts, Catholic Charities Archdiocese of Boston, Children's Law Center of Massachusetts, Community Legal Services and Counseling Center, Greater Boston Legal Services, Harvard Immigration and Refugee Clinic, Kids in Need of Defense, Massachusetts Appellate Center for Law and Justice, Northeast Justice Center, and the Political Asylum/Immigration Representation Project

Materials available electronically at:
<http://www.masslegalhelp.org/immigration/family-emergency>

11/15/2017

Informal option



- talking to the people you want to care for your child or writing down what you want to happen in an emergency
- easiest, but does not give caregiver legal rights and your child's school or doctor might not follow your plan

Caregiver Authorization Affidavit



- gives the caregiver the right to make decisions about your child's health care and education for up to 2 years
- Parent keeps all rights and can end it at any time
- Needs signature of parent and 2 witnesses, notarized

Temporary Agent Authorization



- allows the "agent," or person you choose, to make any decisions a parent can make (except marriage and adoption) for your child, including about property and finances
- Valid for 60 days once it takes effect, but can be renewed
- Both parents must sign if available
- Must be signed by agent and 2 witnesses

Guardianship



- legal guardian has all rights a parent has, but exercises these rights instead of the parent
- must be obtained through the courts

Remember to save all immigration documents

Some documents have dates for hearings or other immigration appointments - these dates are very important!

Keep documents stored safely and share location with family members if needed.

Important Documents

Make a file of important documents or copies of important documents. Make sure you, your family, and your caregiver know where to find these documents in case of an emergency.

These are examples of documents (or copies) that you may want to get together:

- ☐ Passports
 - ☐ Birth Certificates
 - ☐ Marriage License
 - ☐ Insurance documents
 - ☐ Any family court documents, like guardianship or custody paperwork
 - ☐ Any immigration documents (work permit, green card, visa, etc.), especially documents that have your "A" number
 - ☐ Driver's License and/or Other Identification Cards
 - ☐ Social Security Card or ITIN number
 - ☐ Registry of birth for children
 - ☐ Children's vital information page
 - ☐ Emergency Contact Information
 - ☐ Caregiver's Authorization Affidavit
 - ☐ Temporary Agent Authorization
 - ☐ Any other documents that you think are important
-

Free Family Preparedness Legal Assistance



Work with a student attorney from the
Harvard Legal Aid Bureau to talk
through your options and make a plan.

Our services are free and we will provide
information and support in completing the
necessary legal documents, including free
notarization.

Contact us:  (617) 495-4408



hlabfamilypreparedness@lists.law.harvard.edu



Receive the support of a student
attorney from the Legal Services Center
of Harvard Law School to explore your
family's options and complete necessary
paperwork.

Provided By



- ✓ **CONSULT ABOUT OPTIONS**
- ✓ **ADVICE ON YOUR FAMILY'S PLAN**
- ✓ **RECEIVE COMPLETED DOCUMENTS**
- ✓ **FREE NOTARIZATION INCLUDED**

Contact Us



EMAIL:

familyjusticeclinic@law.harvard.edu

FOR LOW INCOME FAMILIES, SUBJECT TO CAPACITY LIMITS. INTERPRETERS AVAILABLE.



Where to get Legal Help

Who can give me advice and represent me in an immigration application or case?



An **attorney (lawyer)** with a valid license to practice law.



An “**accredited representative**” working for a nonprofit organization who has received training and special authorization from the US government to help people with immigration cases. You can look for the organization and the individual on the government’s [listing](#) of accredited representatives.

Who can give me advice and represent me in an immigration application or case?



Notary publics (or “notarios”) are not lawyers in the US and cannot provide legal advice.



Other people like interpreters or tax preparers. Interpreters can help translate important documents sometimes needed for immigration cases and preparers can fill out the form with only the information provided by the applicant, but they cannot provide legal advice.

Where to file a complaint if you have been victim to fraud:

- The Massachusetts Attorney General’s Office: (617) 963-2917 or https://www.eform.ago.state.ma.us/ago_eforms/forms/piac_ecomplaint.action
- The Massachusetts Board of Bar Overseers: <https://www.massbbo.org/s/complaints>
- The immigration court Fraud and Abuse Prevention Program (if you are already in immigration court): (703) 305-0470 or EOIR.Fraud.Program@usdoj.gov



Immigration Legal Resources

- **Legal Services Directory in Massachusetts:**
 - Massachusetts Legal Resource Finder:
<https://masslrf.org/en/home>
 - Immigration court list of legal services:
<https://www.justice.gov/eoir/file/ProBonoMA/download>
 - City of Boston free consultations:
https://masslrf.org/en/programs/view/boston_immig_clinic
- **Legal Services Directory Outside of Massachusetts:**
 - Immigration Advocates Network Legal Directory:
<https://www.immigrationadvocates.org/legaldirectory/>





MIRA Website Resources



Know Your Rights recorded trainings available in English, Spanish, Portuguese, and Haitian Creole, Nepali, Cantonese, and Mandarin.

Plus more resources!

<https://miracoalition.org/news/know-your-rights/>



MIRA Immigration Helpline



- Only answer general immigration questions.
- Not a legal form of representation.
- Not a number to call in an emergency.

<https://miracoalition.org/news/immigration-helpline/>

Call: (508) 293- 1871



Preparing for College

Applying to College



Immigrant students, including those who are undocumented, can apply to college if they wish to attend!

- There is no law that prevents undocumented immigrants from applying and being admitted to U.S. colleges.



Tuition Equity

The new Tuition Equity law gives nearly all undocumented Massachusetts high school graduates access to **in-state tuition** rates at public colleges and universities in Massachusetts, and make these students **eligible for state-funded student financial aid** to attend a public or private Massachusetts college or university.



MIRA

Download MIRA Coalition's

In-State Tuition and Financial Support Guide for Students and Parents in Massachusetts

Undocumented students in Massachusetts are now able to receive in-state tuition and financial support to afford higher education. This guide is meant to help ensure a successful application process.

Also available in [Spanish, Portuguese, and Haitian Creole](#).





Get Involved

Sign up to Advocate for Immigrants!



Join our listserv of **immigrant advocates and allies** who are ready to volunteer, speak up, and share their skills to support MIRA Coalition's federal priorities.



<https://www.miracoalition.org/petition/>



Sign the petition!

Want to support immigrants
in Massachusetts?
Fill out this 2-minute form!

