La Villita Se Defiende
Know Your Rights Youth Resource Guide
June 2017

Materials included were produced by:

- Community Activism Law Alliance
- Enlace Chicago
- Illinois Childhood Trauma Coalition-Center for Childhood Resilience
- Organized Communities Against Deportations
- Proyecto de Accion de los Suburbios del Oeste (PASO)
- Teaching Tolerance- Immigrant and Refugee Children, A Guide for Educators and School Support Staff
- Vicko Alvarez

*Members of La Villita Se Defiende, including youth organizers and social workers, reviewed materials for this guide.
Promising Practices for a Know Your Rights Youth Trainer

A. **LITERATURE:** Read and be familiar with the following documents:
   - Know Your Rights for Youth (To be distributed to all students)
   - What is STRESS? (To be distributed to all students)
   - Is it a RAID (To be distributed to all students)
   - CALA Flyer (To be distributed to all students)
   - Emergency Plan (To be distributed to high school students only)
   - List of Documents (To be distributed to high school students only)
   - Immigrant and Refugee Children (To be distributed to interested teachers)
   - Center for Childhood Resilience (To be distributed to interested teachers)
   - Know Your Rights PowerPoint slides (For presenter only)

B. **BACK TO BASICS:** Use language that is youth friendly, for example if you use the word stress, explain what stress can look like. Work through your presentation and identify which words you may need to break down.

C. **SWITCH IT UP:** Different youth learn differently, incorporate different approaches to teaching (i.e. stories, lecture, discussions, energizers, quizzes)

D. **FIND SUPPORT:** If you are doing a Know Your Rights (KYR) training at a school, connect with the school counselor to make sure that a school counselor is available during the workshop. Let the students know that the school counselor is an available resource. We do not recommend doing a Know Your Rights training without a counselor or social worker present.

E. **USE ADDITIONAL TOOLS:**
   - **PowerPoint:** Do not read directly from the slides. Try to use the 7x7 rule (no more than 7 lines per slide. No more than 7 words per line) and reveal one point at a time. This helps students focus on what you're discussing without reading ahead or getting distracted.
   - **Visuals:** If PowerPoint doesn't work, incorporating other visuals to help illustrate your points can help youth retain information.
   - **Small Groups:** Depending on layout of workshop and time, you can break into small groups.
   - **Fun Quizzes/Vignettes:** Use tools that promote engagement, dialogue, and participation.

Approximate Time: 90 minutes
Key People: Facilitator and Social Worker/Counselor
F. **OFFER ENCOURAGEMENT:** Remind young people that there are adults working to protect them and their families and that they too can become involved. Together we can protect ourselves. For example, La Villita Se Defiende is a group made up of community members and representatives from local businesses, churches, schools, healthcare institutions, academia, legal services agencies, community-based organizations and alderman’s offices. This group has teams working on know your rights trainings and materials, establishing sanctuary spaces, rapid response teams and others.

G. **Presentation Overview**

a. **Objectives**
   i. Learn about the Welcoming City Ordinance
   ii. Learn how to verify an ICE raid
   iii. Learn about the rights people have in case of an encounter with ICE or police
   iv. Learn how to create an emergency plan and why it is important to do it
   v. Learn of accessible legal resources
   vi. Help people find power within them by encouraging them to take action.

b. **Structure**
   i. Introduce yourself
   ii. Introduce La Villita Se Defiende
   iii. Remind group of confidentiality
      1. Any personal stories shared here stays here
   iv. Welcoming City explanation (brief summary)
   v. Is it a Raid?
   vi. Know Your Rights (Youth)
   vii. Emergency Plan
   viii. CALA Flyer
   ix. Stress/Mental health
   x. Call to Action
Know Your Rights
In case of a raid at home or at work

What is a raid exactly? - It is when ICE unexpectedly comes to homes or businesses where they suspect undocumented people live or work. It can be a frightening experience, but you and your family can act quickly if you know your rights.

What does is mean to have rights? - It means the freedom act in a certain way under a certain situation. Young people and immigrants have many rights, they can act in certain ways to protect themselves, but we often do not know what those rights are.

Do not open the door.
ICE does not have the right to come into your home without a signed warrant. A warrant is a legal document that may look long and confusing at first. If they insist on entering, tell them to pass the warrant under the door. If you do not find your name written on the warrant, you do not have to open the door.

Stay silent.
“You have the right to remain silent” is often used on cop shows but it’s also a real right all people have. You never have to say a word to police or to ICE. If they ask about you or your family’s immigration status, you do not have to answer. Whatever you may say to them, they can use against you in court.

Do not sign.
If you or your family member is asked to sign a document, you have the right to calmly refuse. You should not sign any document that you or your family have not read or do not understand. This is very important.

Record the raid.
Do your best to stay calm and take pictures, video, and written notes during and after the raid. Try to remember and then write down officer badge numbers, how many officers were at your door, and the sequence of events during and after the raid. This can be tough to do but it can also be very important.

Fight back.
You are always allowed to fight for your rights. It is always possible to fight to get your family back and it is possible to win. Help from lawyers and from community is available to you. Look for the group Organized Communities Against Deportations on Facebook and report anything you see to 1-855-435-7693.
IT’S OK TO FEEL STRESSED

Did you know that youth who come from undocumented families are more likely to experience stress? Stress is what you feel when you are worried or uncomfortable about something. Constant stress can lead to other feelings such as fear or anger. It can also affect your body and give you stomachaches or headaches. All of this can make it difficult to focus in school and even get along with friends.

If this is how you feel, it is ok.

HERE ARE SOME WAYS TO HELP DEAL WITH STRESS:

**EAT WELL AND STAY HYDRATED**
We often forget to eat or do not eat well when we are stressed. A glass of water and a healthy snack can go a long way to helping our body feel physically well.

**GET ACTIVE - EXERCISE**
Physical activity or exercise helps our minds focus and releases productive chemicals to our bodies. If you can, take a short walk outside or do some home exercise. If you like sports, don’t let stress keep you from playing a game you love!

**GET PLENTY OF SLEEP**
It’s tempting to stay up late scrolling on our phones. But in times of stress, it can make us irritable. Try to get 9 hours of sleep each night to avoid tiredness and frustration the next morning.

**BE CREATIVE**
Listen to music, write, draw, or read a book. Art can be an outlet for stress that calms our minds and helps us feel relief.

**TALK TO SOMEONE**
If you are experiencing a stressful moment, talk to a trusted friend, family member, or teacher. We do not have to go through hard times alone. Everyone needs support in these moments.

**TAKE A DEEP BREATHE - STAY POSITIVE AND TRUST YOURSELF**
Inhale, Exhale. You are doing your best and that is enough. You do not feel well now and that is ok. With a little exercise, sleep, and support from friends, you will be ok.
¿REDADA?
COMO REPORTAR ACTIVIDAD DE INMIGRACIÓN Y EVITAR PROPAGAR PANICO Y CONFUSIÓN

Agencias
DHS: DEPARTAMENTO DE SEGURIDAD NACIONAL
ICE: INMIGRACIÓN Y CONTROL DE ADUANAS
CBP: PATRULLA FRONTERIZA Y ADUANAS
POLICIA: DEPARTAMENTO DE POLICIA LOCALES Ó ESTATUALES

Que hacer en caso de actividad de ICE/CBP/DHS/Policia

SI ERES TESTIGO DE ACTIVIDAD POLICIACA, ARRESTOS DE INMIGRACIÓN Ó RETENES:
1. TOMA FOTOS Ó VIDEOS DE LA AGENCIA DE LEY, NO DE LAS PERSONAS QUE ESTAN SIENDO ARRESTADAS. (ASEGURATE QUE ESTES A UNA DISTANCIA QUE NO Resulte EN TU ARRESTO)
2. TOMA NOTA DE LA HORA, FECHA Y LUGAR (DIRECCIÓN)
3. TOMA NOTA DE LA AGENCIA, COMO QUE CLASE DE CARROS USAN, DE SU VESTIMENTA Y ACCIONES
4. LLAMÁ AL: 1-855-435-7693 Y COMPARTE TUS NOTAS. ESTO AYUDARA A IDENTIFICAR Y VERIFICAR ESTA CLASE DE ACTIVIDAD

SI EL REPORTE ES VERIFICADO POR UNA ORGANIZACIÓN COMUNITARIA Ó LA MISMA AGENCIA:
1. COMPARE LA INFORMACIÓN CON GENTE EN EL AREA Y COMPARE EL NUMERO DE APOYO (1-855-435-7693)
2. COMPARE INFORMACION DE “CONOCE TUS DERECHOS” (EJEMPLO: NO FIRMES NADA, TIENES EL DERECHO A PERMANECER CALLADO....)

SI TE ENTERASTE DE ESTA ACTIVIDAD POR OTRA PERSONA/POR MEDIO DEL INTERNET/ Ó LA INFORMACIÓN VIENE DE FUENTES QUE NO PUEDEN VERIFICAR:
1. NO COMPARTAS LA INFORMACIÓN EN REDES SOCIALES (ESTO SOLAMENTE AYUDA A DIVULGAR RUMORES)
2. CONTACTATE CON ORGANIZACIONES QUE PUEDAN AYUDAR A VERIFICAR SI LA INFORMACIÓN ES VERÍDICA

Actividad Común de Agencias de Ley

ACTIVIDAD POLICIACA: TOMA LUGAR A NIVEL LOCAL, PUEDE RESULTAR EN EL ARRESTO DE PERSONAS SIN DOCUMENTOS Y CONSEGUENTEMENTE, SI EL DEPARTAMENTO DE POLICIA LO DECIDE, PUEDE TRANSFERIR A LA PERSONA A ICE.
RETIEN: CUANDO LA POLICIA LOCAL/ICE/DHS QUESTIONA A PERSONAS, USUALMENTE EN CARRETERAS Ó PUNTOS DE TRANSITO.

REDADA: CUANDO ICE/CBP/DHS/CPD ORDENA A SUS AGENTES A RODEAR VECINARIOS, LUGARES DE TRABAJO, EVENTOS Ó LUGARES PUBLICOS CON LA META DE ARRESTAR A VARIAS PERSONAS

ARRESTO DE INMIGRACIÓN: CUANDO ICE/CBP/DHS BUSCA A UNA PERSONA EN PARTICULAR, PUEDEN LLEGAR A SU CASA, LUGAR DE TRABAJO, Ó LUGAR PUBLICO

AYUDANOS Ó EVITAR QUE RUMORES TOMEN FUERZA Y QUE EL MIEDO SE EXTIENDA EN NUESTRAS COMUNIDADES.

COMPARTE EL TELEFONO DE APOYO PARA REPORTAR SI ALGUIEN FUE DETENIDO POR INMIGRACIÓN Ó SI CREES QUE ESTAS SIENDO TESTIGO DE REDADAS Ó RETENES EN EL AREA DE CHICAGO:

1-855-435-7693

(Este texto fue adaptado de un reporte por DRUM - Desis Rising Up and Moving)
IS IT RAID?

HOW TO REPORT IMMIGRATION ACTIVITY AND AVOID CREATING PANIC AND CONFUSION

Agencies

DHS: DEPARTMENT OF HOMELAND SECURITY
ICE: IMMIGRATION AND CUSTOMS ENFORCEMENT
CBP: CUSTOMS AND BORDER PROTECTION
POLICE (CPD): CHICAGO POLICE DEPARTMENT

Common Law Enforcement Activity

POLICE ACTIVITY: TAKES PLACE AT THE LOCAL LEVEL INTERACTION WITH THE POLICE CAN RESULT IN ARREST. IF THE POLICE DEPARTMENT COLLABORATES WITH ICE, THE ARREST CAN LEAD TO INTERACTION WITH IMMIGRATION.

CHECKPOINT: DHS/CBP/ICE/CPD CAN CARRY THESE OUT AND THEY USUALLY OCCUR ON ROADS OR PUBLIC TRANSPORTATION SUCH AS CTA. PEOPLE CAN BE STOPPED BY THESE AGENTS AND QUESTIONED AND THESE INTERACTIONS MAY RESULT IN ARRESTS.

RAID: CAN BE CARRIED OUT BY DHS/CBP/ICE/CPD AND CAN TAKE PLACE IN NEIGHBORHOODS, HOMES, WORKPLACE, EVENTS, OR PUBLIC PLACES. RAIDS USUALLY RESULT IN THE ARREST OF MULTIPLE PEOPLE.

IMMIGRATION ARREST: OCCURS WHEN DHS/CBP/ICE SEARCHES FOR AN INDIVIDUAL IN PARTICULAR. THIS CAN OCCUR IN HOMES, WORKPLACE, PUBLIC PLACES, OR THROUGH COLLABORATION BETWEEN THE POLICE AND IMMIGRATION

What to do in Case of DHS/CBP/ICE/CPD Activity

IF YOU WITNESS LAW ENFORCEMENT ACTIVITY:

1. TAKE A PHOTOGRAPH OR VIDEO OF THE ACTIVITY. NOT OF THE PEOPLE BEING QUESTIONED/ARRESTED (MAKE SURE YOU ARE AT A DISTANCE THAT DOESN’T PLACE YOU OR THE PERSON BEING QUESTIONED/ARRESTED AT RISK)

2. MAKE NOTE OF TIME, DATE, AND LOCATION OF ACTIVITY

3. MAKE NOTE OF WHAT AGENCY (AGENCIES) IS INVOLVED IN THE ACTIVITY. MAKE NOTE OF TYPE OF VEHICLE, UNIFORM, AND ACTIONS.

4. CALL 1-855-435-7693 AND SHARE YOUR EXPERIENCE AND NOTES. THIS WILL HELP IDENTIFY AND CONFIRMS ENFORCEMENT ACTIVITY.

IF A COMMUNITY ORGANIZATION OR ENFORCEMENT AGENCY CONFIRMS ACTIVITY:

1. SHARE THE INFORMATION WITH PEOPLE IN YOUR AREA AND SHARE THE FAMILY SUPPORT NETWORK HOTLINE TELEPHONE NUMBER: 1-855-435-7693

2. SHARE KNOW YOUR RIGHTS INFORMATION SUCH AS: YOU HAVE THE RIGHT TO REMAIN SILENT, DO NOT SIGN ANY DOCUMENTS UNTIL YOU SPEAK TO AN ATTORNEY...

IF YOU HEARD OF ACTIVITY THROUGH A PERSON/THE INTERNET/ OR IF THE INFORMATION COMES FROM A SOURCE YOU CANNOT CONFIRM:

1. DO NOT SHARE INFORMATION WITH PEOPLE AROUND YOU OR ON SOCIAL MEDIA (THIS SPREADS RUMORS AND FEAR)

2. CONTACT AN ORGANIZATION THAT CAN HELP CONFIRM ANY REPORT OF ENFORCEMENT ACTIVITY

HELP US AVOID THE SPREADING OF RUMORS THAT IN TURN SPREAD FEAR IN OUR COMMUNITIES.

SHARE THE FAMILY SUPPORT NETWORK HOTLINE TELEPHONE NUMBER TO REPORT ANY ENFORCEMENT ACTIVITY OR IF YOU KNOW OF SOMEONE WHO HAS BEEN DETAINED BY IMMIGRATION IN THE CHICAGOLAND AREA!

1-855-435-7693

(This text was adapted by a report produced by DRUM- Desis Rising Up and Moving)
**Immigration Referral Hand-Out**

**IMPORTANT:** The information below is general legal information. It is not legal advice. CALA cannot give you advice specific to your situation. We recommend that you consult with an attorney about your issue.

### Resources for Immigration

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<thead>
<tr>
<th>Free/Low Cost Services</th>
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<tr>
<td><strong>National Immigrant Justice Center</strong></td>
<td><strong>Erie Neighborhood House</strong></td>
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<tr>
<td>○ Loop - 208 S. LaSalle St, Suite 1300</td>
<td>○ Little Village (9am-1pm)</td>
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<tr>
<td>○ <em>Spanish, English, other languages</em></td>
<td>○ 4225 W. 25th St. • Chicago, IL 60623</td>
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<tr>
<td>○ Full Service</td>
<td>○ (773) 542-7617</td>
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<tr>
<td>○ Registration Necessary</td>
<td>○ West Town (7:30 AM-6PM)</td>
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<tr>
<td>○ Call 312-660-1370</td>
<td>○ 1701 W. Superior St. • Chicago, IL 60622</td>
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<tr>
<td>○ Email: <a href="mailto:immigrantlegaldefense@heartlandalliance.org">immigrantlegaldefense@heartlandalliance.org</a></td>
<td>○ (312) 563-5800</td>
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<td>○ <em>Spanish, English, Polish</em></td>
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<td></td>
<td>○ Citizenship, DACA, Green card renewal, General Consultations</td>
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<tr>
<th><strong>Latinos Progresando</strong></th>
<th><strong>Frida Kahlo Community Organization</strong></th>
<th><strong>Catholic Charities</strong></th>
<th><strong>Resurrection Project</strong></th>
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<tr>
<td>○ Little Village (Tues-Fri 8:30-4:30pm, Sat 8am-2pm)</td>
<td>○ Pilsen</td>
<td>○ 721 N. LaSalle St. • Chicago, IL 60654 • (312) 948-6821</td>
<td>○ Pilsen</td>
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<tr>
<td>○ 3047 W Cermak Rd • Chicago, IL 60623</td>
<td>○ 1244 W. 18th St • Chicago, IL 60608</td>
<td>○ 205 W. Monroe, Chicago, IL 60606 • (312) 427-7078 from 2 p.m. to 4 p.m.</td>
<td>○ 1818 S. Paulina Street, Chicago, IL, 60608</td>
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<tr>
<td>○ <em>Spanish, English</em></td>
<td>○ <em>Spanish, English</em></td>
<td>○ Citizenship, replacement or renewal green cards, visitor’s visas, case status inquiries</td>
<td>○ <em>Spanish, English</em></td>
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<tr>
<td>○ Family Immigration, Citizenship, DACA</td>
<td>○ Citizenship, DACA, humanitarian visa, family immigration petitions</td>
<td>○ Additional Locations in Des Plaines, Cicero, Melrose Park, Waukegan</td>
<td>○ DACA, Citizenship</td>
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<tr>
<td>○ Registration Necessary; Call</td>
<td>○ Call 312-421-7599</td>
<td>○ Call the numbers above, or generally (312) 655-7700</td>
<td>○ Call 312-666-5476</td>
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<tr>
<td>○ Call 773-542-7077 (ext. 10)</td>
<td>○ Email <a href="mailto:info@fridacomunity.org">info@fridacomunity.org</a></td>
<td>○ Spanish, English</td>
<td>○ Email: <a href="mailto:LRaymndo@resurrectionproject.org">LRaymndo@resurrectionproject.org</a></td>
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<tr>
<td>○ Email: <a href="mailto:legal@latinosprow.org">legal@latinosprow.org</a></td>
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**Free/ Low Cost Legal Help**
- **Organized Communities Against Deportations & Illinois Coalition for Immigrant & Refugee Services (ICIRR)**
  - 24-Hour Statewide Hotline
  - Email: stopdeportations@iyjl.org
  - 1-855-435-7693 // 1-855-HELP-MY-FAMILY
  - Resources and referrals for deportation defense
  - English, Spanish
  - How can I reach them?
  - Call or email

- **LifeSpan**
  - Loop
  - 70 E. Lake St, Ste 700, Chicago, IL 60601
  - 312-408-1210
  - Des Plaines
  - PO Box 1515 Des Plaines, IL, 60017
  - 847-824-0382
  - U Visa, VAWA
  - Spanish, Polish, Arabic
  - How can I reach them?
  - Call 312-408-1210

- **Domestic Violence Law Center**
  - South Loop
  - 555 W Harrison, Suite 1900
  - 312-325-9155
  - 24-Hour Hotline: 1-877-963-6338
  - U Visa, VAWA
  - English, Spanish
  - How can I reach them?
  - Call or Walk In

- **Justice for Our Neighbors, Northern Illinois**
  - Aurora -551 South Fourth Street
  - Chicago -2120 N. Mozart Street
  - Rockford -215 North Court Street
  - English, Spanish, Polish, French
  - Full Services
  - How can I reach them?
  - Registration Necessary. Call 773-609-4401 or go online: http://nijfon.org/clients/appointments/

- **Chicago Law & Education Foundation (CLEF)**
  - Various Chicago Public Schools
  - http://www.lawclef.org/
  - DACA, Other Services
  - English, Spanish
  - How can I reach them?
  - Email clefattorney@gmail.com

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**Private Attorneys (Low Cost)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Information</th>
<th>Languages</th>
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<tbody>
<tr>
<td>Christopher Elmore (JEP)</td>
<td>(312) 600-7273, <a href="mailto:christopher@celmorelaw.com">christopher@celmorelaw.com</a></td>
<td>English</td>
</tr>
<tr>
<td>Lara Wagner (JEP)</td>
<td>(312) 273-9807, <a href="mailto:Lara@lkwagnerlaw.com">Lara@lkwagnerlaw.com</a></td>
<td>English</td>
</tr>
<tr>
<td>The Law Offices of Renae M. Yoo, P.C.</td>
<td>(312) 720-6126, <a href="mailto:renae@renaemyoolaw.com">renae@renaemyoolaw.com</a></td>
<td>English, French</td>
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Information about Immigration: Other Resources

Tip: Get A#, Receipt #, Full Name, Date of Birth & any documents available before calling

- Print immigration forms:
  - www.uscis.gov

- ICE Detainee Locator:
  - Phone number: 1-202-305-2734
  - Online Locator: locator.ice.gov/odls/homePage.do

- Check Visa Bulletin for Priority Dates:
  - https://www.uscis.gov/visabulletininfo

- USCIS:
  - Mon-Fri 8 am-6pm,
  - Phone number: (800) 375-5283,
  - Email: egov.uscis.gov

- National Visa Center: Mon-Fri 5am-10pm
  - Immigrant visas: (603) 334-0700
  - Nonimmigrant visas: (603) 334-0888
  - https://ceac.state.gov/ceacstatetracker/status.aspx
# EMERGENCY PLAN / PLAN DE EMERGENCIA

## Family Information / Información Familiar

<table>
<thead>
<tr>
<th>Name / Nombre</th>
<th>Date of Birth / Fecha de Nacimiento</th>
<th>Relationship / Relación</th>
<th>A Number / Numero de Inmigración (A)</th>
<th>Telephone / Teléfono</th>
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## Where to Find Family and Friends / En Donde Encontrar a Familiares y Amig@s

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<thead>
<tr>
<th>Name / Nombre</th>
<th>Relationship / Relación</th>
<th>School/Work Escuela/Trabajo</th>
<th>Address / Dirección</th>
<th>Telephone / Teléfono</th>
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# Emergency Contacts / Contactos de Emergencia

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<tr>
<th>Name / Nombre</th>
<th>Relationship / Relación</th>
<th>Telephone / Teléfono</th>
<th>Email / Correo Electrónico</th>
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# Medications / Medicamentos

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<tr>
<th>Name / Nombre</th>
<th>Medication / Medicamento</th>
<th>Diagnosis / Diagnostico</th>
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# Attorney Contact / Abogad@s

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<th>Name / Nombre</th>
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# Community Group Contact / Contacto de Grupo Comunitario

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<th>Name / Nombre</th>
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<td>List of Documents / Lista de Documentos</td>
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<td>Passport</td>
<td>Pasaporte</td>
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<td>Children’s Passports</td>
<td>Pasaportes de Hij@os</td>
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<td>Birth Certificate</td>
<td>Acta de Nacimiento</td>
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<td>Children’s Birth Certificates</td>
<td>Acta de Nacimiento de Hij@s</td>
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<tr>
<td>Spouse/Partner’s Birth Certificate</td>
<td>Acta de Nacimiento de Espos@/Pareja</td>
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<tr>
<td>Marriage Certificate</td>
<td>Acta de Matrimonio</td>
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<td>Copy of Family Members’ Proof of Legal Status in the US</td>
<td>Copias de Comprobante de Estatus Legal de Familiares en EU</td>
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<td>Power of Attorney</td>
<td>Poder</td>
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<td>Employment Information / Letter</td>
<td>Información del trabajo/ Carta</td>
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<td>Tax Returns</td>
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<tr>
<td>Bank Account Information</td>
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<tr>
<td>Certified Dispositions for All Arrests</td>
<td>Disposiciones Certificadas por Cada Arresto</td>
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</tbody>
</table>
Immigrant and Refugee Children

A GUIDE FOR EDUCATORS AND SCHOOL SUPPORT STAFF

THIS GUIDE WAS created for educators, school support staff and service providers who teach, mentor and help open the doors of opportunity for undocumented youth and unaccompanied and refugee children currently living in the United States. Educators, school support staff and service providers are often the first individuals a student and/or family comes out to as undocumented.
Moreover, they are often the first ones to witness the impact of increased enforcement measures on students and their families.

Schools should be safe havens that embrace all students and families, regardless of citizenship and national origin, and that includes unaccompanied and refugee children. The 1982 U.S. Supreme Court case *Plyler v. Doe* ruled that undocumented children have a constitutional right to receive a free public K–12 education, which provides the means to becoming a “self-reliant and self-sufficient participant in society,” the court wrote, and instills the “fundamental values necessary to the maintenance of a democratic political system.” However, today’s increased enforcement measures by the Department of Homeland Security and campaign promises made by the incoming administration threaten that right for thousands of undocumented youth and the 4.1 million U.S.-born children who live in mixed-status households with at least one parent or family member who is undocumented.

FACTS ABOUT UNDOCUMENTED STUDENTS

An undocumented student is an aspiring citizen who came to the United States without legal documentation or who has overstayed his or her visa. These students:

➤ Often don’t know they are undocumented until they begin the college application process;
➤ Don’t qualify for federal grants or loans, even if they are in financial need and their parents pay taxes;
➤ Are racially and ethnically diverse, from all corners of the world, and are part of the 11.5 million undocumented immigrants in the United States.

EDUCATOR’S FAQ ABOUT IMMIGRATION RAIDS

**What impact do raids have on children and youth?** Research consistently shows that immigration enforcement actions have a harmful impact on the health, safety, academic performance and overall well-being of children, including U.S. citizen children living in mixed-status families. According to a 2010 report by the Urban Institute, children who witnessed parents or family members apprehended in a home raid were much more likely to experience symptoms of post-traumatic stress disorder than children whose parents were arrested in other settings, including greater changes in sleeping and eating patterns and much higher degrees of fear and anxiety.
Several teachers in North Carolina also reported significant behavioral changes and increased absenteeism among students following a local community raid, including among U.S. citizen students.

Are there places where raids are prohibited? Yes, with exceptions. According to a policy memorandum released by the Immigration and Customs Enforcement (ICE) agency in 2011, commonly referred to as the “sensitive locations memo,” ICE officers and agents are to refrain from enforcement actions at least at the following locations and events:
- schools (including preschools, primary schools, secondary schools, colleges and universities, and other institutions of learning, such as vocational and trade schools);
- hospitals;
- churches, synagogues, mosques and other institutions of worship, such as buildings rented for the purpose of religious services;
- funerals, weddings and other public religious ceremonies; and
- public demonstrations, such as a march, rally or parade.

Note: The sensitive locations policy memorandum may be reversed. School leaders should stay informed about possible changes.

Is there a federal law that prevents schools from sharing student information? Yes. Under the Family Educational Rights and Privacy Act (FERPA), schools are prohibited, without parental consent, from providing information from a student’s file to federal immigration agents if the information would potentially expose a student’s immigration status. If ICE agents present a school with a removal warrant (deportation order), the school is still permitted to refrain from providing student information, as the warrant is administrative, not judicial. Under FERPA, schools may disclose directory information without consent, but they are required to allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Some schools [and the Southern Poverty Law Center] have also interpreted the Plyler decision as prohibiting them from requiring students to provide Social Security cards or birth certificates as a condition of enrollment, test taking or participation in school activities. For more on FERPA, see familypolicy.ed.gov/ferpa-parents-students

WHAT EDUCATORS, SCHOOL SUPPORT STAFF AND COMMUNITIES CAN DO

- Issue a statement—In English and in other languages spoken at the school—articulating that the school supports immigrant students/parents and affirming publicly that it is a welcoming site.
- Stress the importance of taking proactive steps to ensure the safety and well-being of children and entire communities.
- Distribute “know your rights” materials to students, families and communities about what to do if a raid occurs or an individual is detained. unitedwedream.org/toolbox
- Identify a bilingual person at your school who can serve as the immigration resource advocate in your building or on your campus.
- Work with parents to develop a family immigration raid emergency plan.
- Provide a safe place for students to wait if a parent or sibling has been detained.
- Provide counseling for students who have had a family member detained by ICE.
- Work with your school board to pass a resolution affirming schools as welcoming places of learning for all students, distancing the schools from enforcement actions that separate families.
- Strengthen relationships with local institutions of higher education and community-based organizations that can support the needs of unaccompanied children and students with interrupted formal education.
- Maintain—in English and in other languages spoken at the school—a list of resources, such as the names of mental health providers, social workers, pro bono attorneys and local immigration advocates and organizations that can be shared with your students and their families.
- Partner with a pro bono attorney, legal aid organization or immigrant rights organization to schedule a “know your rights” workshop on campus to inform students and families about their rights.
- Find out if there is a local immigration raid rapid response team. These teams usually consist of attorneys, media personnel and community leaders who may be able to provide support.
- Participate in National Educators Coming Out Day, held annually on November 12, and “come out” in support of undocumented students.
- Participate in National Institutions Coming Out Day, held annually on April 7. unitedwedream.org/nico2

For additional tools and model resolutions to create safe, welcoming environments for all students, visit aft.org/immigration/ICEraid and view the toolkit for this story.

TAKING ACTION BEYOND THE CLASSROOM

Advocate to stop raids and halt deportation proceedings. Unaccompanied children and youth should be in school, not in detention centers awaiting deportation. Educators can play an important role in protesting raids and halting deportation proceedings. For example, if a student has been detained by ICE, you can send a letter of inquiry to the U.S. Department of Homeland Security,
 asking for prosecutorial discretion to be exercised or considered, or you can file a formal civil rights complaint with the U.S. Department of Education’s Office for Civil Rights.

You can also distribute the United We Dream deportation defense guide, which was published to inform members of Congress and other elected officials about the role they can play in stopping the deportation of their constituents and other community members.

Elected officials have successfully advocated for individuals in removal proceedings for years and continue to employ this process to help immigrant communities even today. The guide is also a useful resource for community advocates and people in deportation proceedings seeking support from their elected officials. To download the guide, visit unitedwedream.org/deportationdefenseguide.

Adopt resolutions. School districts are responsible for ensuring the safety and well-being of all their students while they are in school. One way to create a welcoming school environment and protect undocumented students while in class and on school grounds is to pass a resolution that restricts ICE agents’ access to school property, similar to the one the Los Angeles Unified School District (LAUSD) passed in February 2016. The LAUSD resolution:

- Forbids immigration enforcement agents from going on campus without approval from the superintendent and the LAUSD law office.
- Forbids school staff from asking about a student’s immigration status or that of family members.
- Provides teachers, administrators, staff and other staff with training on how to deal with immigration issues and how to notify families in multiple languages of issues.
- Asks all schools to treat students equitably, including those receiving free and reduced price meals, transportation and other services.
- Requires the superintendent to come up with a plan to provide assistance and information for students and families “if faced with fear and anxiety related to immigration enforcement efforts.”

Such resolutions can also improve protections for students by affirming that the schoolhouse doors are open to all students, no matter their prior academic attainment or their language proficiency. For additional information about what actions cities and counties can take to protect immigrants and make communities welcoming places for all, visit Cities for Action. citiesforaction.us

Make public statements. Educators, administrators, students and community allies can make public statements denouncing immigration enforcement raids to reassure students and families that their local school remains a safe haven.

- Statement from Kevin M. Maxwell, CEO of the Prince George’s County (Maryland) Public Schools: bit.ly/1shXnvW.
- Statement from the San Francisco Unified School District reassuring families that any ICE request for access to a district school will go through a thorough review process: bit.ly/1OTMTHV.

Create an online petition to prevent a student’s deportation. Online petitions are powerful tools for building public awareness and community support. See the petition below for 19-year-old Kimberly Pineda Chavez, who was detained in the United States after escaping violence in Honduras. notonemoredeportation.com/portfolio/kimberly

Organize a rally or walkout opposing ICE raids and deportations. In February 2016, educators and community allies in Durham, North Carolina, organized a rally in support of a high school student detained by ICE. Actions like this help to support individual students fighting their deportation cases. The student’s teachers even mailed school assignments to his detention facility to help him stay on top of his work. “There is nothing that will hold me back from giving a kid his classwork and finish their education and graduate,” teacher Ellen Holmes told a local news station.

EDITOR’S NOTE This content was originally published by the American Federation of Teachers (AFT) and its partners: United We Dream’s Dream Educational Empowerment Program, the National Immigration Law Center and First Focus. This excerpt was adapted and reprinted with generous permission from the AFT.
Preliminary Messaging to Raise Awareness about the Significant Impact of the Presidential Election on Youth Health and Well-Being

Since the presidential election on Tuesday, Ann & Robert H. Lurie Children’s Hospital of Chicago has become aware of several reports that children and youth are experiencing significant distress. Youth who have been affected include frequently marginalized youth, such as LGBTQ youth and refugee/immigrant and undocumented children and youth, but may not be limited to these groups.

For refugee/immigrant children, fear of being forcibly separated from family through deportation is clearly traumatic and threatening, especially due to many immigrant populations’ emphasis on the centrality of family. Many youth risked their lives to come to the United States to reunite with family members and have themselves often escaped traumatic and life-threatening events in their home countries that propelled them to seek refuge among family and relatives in the U.S. The threat of separation from family, or of the return to life-threatening circumstances, generates a sense of hopelessness and helplessness. For LGBTQ youth, they are frightened that civil rights and broader social acceptance that has been advancing in recent years are at risk. Children of same-gender couples may also fear the dissolution of their parents’ marriage and subsequent loss of guardianship. These fears increase a sense of isolation and hopelessness for this group. As a result, college and community counseling centers are being overwhelmed with the volume of calls for support, and schools are reporting instances of hate speech, racist vandalism, and having to cancel classes due to safety concerns.

There is evidence that some students have interpreted the political rhetoric as giving them permission to bully other students of color and minority status. Youth who are victimized by bullies are at risk for severe mental health concerns. Among these youth especially vulnerable are:

- Visible minorities – due to skin color, style of dress (e.g., hijab)
- Gender non-conforming youth
- Refugee/immigrant children and adolescents as this population may not receive the help they need as many of these families do not seek traditional mental health services and lack access to other sources of support
- Recipients of DACA (Deferred Action for Childhood Arrivals) or “dreamers”. For many of these youth, the U.S. is the only country they have ever known and they are scared of both educational/employment disruption and deportation to their countries of origin, many of which are plagued by violence, and where they would be completely alone, without family, education, or employment.
- Those whose family members also may be undocumented and experiencing the same distress
- And those with pre-existing risk factors for suicidal behavior, such as:
  - Depression and anxiety disorders
  - Prior suicide attempts or non-suicidal self-injurious behaviors
  - Substance use
  - Impulsive aggressive behavior
  - Socially withdrawn/isolated
IMPORTANT STEPS ADULTS CAN TAKE TO SUPPORT YOUTH

1. **Model positive coping and stay calm.** Communicate with your words and your behavior that you will keep them safe.

2. **Ensure and promote safety.**
   - Many of the racist and hateful things people say or do are not only wrong, but also against the law. Reach out to authorities and leaders who can help hold individuals accountable for promoting hatred.
   - Help youth identify safe spaces and safe adults who can speak up on their behalf.

3. **Connect with social support and decrease sense of isolation**
   - Universities and schools can offer circles of support, and other safe spaces for students to express concerns and seek support.
   - Connect with faith communities, a source of support for many refugee/immigrant communities.

4. **Raise awareness of organized support for refugee/immigrant/LGBTQ rights.** Just knowing that there are organizations who will safeguard their rights can be reassuring to youth. Increasing their sense of control and influence over their environment and their future promotes hope. By donating to or volunteering with these organizations, adults and youth both increase social support and sense of control over their situation.
   - It’s important not to challenge or dismiss a young person’s fears that prejudice will harm them. However, reassure them that there are people and organizations who will help.
   - Affirm LGBTQ identities by actively showing support for LGBTQ youths’ orientation, gender identity or gender expression. Support can include helping the young person attend LGBTQ youth groups, advising or attending the LGBTQ student groups at your school if you are an educator, or including a young person’s LGBTQ friends in family events if you are parent or family member.

5. **Promote healthy coping.** Good ways for youth to cope include:
   - Keeping family and school routines
   - Relaxation practice
   - Talking and spending time with family, friends, or faith communities
   - Distraction
   - Using humor
   - Scheduling pleasant activities
   - Exercising
   - Writing in a journal
   - Being creative or artistic
   - Avoiding substance use and isolation
   - Limiting media use to avoid repetitive images and messages that remind them of bad events.

6. **Familiarize yourself with signs of distress and signs of potential suicidality:**
   - Withdrawing from family and friends
   - Dramatic mood change
 Threatening to kill him/herself
 o Talking, thinking, or writing about death or suicide
 o Feeling hopeless or helpless
 o Unusually reckless behaviors
 o Giving away prized possessions
 o Exposure to others’ suicidal behavior

7. **Link with available services** (See below)

**KEY WAYS ADULTS SHOULD COMFORT CHILDREN**

1. **Remind children that ‘Adults around you will protect you.’**
   
   o Kids are scared by adult reactions, like strong emotions, violence, or talking about moving to other countries. This makes kids think that adults in their life are not in control and cannot keep them safe.
   
   o It is important for parents to model taking care of themselves and good coping skills.

2. **Remind children we have a government system of checks and balances.**
   
   o There are democratic processes in local, state, and federal governments.
   
   o Lawmakers can use democratic processes to prevent individuals from making decisions alone.

3. **Remind them there is still hope, and people will fight for them.**
   
   o The United States is a country of immigrants.
   
   o Our country is founded on the principles of freedom of religion.
   
   o Human and civil rights organizations will fight for individuals’ rights and to prevent unlawful decisions.
   
   o We accept different opinions in a democracy, and individuals should stand up for what they believe is right.
Resources

Support for Youth

- Crisis Text Line
  http://www.crisistextline.org
- National Suicide Prevention Lifeline: 1-800-273-TALK (8255)
- The Trevor Project
  http://www.thetrevorproject.org
- To Write With Love On Their Arms
  https://twloha.com
- Center on Halsted
  http://centeronhalsted.org

Support for Family/Parents/Caregivers

- Look Through Their Eyes
  www.lookthroughtheireyes.org
- Child Mind Institute
  http://childmind.org/article/youre-worried-suicide
- Parents.com
- Today Show Segment:
  http://www.today.com/parents/how-talk-your-kids-about-election-results-t104827
- Huffington Post: What do we tell the children?
  http://www.huffingtonpost.com/entry/what-should-we-tell-the-children_us_5822aa90e4b0334571e0a30b

Support for Professionals working with Youth

- Teaching Tolerance (resources for teachers)
  http://www.tolerance.org/election2016
- Human Rights Campaign (help for LGBTQ youth)
  http://www.hrc.org/blog/after-election-lgbtq-youth-are-panicked-heres-what-we-can-do-to-help-them
- Youth Suicide Prevention Program (information on youth suicide)
  http://yspp.org/about_suicide/statistics.htm
- Illinois Safe Schools (resources for creating gender inclusive schools)
  http://illinoissafeschools.org

Human and Civil Rights Organizations

NATIONAL

- Immigrant Coalition of Immigrant and Refugee Rights
  http://www.icirr.org/
- American Civil Liberties Union: works to defend individual rights and liberties guaranteed by the Constitution
  https://www.aclu.org/action
- Anti-defamation League: fights against anti-Semitism and bigotry as one of the largest civil rights organizations in the country
  http://www.adl.org/combating-hate/
Border Angels: all-volunteer non-profit that advocates for immigration reform and social justice focusing on the U.S.-Mexico border. It offers educational and awareness programs and migrant outreach programs to San Diego County’s immigrant population. 
http://www.borderangels.org/

National Association for the Advancement of Colored People: works to promote the civil rights of people of color and to eliminate race-based discrimination 
http://www.naaccp.org/about-us/

NAACP Legal Defense Fund: fights for racial justice through litigation, advocacy and education 
http://www.naacpldf.org/ways-get-involved

National Immigration Law Center is dedicated to fighting for the rights of low-income immigrants through litigation, policy analysis and advocacy, and various other methods 
https://www.nilc.org/get-involved/

National Immigration Forum: is another leading immigrant advocacy group that offers various programs to integrate immigrants into the workforce and obtain citizenship 
http://immigrationforum.org/about/

Lambda Legal: mission is to achieve full recognition of the civil rights of lesbians, gay men, bisexuals, transgender people, and those with HIV through impact litigation, education, and public policy work. 
http://www.lambdalegal.org/issues/transgender-rights

LOCAL

Young Center for Immigrant Children’s Rights: works to protect the best interests of children who come to the U.S. on their own 
http://theyoungcenter.org/

Illinois Refugee Mental Health Task Force: a volunteer task force committed to ensuring access and promoting awareness around mental health needs and services for refugees and immigrants in Illinois 
http://www.ilrmh.org/

Illinois Business Immigration Coalition: provides a voice for Illinois businesses in support of common sense immigration reform that supports Illinois’ economic recovery, provides Illinois companies with both the high-skilled and low-skilled talent they need, and promotes the integration of immigrants into our economy as consumers, workers, entrepreneurs and citizens 
http://www.illinoisbic.biz/

Illinois Childhood Trauma Coalition, Ad-hoc Committee for Refugee/Immigrant Children & Trauma: The ICTC is a voluntary collaboration of organizations that tracks emerging trends, promotes education among professionals and the public, and offers support to a broad network of agencies that work with and for children and families who experience trauma. 
www.lookthroughtheireyes.org

National Immigrant Justice Center: dedicated to ensuring human rights protections and access to justice for all immigrants, refugees and asylum seekers 
http://www.immigrantjustice.org/
Know Your Rights

Introductions
What is a Know Your Rights (KYR) workshop?
Why do we need a KYR workshop?

Key Words to Know
• Warrant
• Raid
• US Citizen
• Naturalization
• Legal Permanent Resident
• Undocumented Person
• Deportation
• DACA

Key Words to Know
• Warrant
• Raid
• US Citizen
• Naturalization
• Legal Permanent Resident
• Undocumented Person
• Deportation
• DACA

A piece of paper signed by a judge that gives permission to any officer (Police, ICE, FBI) to do something.
Key Words to Know

- Warrant
- Raid
- US Citizen
- Naturalization
- Legal Permanent Resident
- Undocumented Person
- Deportation
- DACA

A tactic used by Immigration Customs Enforcement to find, confront, and arrest undocumented immigrants.

Key Words to Know

- Warrant
- Raid
- US Citizen
- Naturalization
- Legal Permanent Resident
- Undocumented Person
- Deportation
- DACA

- A person born in the US
- A person who, when born, had a parent that was a citizen.
- A foreign citizen who applied for naturalization

Key Words to Know

- Warrant
- Raid
- US Citizen
- Naturalization
- Legal Permanent Resident
- Undocumented Person
- Deportation
- DACA

- A person who is not a citizen but has been given permission to live and work in the United States (Green Card holder).
Key Words to Know

• Warrant
• Raid
• US Citizen
• Naturalization
• Legal Permanent Resident
• Undocumented Person
• Deportation
• DACA

A person living in the US who crossed the border or overstayed a visa and has not been given the opportunity to fix immigration papers.

Key Words to Know

• Warrant
• Raid
• US Citizen
• Naturalization
• Legal Permanent Resident
• Undocumented Person
• Deportation
• DACA

The process when a person who is not a US citizen is removed from the United States.

Key Words to Know

• Warrant
• Raid
• US Citizen
• Naturalization
• Legal Permanent Resident
• Undocumented Person
• Deportation
• DACA

Order made by President Obama that allows certain undocumented students who entered the country as minors to receive a renewable two-year period of deferred action from deportation and gain eligibility for a work permit.
Part 2: Learning about Raids

Who’s Responsible for Deportations?

Department of Homeland Security (DHS)

US Immigration and Customs Enforcement (ICE)

Homeland Security Investigations (HSI)

Customs & Border Patrol (CBP)

When You witness ICE or HSI agents

RECORD

REPORT
### RECORDING

- Record Horizontally
- Use two hands to record
- Give some space
- Narrate what’s happening
- **DO NOT** upload the video to social media

### REPORTING

**Call OCAD - 1-855-435-7693**

Report any information you have concerning:
- Badge numbers
- Number of Agents
- Vehicles
- Exact details about what happened

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### If Police tell you...

<table>
<thead>
<tr>
<th>Police Statement</th>
<th>Response</th>
</tr>
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<tbody>
<tr>
<td>You cannot record us</td>
<td>Officer, it is my constitutional right to document police activity.</td>
</tr>
<tr>
<td>Ok fine, you can record but you have to back up</td>
<td>You've asked me to take a step back officer, and I am taking a step back.</td>
</tr>
<tr>
<td>You are impeding or interrupting an investigation.</td>
<td>I am not impeding or interrupting an investigation officer. I have backed up. I am complying with your instructions.</td>
</tr>
</tbody>
</table>

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### When you hear about a RAID

- **Verify it from a direct source**
- Report it to OCAD AFTER verifying
- **Do not post/tweet about it**
Facebook Quiz

- What did Maria do wrong?
- If you were Maria, would would/should you do?

Quick Quiz

- What are the two agencies responsible for raids?
- What agency oversees ICE and HSI?

Part 3: When Police/ICE Approach You

3 types of interactions with officers

- Conversation
- Detention
- Arrest
When Police/ICE/HSI stop you in public

REMEMBER!
• DO NOT
  • answer questions
  • sign anything
  • Run or panic
  • carry any fake documents
  • Carry any documents from the country where you were born.

What to say:
• “Am I being arrested?”
• “Am I being detained?”
• “Am I free to go?”
• “I am evoking my right to remain silent. I do not wish to speak to you.”
• “I do not consent to a search.”

When Police/ICE/HSI enter your house

DO NOT
• give permission to search the house
• Run or panic
• carry any documents from the country where you were born.
• Lie or provide false documentation

What to say:
• “I am evoking my right to remain silent and do not wish to speak to you.”
• “I do not consent to a search of my house.”

When Police/ICE/HSI come to your house

DO NOT
• open the door
• answer questions
• sign anything

What to say:
• “I am evoking my right to remain silent and do not wish to speak to you.”
• “Do you have a warrant signed by a judge? Please pass the warrant through the door.”
• “The person you are looking for will come out, but you do not have permission to enter my house. Please step away from the door.”

When Police/ICE/HSI... 

• Stop you in public
• Come to your house
• Arrest or detain you
• Arrest or detain someone you know
If you are arrested or detained

What to say:
- “I am invoking my right to remain silent and do not wish to speak to you.”
- “I do not consent to a search.”

Be compliant
Remember your “Booking” or “Alien” number
DO NOT sign anything or answer questions

If someone you know is arrested or detained

- Locate them
- If arrested by ICE
- Call local ICE office
  https://www.ice.gov/contact/ero.
- If Arrested by CPD (include links)
- Remind them their rights
- Find a lawyer
- Get support from community members and organizations

Know Your Rights (Summarized)
1. Do not open the door
2. Remain silent
3. Do not sign
4. Report the raid to OCAD (1-855-435-7693)
5. Fight back

Part 4: Create a Safety Plan
• Do you have your mother or father’s phone number memorized? Do they have yours?

• Where will you go for legal advice? Do you know any lawyers?

• If your parent/guardian was gone, who would be responsible for you? For your siblings?

• Do you know where your birth certificate is? Or your passport?

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**Being Prepared**

1. Make an emergency contact list
2. Collect Important Documents
3. Make copies of immigration documents

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**Emergency Contact Lists**

- Information to include:
  - Name
  - Date of Birth
  - Relationship
  - A-Number
  - Telephone number

- People to include:
  - Immediate Family
  - Neighbors
  - Close Friends
  - Extended Family
  - Lawyers
  - Doctor (if you have medical needs)

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**Important Documents**

- Documents to include:
  - Birth Certificate
  - Marriage Certificate/License
  - Passports
  - Caregiver’s Authorization Affidavit
  - Driver’s License and/or other ID cards
  - Social Security Card or ITIN number
  - Medical Information
  - Health Insurance
  - Medication List

- These documents should be:
  - stored in one safe location
  - out of plain sight
  - accessible by any/every family member
It is illegal for police officers to lie or intentionally deceive you.

- Police can lie to you
- Police can misinform you
- Police can make promises that they do not intend to keep

Some common lies/deceits:

- "If you don’t stop and talk to us it makes you look suspicious."
- "If you aren’t guilty, you have nothing to hide and therefore should be willing to talk to us."
- "If you sign this, it’ll make it easier for you."

Undocumented citizens do not have rights:

- The Right to remain silent
- The Right to be free from "unreasonable searches and seizures"
- The Right to advocate for change
- The right to free public K-12 education

Questions?