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# **SCHOOL CRISIS PLAYBOOK: DEPORTATION RESPONSE**

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Navigating Deportation Policies  
with Practical Tools and  
Preparedness

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# DEAR EDUCATORS

The day after the election, a student turned to their teacher and asked, “When will I get deported?”

A teacher asked, “Is this really going to happen?”

A principal called us, her voice filled with uncertainty, and asked, “What am I supposed to do?”

These moments of fear and uncertainty are not isolated. Schools across the nation are grappling with the stress and anxiety of the unknown, which is affecting students, families, and educators alike.

We’ve listened to the questions, the concerns, and the overwhelming need for guidance. In response, we’ve created this **School Crisis Playbook: Deportation Response**—a resource to help you prepare, respond, and provide reassurance in these challenging times.

Originally developed to support our partner schools, we’re now sharing this guide with every school that may be impacted. It offers practical steps, clear answers, and a framework for creating safety and stability amidst uncertainty.

We are in this together. Let this guide be a tool to empower your school community and provide the support your students and families need.

With hope and solidarity,

Luma Mufleh  
CEO/Founder  
Fugees Family, Inc.

# ENCOUNTERS

## Preparing for ICE Encounters

- **It is important to note that schools are no longer sensitive locations.**
  - **Make sure your district policy identifies public and private spaces within the school.**
  - **It is imperative that your ENTIRE staff knows the designated areas. This includes bus drivers, volunteers, SROs, cafeteria staff, custodial staff, etc.**
- 

## Establish a Clear Policy

- **Non-Cooperation with ICE:** ICE must have proper legal documentation (e.g., a judicial warrant) to conduct enforcement activities on campus. Each district will need to or already has a policy established in accordance with local laws.
  - **Documentation Requirements:** Train admin to verify the validity of ICE documents (e.g., judicial warrants signed by a judge) before allowing access to school grounds.  
**You will need to call your ICE field office to verify the badge number.**
  - **Point of Contact:** Designate an individual (e.g., principal, legal counsel) to handle ICE interactions.
  - **Documentation:** Maintain records of any ICE interaction, including agent names, badge numbers, requests made, and consult legal resources immediately.
- 

## Staff Training

Train all staff members on:

- **Recognizing ICE Agents:** How to identify and interact professionally and lawfully.
- **Handling Student Information:** Protect student and family information per FERPA (Family Educational Rights and Privacy Act) guidelines.
- **Emergency Protocols:** Procedures for classroom lockdowns and communication.
- **Trauma-Informed Approaches:** How to support students emotionally during drills or real incidents.

Implementing detailed ICE (Immigration and Customs Enforcement) drill procedures in schools is essential for ensuring the safety and security of students, particularly those from immigrant families.

# ENCOUNTERS

## Communication Plan

- **Internal Communication:** Develop a rapid communication system (e.g., group texts, PA system announcements) to alert staff of ICE presence.
  - **Student Messaging:** Use age-appropriate language to inform students about drills or real situations without causing undue panic.
  - **Family Notification:** Inform families about the school's ICE-related policies and provide resources for immigrant families, such as legal assistance contacts.
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## ENCOUNTER Procedure

- **Pre-Encounter Preparation:**
  - Review district policies
  - Have documentation forms/checklists ready in front office.
  - Ensure all staff understand their roles and necessary information.
  - Assign Public and Private Areas
  - Review communication plan
- **During the Encounter:**
  - **Alert Signal:** Use a specific code word or phrase to announce the drill (e.g., "We are going into privacy lockdown mode").
  - **Lockdown Procedures:** Teachers lock doors, cover windows, and ensure students stay out of sight.
  - **Communication Role:** The designated point of contacts communicates with the ICE agents. **It is recommended to not let them in the building.**
  - **Role Assignments:** Who is the point of contact, calling legal counsel, contacting superintendent, checking the judicial warrant, and **verify ICE badge number.**
  - **Documentation:** Note the interaction, copy the warrant, record what you can
- **Post-ICE Encounter:**
  - Contact Parent or Guardian
  - Document the Encounter
  - Offer emotional support for students or staff

Implementing detailed ICE (Immigration and Customs Enforcement) drill procedures in schools is essential for ensuring the safety and security of students, particularly those from immigrant families.

# ICE ENCOUNTER CHECKLIST

## ✓ Preparation Before the Drill

### Review and Assign Roles

- Assign staff roles (e.g., 1st point of contact, etc.)

First point of contact (front office staff): \_\_\_\_\_

Warrant Review (Administrator): \_\_\_\_\_

- Ensure all team members know their specific duties

### Review Public and Private Areas

- Confirm which areas are designated public and private within your building
- Ensure ALL staff members know this (teachers, counselors, regular volunteers, bus drivers, cafeteria staff, etc.)

### Review Communication Plan

- Internal Communication (Announcements, group texts, etc.)

### Have documentation ready

- Have forms and documentation ready at the front office

### Review District Policies

## \* During the ICE Encounter

### If Entering the School: Step-by-Step Instructions

#### Alert and Announcement

- Make an announcement to initiate the ICE presence
- Use clear and consistent language (e.g., "We are going into privacy lockdown mode.").

#### Secure Entry Point

- Approach the designated school entrance calmly and observe surroundings.
- Ensure public and private areas. It is recommended to not let ICE in or to keep them contained to a public space (i.e. front office).

#### Point of Contact

- The first point of contact will have the initial interaction with ICE agents
- The first point of contact must immediately contact administration to further communicate with ICE agents.
- Administration will need to call your ICE field office to verify the badge number of the ICE agent

#### Involve legal counsel

- Contact the legal council to verify the validity of the warrant.
- Admin will need to verify warrant with legal counsel support

- Contact superintendent**
    - Notify superintendent of the ICE presence
  - Warrant Check**
    - If a warrant is presented, the Principal or their backup should verify the warrant
    - Review the specificity of the warrant with legal counsel
  - Contact Parent or Guardian if warrant is valid and verified**
    - Immediately contact parent or guardian if warrant is valid
  - Record and document the interaction**
    - Note the interaction, make a copy of warrant, record what you can
    - Document time, location, and any interaction ICE takes within the school
- 

## **Post-ICE Actions**

- Contact Parent or Guardian**
  - Immediately following encounter contact parent or guardian even if it is not valid to give them a heads up
- Document the Encounter**
  - Finish recording any additional details from encounter
- Debrief and Feedback**
  - Participate in a debrief session with staff
  - Share observations and suggestions for improvement
- Offer Emotional Support to Staff and Students**
  - Provide trauma informed practices for both students and staff members

# ICE PREPARATION AND EXECUTION

# SCHOOL BUS CHECKLIST

 During the ICE Encounter

## **If ICE Agents Approach the Bus: Step-by-Step Instructions**

(Note: Agents may not be in uniform and cars may not be marked.)

- Do NOT open the bus door.**
- Do NOT allow agent(s) on the bus.**
- Direct the ICE Agent(s) to the driver side window.**
- Ask the agent to hand you the warrant through the window.**
- Ask ICE agent(s) to show you their badge(s). Take a picture of the badge(s) with your phone ensuring the badge number is clearly visible.**
- Call the building administrator to notify them of what's happening.**
- Text a picture of the warrant AND ICE agent badge(s) to the administrator.**
  - Administration will need to call the local ICE field office to verify the badge number of the ICE agent(s).
  - Administration will verify the warrant and contact school superintendent and legal counsel
- If ICE agents demonstrate any forceful behavior, record those interactions with your phone.**
- Follow administration's guidance/directive.**

# SCENARIO ONE

## ICE COMES TO THE SCHOOL TO APPREHEND STUDENTS

### When can ICE enter a school?

- Only with a valid judicial warrant specifying individuals or areas.  
**\*Please note: Schools are no longer Sensitive Locations: ICE is permitted to enforce and detain in previously sensitive areas including schools, places of worship, and hospitals.**

### What should staff do if ICE arrives?

- Verify the warrant. If ICE (Immigration and Customs Enforcement) comes to a school with a warrant, they typically need to have specific names listed on it. For ICE to legally enter a school with a warrant, the warrant generally must meet the following conditions:
  - **Judicial Warrant Requirement:** ICE must present a warrant signed by a judge, not an administrative warrant (which ICE can issue internally). Only a judicial warrant authorizes entry without consent.
  - **Specific Names and Details:** A valid judicial warrant should specify the individuals ICE is seeking, along with details such as addresses or locations that relate directly to those individuals. This means ICE cannot use a general or vague warrant to request broad access to the school or conduct random checks.
  - **Narrow Scope of Enforcement:** Even if ICE has a judicial warrant with specific names, they are legally limited to pursuing those individuals and cannot conduct broad questioning or detain others. They are there only for those named on the warrant.
- If ICE presents a judicial warrant with specific names, it's important for school staff to contact legal counsel immediately to verify the validity and scope of the warrant and determine next steps to ensure the students' rights are protected
- Limit ICE's access to public areas outlined by district policies.



# SCENARIO ONE

## ICE COMES TO THE SCHOOL TO APPREHEND STUDENTS

### What if a student is absent?

- Inform ICE the student is not present but avoid sharing additional details.
- Notify legal counsel and document the visit.

### Can staff block ICE entry?

Staff cannot obstruct ICE with a valid judicial warrant but can limit access and movement within the school. However, there are steps that schools can take to help protect students' rights and limit ICE's access and movement within the school. Here's how schools can respond effectively:

- **Verify the Warrant:** Before granting access, designated staff (such as administrators) should verify the validity of the warrant. Only judicial warrants signed by a judge, not ICE-issued administrative warrants, authorize ICE entry into sensitive locations like schools.
- **Review the Specificity of the Warrant:** If the warrant lists specific names and areas within the school, staff should limit ICE's movement to only public areas in the school. If the warrant is too broad or does not specify individuals, consult legal counsel before allowing access.
- **Involve Legal Counsel:** School staff should immediately contact the school's legal counsel, especially if there is uncertainty about the warrant's validity or scope. Legal advisors can guide the school in managing ICE's presence and ensuring that they follow legal protocols.
- **Limit ICE's Access:** Districts should have a policy outlining public and private spaces within the school. The public space should be where ICE can wait while their documents are being verified. This protects other students from exposure to ICE agents and minimizes disruptions.
- **Support Students' Rights:** Students have the right to remain silent and to refuse to answer questions. Staff can educate students on their rights in advance and support them if ICE questions or approaches them, as long as it is safe to do so.
- **Record and Document the Interaction:** Schools can document ICE's visit, including the time, place, badge number, and any actions ICE agents take within the school. This documentation is important for accountability and can support families if any rights were violated.
- **Notify Parents and Guardians:** If ICE interacts with a student, staff can notify the student's parents or guardians to keep them informed.

# SCENARIO ONE

## ICE COMES TO THE SCHOOL TO APPREHEND STUDENTS

### What happens if ICE wants to detain a minor?

- Verify the warrant and notify legal counsel and parents. Schools should avoid releasing the minor without clear legal authority.

**Council of Parent Attorneys and Advocates:** [Immigration and Customs Enforcement in Schools - Council of Parent Attorneys and Advocates, Inc.](#)

**ACLU Guide for Educators of Immigrant Students in Public School:** [FAQ for Educators on Immigrant Students in Public Schools](#)

**\* Schools need to develop a policy if their district does not already have one in place in regards to releasing a student to ICE**

# SCENARIO TWO

## STUDENT GOES HOME AND PARENTS HAVE BEEN DETAINED BY ICE

- Schools need to establish who the students should call if this happens.
- Identify a local immigration attorney that the school will work with.
- Parents should appoint a guardian for their children.
- Parents should update their emergency contact list and add as many names as possible, including citizens if at all possible.
- Schools need short term placements for students who arrive home and their parents have been detained by ICE. Teachers could possibly fill this role.
- Schools need to estimate the number of fosters that may be needed and assume that 4 students could be placed in each foster home and then recruit long term placements for students whose parents have been detained by ICE. These could be faith leaders and others in their community so that students can continue going to school and have as little disruption as possible.
- Schools should consider raising an emergency fund for food, housing and immediate needs in cases where the breadwinner has been detained.
- Schools should compile a list of local resources such as food banks, help with utilities etc. to share with the families impacted.

# KNOW YOUR RIGHTS



## Immigrant Rights

### What Immigrant Families Can Do Now

#### ▶▶ Talk to an immigration services provider about your immigration options

Find immigration legal help on the Immigration Advocates Network's national directory of free or low-- cost nonprofit immigration legal services providers at <https://www.immigrationlawhelp.org>

- If you have a green card, find out if you can become a U.S. citizen.
- If you are here on a visa, find out if you can get a green card.
- If you do not have immigration status, find out if you may be eligible to get a visa or work permit.
- If you have a criminal arrest or conviction, find out how it might affect your case, or if there is a way to erase it from your record.

#### ▶▶ Make a child care and family preparedness plan

- Make sure all information and emergency contacts are up to date at your children's school(s) including who can and cannot pick up your children.
- Create a sheet of emergency numbers and contact information and a file of important documents so that you, your family or your emergency contact person can easily access them.
- Complete a caregiver's authorization affidavit so another adult can care for your children temporarily (available in California).
- Register your child's birth with your country's government (for example, with your country's consulate) if your child was born in the United States.

#### ▶▶ Figure out which documents you should and should not carry with you

- If you have a valid work permit or green card, carry it with you at all times. If you do not have one, generally it is advisable to carry a municipal ID, state ID or driver's license if it was issued in the United States and contains *no information at all* about your immigration status or your country of origin. Ask a local immigration advocate about what kind of documents are safe to carry in your area.
- Do not carry any documentation about your country of origin.
- Do not carry any false identity documents or false immigration documents.
- At all times, carry a red card (<https://www.ilrc.org/red--cards>) to exercise your right to remain silent in case you are stopped or interrogated by ICE or police officers.

## Everyone's Rights During an Immigration (ICE) Raid

*Everyone – both documented and undocumented persons – have rights in this country.*

### ▶▶ **Make sure you and others know what to do if approached by ICE officers.**

Inform your family members (even children), housemates, neighbors and co-workers, regardless of their immigration status, of their right to remain silent and all of these rights if ICE or the police comes to your home, neighborhood or workplace.

### ▶▶ **You have the right to remain silent.**

You can refuse to speak to an ICE agent. Do not answer any questions, especially about your birth place, immigration status or how you entered the United States. Say that you want to remain silent until you speak with a lawyer.

### ▶▶ **You have the right to demand a warrant before letting anyone into your home.**

Do not open your door to authorities without a warrant. You do not need to open the door unless an ICE agent shows you a warrant signed by a judge with your specific and correct name and address on it. If they say they have one, do not open the door for them to show it to you. Ask them to slip it under the door or through a window.

### ▶▶ **You have the right to speak to a lawyer and the right to make a phone call.**

### ▶▶ **You have the right to refuse to sign anything before you talk to a lawyer.**

Do not sign anything. That could eliminate your right to speak with a lawyer or have a hearing in front of an immigration judge. This may result in you being deported immediately without a hearing.

### ▶▶ **You have the right to refuse to show any documents before speaking with a lawyer.**

**Remain calm and do not try to run away.  
If you do, ICE or the police may use that against you.**

## What Allies Can Do During an Immigration Raid

### ▶▶ **If you can do so safely, take photos of, video record, document and report raids and arrests.**

- Obtain the names and phone numbers of any witnesses.
- Share information about the raid with your co-workers. If there is a union in your workplace, contact a union official.
- If ICE agents or police officers enter without a proper warrant, ask for their names and/or write down their badge numbers.

### ▶▶ **To report a raid, contact United We Dream's hotline 1--844--363--1423 or text 877877.**

- Report any incidents of raids or abuses/mistreatment by ICE, police or border patrol.

# WARRANT SAMPLE

## UNITED STATES DISTRICT COURT

for the

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

)  
)  
)  
)  
)  
)

Case No. \_\_\_\_\_

### 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 \_\_\_\_\_ District of \_\_\_\_\_  
*(identify the person or describe the property to be searched and give its location):*

I find that the affidavit(s), or any recorded testimony, establish probable cause to search and seize the person or property described above, and that such search will reveal *(identify the person or describe the property to be seized):*

**YOU ARE COMMANDED** to execute this warrant on or before \_\_\_\_\_ *(not to exceed 14 days)*  
 in the daytime 6:00 a.m. to 10:00 p.m.     at any time in the day or night because good 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)*

Pursuant to 18 U.S.C. § 3103a(b), 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)*

for \_\_\_\_\_ days *(not to exceed 30)*     until, the facts justifying, the later specific date of \_\_\_\_\_

Date and time issued: \_\_\_\_\_

\_\_\_\_\_  
*Judge's signature*

City and state: \_\_\_\_\_

\_\_\_\_\_  
*Printed name and title*

# ICE WARRANT SAMPLE

EXAMPLE OF AN ICE WARRANT NOT SIGNED BY A JUDGE  
EJEMPLO DE UNA ORDEN DE ICE NO FIRMADO POR UN JUEZ

**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 \_\_\_\_\_ on \_\_\_\_\_, and the contents of this  
(Name of Alien) (Date of Service)

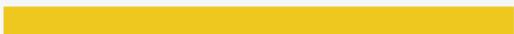
notice were read to him or her in the \_\_\_\_\_ language.  
(Language)

\_\_\_\_\_  
Name and Signature of Officer

\_\_\_\_\_  
Name or Number of Interpreter (if applicable)

# EXHIBIT 1:

## SAMPLE LETTER FOR PARENTS



Dear Parents:

It is the commitment of the School District to declare to all students our concern for their well-being, and safety. We are here to support your children and provide them with a safe and welcoming educational environment. We take seriously our responsibility to protect the information of all our students.

We affirm to you that our School District will not permit U.S. Immigration and Customs Enforcement (ICE) access to our School District facilities or use our School District personnel to assist in the enforcement of federal civil immigration law.

Please know:

We are required, by federal law, under the Family Educational Rights and Privacy Act (FERPA), to limit who has access to student documents.

Moreover, a Supreme Court ruling (Plyler vs. Doe) states that a school district cannot deny any educational rights to any student, regardless of immigration status. As a result, the District does not collect or have any information about a student's immigration status.

We are committed to serving all students and all families. The strength of our School District lies in its diversity, and regardless of which Public School you attend, your children are loved and supported.

If you have any questions or concerns, please contact \_\_\_\_\_.

Sincerely,

# EXHIBIT 2: TEMPLATE RESOLUTION

\_\_\_\_\_ BOARD OF EDUCATION  
**RESOLUTION NO. \_\_\_\_**

**WHEREAS**, it is the right of every child, regardless of immigration status, to access a free public K-12 education and the District welcomes and supports all students;

**WHEREAS**, the District has a responsibility to ensure that all students who reside within its boundaries, regardless of immigration status, can safely access a free public K-12 education;

**WHEREAS**, federal immigration law enforcement activities, on or around District property and transportation routes, whether by surveillance, interview, demand for information, arrest, detention, or any other means, harmfully disrupt the learning environment to which all students, regardless of immigration status, are entitled and significantly interfere with the ability of all students, including U.S. citizen students and students who hold other legal grounds for presence in the U.S., to access a free public K-12 education;

**WHEREAS**, through its policies and practices, the District has made a commitment to a quality education for all students, which includes a safe and stable learning environment, means of transportation to and from school sites, the preservation of classroom hours for educational instruction, and the requirement of school attendance;

**WHEREAS**, parents and students have expressed to the District fear and confusion about the continued physical and emotional safety of all students and the right to access a free public K-12 education through District schools and programs;

**AND WHEREAS**, educational personnel are often the primary sources of support, resources, and information to assist and support students and student learning, which includes their emotional health;

**NOW, THEREFORE, BE IT RESOLVED** that the U.S. Immigration and Customs Enforcement Office (ICE), state or local law enforcement agencies acting on behalf of ICE, or agents or officers for any federal, state, or local agency attempting to enforce federal immigration laws, are to follow District Policy \_\_\_\_, attached to and incorporated in this Resolution, to ensure the District meets its duty to provide all students, regardless of immigration status, access to a free public K-12 education;

**BE IT FURTHER RESOLVED**, that the Board declares the District to be a Safe Zone for its students, meaning that the District is a place for students to learn, to thrive and to seek assistance, information, and support related to any immigration law enforcement that interferes with their learning experience;

**BE IT FURTHER RESOLVED**, that the District shall, within 30 days of the date of this Resolution, create a Rapid Response Team to prepare in the event a minor child attending school in the District is deprived of adult care, supervision, or guardianship outside of school due to a federal law enforcement action, such as detention by ICE or a cooperating law enforcement agency;

**BE IT FURTHER RESOLVED**, it continues to be the policy of the District not to allow any individual or organization to enter a school site if the educational setting would be disrupted by that visit; given the likelihood of substantial disruption posed by the presence of ICE or state or local law enforcement agencies acting for ICE, any request by ICE or other agencies to visit a school site should be presented to the Superintendent's Office for review as to whether access to the site is permitted by law, a judicial warrant is required, or any other legal considerations apply; this review should be made expeditiously, but before any immigration law enforcement agent or officer appears at a school site;

**BE IT FURTHER RESOLVED**, in its continued commitment to the protection of student privacy, the District shall review its record-keeping policies and practices to ensure that no data is being collected with respect to students' immigration status or place of birth; and, if any such information is being collected or maintained, then to cease any such collection as it is irrelevant to the educational enterprise and potentially discriminatory;

**BE IT FURTHER RESOLVED**, should ICE or other immigration law enforcement agents request any student information, the request should be referred to the Superintendent's Office to ensure compliance with Family Educational Rights and Privacy Act (FERPA), student constitutional privacy, standards for a judicial warrant, and any other limitation on disclosure; this review should be conducted expeditiously, but before any production of information is made;

**BE IT FURTHER RESOLVED**, the District shall post this Resolution at every school site and distribute it to District staff, students, and parents using usual means of communication, and that the Resolution will be translated into all languages spoken by students at home;

**BE IT FURTHER RESOLVED**, the Superintendent shall report back on compliance with this Resolution to the Board at its next meeting;

**BE IT FURTHER RESOLVED**, the Board directs the Superintendent to review District policies and practices regarding bullying and report back to the Board at its next meeting and communicate to staff, students, and parents the importance of maintaining a bullying-free environment for all students;

**BE IT FURTHER RESOLVED**, the Board affirms that District employees have the academic freedom to discuss this Resolution during class time provided it is age-appropriate; and students are to be made aware that District counselors are available to discuss the subjects contained in this Resolution; and

**BE IT FURTHER RESOLVED**, after-school providers and other vendors and service providers who contract with the District shall be notified of this Resolution within 30 days and required to abide by it.

[FOLLOWED BY SCHOOL BOARD SIGNATURE PAGE]

# EXHIBIT 3:

## TEMPLATE POLICY \ FOR ENCOUNTERS WITH LAW ENFORCEMENT

### RELATING TO IMMIGRANT STUDENTS AND STUDENTS WITH IMMIGRANT FAMILY MEMBERS

#### DISTRICT POLICY NO. \_\_\_\_\_

#### ACCESS TO EDUCATION, STUDENT PRIVACY, AND IMMIGRATION ENFORCEMENT

School personnel must not allow any third party access to a school site without permission of the site administrator. The site administrator shall not permit third party access to the school site that would cause disruption to the learning environment.

The School Board, in Resolution No. \_\_\_\_\_, based on its educational experience and as part of its deliberative process as our governing body, has found that access to a school site by immigration law enforcement agents (including federal agents or other agents/agencies working with/for federal immigration agents) substantially disrupts the learning environment and any such request for access should be referred to the Superintendent's Office immediately.

School personnel must contact the Superintendent's Office immediately if approached by immigration law enforcement agents. Personnel must also attempt to contact the parents or guardians of any students involved.

The Superintendent's Office must process requests by immigration law enforcement agents to **enter a school site** or **obtain student data**. This process is as follows:

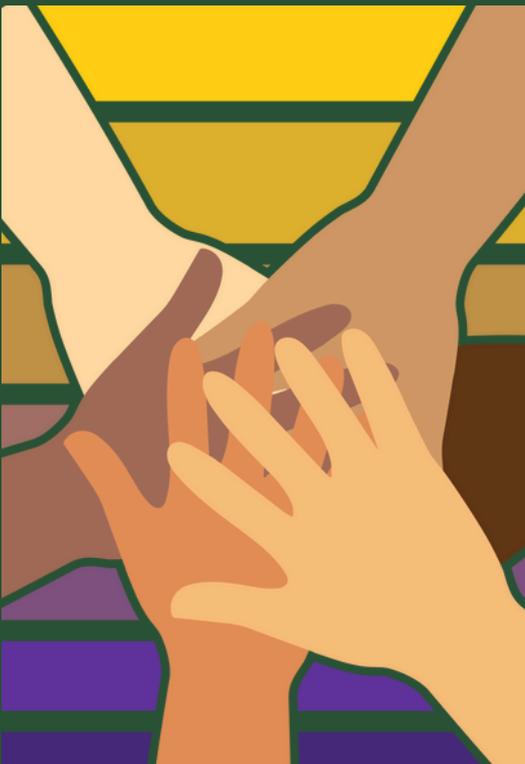
1. Request identification from the officers or agents and photocopy it;
2. Request a judicial warrant and photocopy it;
  - If no warrant is presented, request the grounds for access, make notes, and contact legal counsel for the District;
3. Request and retain notes of the names of the students and the reasons for the request;
  - If school site personnel have not yet contacted the students' parents or guardians, do so;
  - Do not attempt to provide your own information or conjecture about the students, such as their schedule or behavior, for example, without legal counsel present;
4. Provide the agents with a copy of this Policy and Resolution No. \_\_\_\_\_;
5. Contact legal counsel for the District;
6. Request the agents' name, contact information, and their supervisor's name and contact information; and
7. Advise the agents you are required to complete these steps prior to allowing them access to any school site or student data.

# FOSTER PARENT REQUIREMENTS AND PROCESS OVERVIEW: KENTUCKY, GEORGIA, AND OHIO

This guide provides an overview of the requirements and processes for becoming a foster parent in Kentucky, Georgia, and Ohio. It is designed to assist partner schools in guiding individuals who are interested in fostering children. While the general steps are similar across states, important distinctions are highlighted below.

## Age Requirements

- **Kentucky:** the minimum age to become a foster parent is 21.
- **Georgia:** the minimum age is also 21 for married applicants but increases to 25 for single applicants. Additionally, foster parents must be at least 10 years older than the foster child.
- **Ohio:** the minimum age is 18, but some agencies may prefer older applicants based on specific criteria.



## General Steps to Becoming a Foster Parent

### *1. Initial Inquiry*

- **Kentucky:** Contact the Kentucky Cabinet for Health and Family Services (CHFS) at 800-232-KIDS (5437) or visit [adopt.ky.gov](http://adopt.ky.gov).
- **Georgia:** Contact the Georgia Division of Family and Children Services (DFCS) at 1-877-210-KIDS (5437) or visit [dfcs.georgia.gov](http://dfcs.georgia.gov).
- **Ohio:** Contact the Ohio Department of Job and Family Services (ODJFS) through their foster care portal at [fosterandadopt.jfs.ohio.gov](http://fosterandadopt.jfs.ohio.gov).

## **2. Attend an Informational Meeting - Required**

- **Kentucky:** A schedule of upcoming meetings is available at [adopt.ky.gov](http://adopt.ky.gov).
- **Georgia:** Details on information sessions are available at [fostergeorgia.com](http://fostergeorgia.com).
- **Ohio:** Information about meetings can be found at [necco.org](http://necco.org).

## **3. Submit an Application**

After attending the informational meeting, you'll receive an application packet detailing the requirements and forms needed to proceed. Ensure all forms are completed accurately and submitted promptly.

## **4. Complete Pre-Service Training**

- **Kentucky:** Requires a minimum of 15 hours of preparation training, including web-based and in-person sessions ([kyfaces](http://kyfaces)).
- **Georgia:** Completion of the IMPACT Family Centered Practice pre-service training is required ([fostergeorgia.com](http://fostergeorgia.com)).
- **Ohio:** Requires a minimum of 24 hours of pre-service training ([fosterandadopt.jfs.ohio.gov](http://fosterandadopt.jfs.ohio.gov)).

## **5. Home Study Assessment**

A thorough home study will be conducted to evaluate the safety and suitability of your living environment. This includes interviews with household members, a home inspection, and assessments of financial stability and health.

## **6. Background Checks**

- **Kentucky:** Requires state and federal criminal checks, child abuse and neglect registry checks, and sex offender registry checks.
- **Georgia:** Includes child protective services screening in addition to standard checks.
- **Ohio:** Includes state and federal checks, sex offender registry checks, and a review of juvenile court records for all household members over age 18.

## **7. Health Assessments**

- **Kentucky:** Requires a health statement from a licensed physician for all household members.
- **Georgia:** Includes proof of immunizations for all household members and a thorough health assessment.
- **Ohio:** Includes health screenings for all household members and documentation for ongoing medical conditions.

## **8. Approval and Certification**

Upon successful completion of the steps above, your application will be reviewed. If approved, you'll receive certification as a foster parent in your respective state:

- **Kentucky:** Can take 6-9 months.
- **Georgia:** Can take 4-8 months.
- **Ohio:** Can take 4-6 months.

# GUARDIANSHIP INFORMATION

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## **What is guardianship of a child?**

Although the definition and terms of guardianship vary by state, fundamentally, the purpose of a guardian is to provide care and protection and make education and routine healthcare decisions on behalf of the child under their care.

## **Temporary guardianship over a child**

Depending on the state, temporary guardianship allows for the brief assumption of control by another person over the care and support of a minor child. Temporary guardianship may occur in emergencies where a child is experiencing an immediate risk to their health or safety.

## **Temporary custody might also happen in the following cases:**

The child's parents are traveling away from home for a significant period of time.

The child's parents are suffering from a short-term disability or medical condition.

A guardian is needed for a short time until a permanent guardian is appointed.

In many cases, the court may impose a time frame or condition during which the guardianship is in effect. Typically, a temporary guardianship may last no longer than six months.

## **How to become a guardian**

The steps to establish guardianship depend on the jurisdiction within which the child resides.

However, the prospective guardian generally must file a petition with the court that has jurisdiction over the child's case. A court investigator may then interview the prospective guardian. In some situations, the investigator might interview the child.

Once the court receives and reviews the petition, the court schedules a hearing with a judge. At the hearing, the judge determines whether to grant guardianship. The most critical factor is whether the guardianship is in the child's best interest. Other things that go into this determination may include:

Results of the prospective guardian's home study

Criminal background and child abuse checks of the prospective guardian

The child's willingness and desire to reside with the potential guardian

The prospective guardian's understanding of the permanent nature of guardianship

## **How many guardians can a child have?**

Co-guardianships occur when a child has more than one guardian. While, in theory, a parent may name as many guardians as they want, this may lead to conflict and instability for the child. In the context of legal guardianships, courts generally permit one or two guardians.

## **When to speak with an attorney**

Granting someone guardianship of your child or taking on the responsibility is a huge decision. You want what's best for the child. Talking with a lawyer may help. They can answer all your questions so you fully understand what guardianship means and entails. A guardianship lawyer may also help you prepare for the process of becoming a guardian so everything goes as smoothly as possible.

# TPS

## TEMPORARY PROTECTED STATUS

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"TPS immigration" refers to "Temporary Protected Status" in immigration law, which allows nationals from certain designated countries experiencing ongoing crises to temporarily live and work legally in the United States, essentially providing a protection from deportation during that time period.

### List of countries with tps and when they will expire Country,TPS Expiration Date

<b>Afghanistan</b>	<b>March 16, 2022- May 20, 2025</b>
<b>Burma (Myanmar)</b>	<b>March 25, 2021- November 25, 2025</b>
<b>Cameroon</b>	<b>April 15, 2022- June 7, 2025</b>
<b>El Salvador</b>	<b>March 9, 2001- <b>Sept. 9, 2026</b></b>
<b>Ethiopia</b>	<b>December 12, 2022- December 12, 2025</b>
<b>Haiti</b>	<b>July 23, 2011- February 3, 2026</b>
<b>Honduras</b>	<b>January 5, 1999- July 5, 2025</b>
<b>Lebanon</b>	<b>November 27, 2024- April 16, 2026</b>
<b>Nepal</b>	<b>June 24, 2015- June 24, 2025</b>
<b>Nicaragua</b>	<b>January 5, 1999- July 5, 2025</b>
<b>Somalia</b>	<b>September 16, 1991- March 17, 2026</b>
<b>South Sudan</b>	<b>January 25, 2016- May 3, 2025</b>
<b>Sudan</b>	<b>May 3, 2013- <b>October 9, 2026</b></b>
<b>Syria</b>	<b>March 29, 2012- September 30, 2025</b>
<b>Ukraine</b>	<b>March 3, 2022- <b>October 19, 2026</b></b>
<b>Venezuela</b>	<b>March 9, 2021- <b>September 10, 2026</b></b>
<b>Yemen</b>	<b>September 3, 2015- March 3, 2026</b>

Update:  
Venezuelans  
who were  
granted TPS in  
2021 will have  
protection until  
September 2025.  
Those who were  
granted TPS in  
2023 will have  
protection until  
April 2025

# SCHOOL PLAN

# WHAT TO INCLUDE

One of the key components to your school plan is the appropriate training for all staff members. Below are some recommended trainings.

## Teacher Training:

Train all staff members on:

- **Recognizing ICE Agents:** How to identify and interact professionally and lawfully.
- **Handling Student Information:** Protect student and family information per FERPA (Family Educational Rights and Privacy Act) guidelines.
- **Emergency Protocols:** Procedures for classroom lockdowns and communication.
- **Trauma-Informed Approaches:** How to support students emotionally during drills or real incidents.
- **Student Support Training:** Plan to train staff on how to support students during this time.

# SCHOOL PLAN

## WHAT TO INCLUDE

**Understand District Policies:** It is important to understand what policies your district has in place. For example, who is the minor's clear legal authority?

**Identify Bilingual Staff:** Make sure you have clearly identified which staff members are bilingual. This may help in a situation where another language is necessary.

**Immigration Attorney:** Each school needs to identify an immigration attorney. This attorney will be the one you reach out to in case of an emergency. The attorney's number will also be available on the Red Cards.

**Red Cards:** Red Cards share the constitutional rights for each individual. Each and every student should have one. Here is a link that you can order from or print yourselves. Make sure each red card has the 24/7 Hotline number and your school identified attorney's number.

**24/7 Hotline:** There should be a designated phone number and person to call at any time in case of emergency. This number should be found on the Red Card along with the attorney.

**Know Your Rights Trainings:** Schools should offer Know Your Rights sessions for families in the communities.

### **Develop ICE Procedures**

- **Announcements:** Use a designated code to announce ICE presence without causing alarm.
- **Classroom Protocols:** Teachers lock doors, take attendance, and continue class calmly.
- **Staff Roles:** Assign staff to liaise with ICE, verify credentials, and avoid sharing information without legal validation.
- **Documentation:** Maintain records of any ICE interaction, including agent names, badge numbers, requests made, and consult legal resources immediately.

# SCRIPT FOR SCHOOL STAFF CALLING HOME REGARDING STUDENT ABSENCES POSSIBLY DUE TO FEAR

**This script is intended for use when a refugee or immigrant student could possibly be absent due to fear of deportation. If you believe an absence might possibly be out of fear rather than illness, please follow this script to gently breach the topic with the guardian or the student. The script applies to either audience. Sometimes families/students just need to hear the voice of a trusted adult or see their face. Contact should be made as soon as an absence occurs so the absence doesn't persist.**

## **Start with Empathy and Understanding**

"Hello [Parent/Guardian's/ Student's Name], this is [Your Name] calling from [School Name]. First, I want to say that we truly understand how stressful and uncertain this time may feel for you and your family. We know there are concerns, and I want you to know that we are here to support you."

## **Demonstrate Genuine Concern**

"We noticed [Student's Name / "you"] [was absent today or has been absent from school recently], and I wanted to check in to see if everything is okay and how we can help. We missed [Student's Name / "you"]. Our top priority is making sure [Student's Name / "you"] [is / are] safe, supported, and thriving."

## **Address Misinformation and Reduce Fear**

"I also want to assure you that school is a safe place for all students and families. [School Name] does not share any information about our students or families with immigration authorities. Our focus is on creating a welcoming and safe environment where [Student's Name / "you"] can learn and grow without fear."

## **Explain the Importance of School Attendance**

"We also know how important education is, especially during challenging times. School provides [Student's Name / "you"] with stability, support, and opportunities to connect with teachers and friends. It's a place where [they / "you"] can feel safe and continue to learn. And we provide warm meals that [they're / "your"] body needs to grow and stay strong mentally and physically."

## **Offer Support and Resources**

"Is there anything we can do to help [Student's Name / "you"] feel more comfortable about coming back to school? We can provide [specific resources such as counseling, transportation support, or a trusted staff member they / you can talk to]. Please let us know if there's anything you need from us."

## **Close with Reassurance and Open Communication**

"Again, we are here to help and support you in any way we can. Please don't hesitate to call me directly if you have any concerns or need assistance. [Provide your contact information.] We truly care about [Student's Name / "you"] and your family, and we look forward to seeing them back at school soon."

# DURABLE POWER OF ATTORNEY FORM

## IMPORTANT INFORMATION

This power of attorney authorizes another person (your agent) to make decisions concerning your property for you (the principal). Your agent will be able to make decisions and act with respect to your property (including your money) whether or not you are able to act for yourself. The meaning of authority over subjects listed on this form is explained in the Uniform Power of Attorney Act.

This power of attorney is meant for appointing an agent to handle financial activities only. It **does not** authorize the agent to make health-care decisions for you.

You should select someone you trust to serve as your agent. Unless you specify otherwise, generally the agent's authority will continue until you die or revoke the power of attorney, or the agent resigns or is unable to act for you.

Your agent is entitled to reasonable compensation unless you state otherwise in the Special Instructions.

This form provides for designation of one agent. If you wish to name more than one agent, you may name a coagent in the Special Instructions. Coagents are not required to act together unless you include that requirement in the Special Instructions.

If your agent is unable or unwilling to act for you, your power of attorney will end unless you have named a successor agent. You may also name a second successor agent.

**If you have questions about the power of attorney or the authority you are granting to your agent, you should seek legal advice before signing this form.**

### 1. EFFECTIVE DATE (INITIAL when this power of attorney goes into effect)

\_\_\_\_\_ - **Immediately**. This power of attorney shall become effective immediately upon its execution and shall remain in effect indefinitely, unless specified otherwise herein.

\_\_\_\_\_ - **Upon Disability** (springing). This power of attorney shall become effective immediately upon my disability as defined under State law.

### 2. DESIGNATION OF AGENT

I, \_\_\_\_\_, name the following person as my agent:

Name of Agent: \_\_\_\_\_

Agent's Address: \_\_\_\_\_

Agent's Phone: \_\_\_\_\_

### 3. DESIGNATION OF SUCCESSOR AGENT(S) (OPTIONAL)

If my agent is unable or unwilling to act for me, I name as my successor agent:

Name of Successor Agent: \_\_\_\_\_  
Successor Agent's Address: \_\_\_\_\_  
Successor Agent's Phone: \_\_\_\_\_

If my successor agent is unable or unwilling to act for me, I name as my second successor agent:

Name of 2<sup>nd</sup> Successor Agent: \_\_\_\_\_  
2<sup>nd</sup> Successor Agent's Address: \_\_\_\_\_  
2<sup>nd</sup> Successor Agent's Phone: \_\_\_\_\_

### 4. GRANT OF GENERAL AUTHORITY

I grant my agent and any successor agent general authority to act for me with respect to the following subjects as defined in the Uniform Power of Attorney Act.

(INITIAL each subject you want to include in the agent's general authority. If you wish to grant general authority over all of the subjects you may initial "All Preceding Subjects" instead of initialing each subject.)

- \_\_\_\_\_ - Real Property
- \_\_\_\_\_ - Tangible Personal Property
- \_\_\_\_\_ - Stocks and Bonds
- \_\_\_\_\_ - Commodities and Options
- \_\_\_\_\_ - Banks and Other Financial Institutions
- \_\_\_\_\_ - Operation of Entity or Business
- \_\_\_\_\_ - Insurance and Annuities
- \_\_\_\_\_ - Estate, Trusts, and Other Beneficial Interests
- \_\_\_\_\_ - Claims and Litigation
- \_\_\_\_\_ - Personal and Family Maintenance
- \_\_\_\_\_ - Benefits from Governmental Programs or Civil or Military Service
- \_\_\_\_\_ - Retirement Plans
- \_\_\_\_\_ - Taxes
- \_\_\_\_\_ - All Preceding Subjects

### 5. GRANT OF SPECIFIC AUTHORITY (OPTIONAL)

My agent MAY NOT do any of the following specific acts for me UNLESS I have INITIALED the specific authority listed below:

(CAUTION: Granting any of the following will give your agent the authority to take actions that could significantly reduce your property or change how your property is

distributed at your death. INITIAL ONLY the specific authority you WANT to give your agent.)

- \_\_\_\_\_ - Create, amend, revoke, or terminate an inter vivos trust.
- \_\_\_\_\_ - Make a gift, subject to the limitations of the Uniform Power of Attorney Act and any special instructions in this power of attorney.
- \_\_\_\_\_ - Create or change rights of survivorship.
- \_\_\_\_\_ - Create or change a beneficiary designation.
- \_\_\_\_\_ - Authorize another person to exercise the authority granted under this power of attorney.
- \_\_\_\_\_ - Waive the principal's right to be a beneficiary of a joint and survivor annuity, including a survivor benefit under a retirement plan.
- \_\_\_\_\_ - Exercise fiduciary powers that the principal has authority to delegate.
- \_\_\_\_\_ - Access the content of electronic communications.
- \_\_\_\_\_ - Disclaim or refuse an interest in property, including a power of appointment.

## 6. LIMITATION ON AGENT'S AUTHORITY

An agent that is not my ancestor, spouse, or descendant MAY NOT use my property to benefit the agent or a person to whom the agent owes an obligation of support unless I have included that authority in the Special Instructions.

## 7. SPECIAL INSTRUCTIONS

You may give special instructions on the following lines:

## 8. NOMINATION OF [CONSERVATOR OR GUARDIAN] (OPTIONAL)

If it becomes necessary for a court to appoint a conservator or guardian of my estate or guardian of my person, I nominate the following person(s) for appointment:

### Nominee for Conservator or Guardian of my Estate

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

### Guardian of my Person

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_

### 9. RELIANCE ON THIS POWER OF ATTORNEY

Any person, including my agent, may rely upon the validity of this power of attorney or a copy of it unless that person knows it has terminated or is invalid.

### 10. NOT AFFECTED BY INCAPACITY

This document **shall not** be affected by my subsequent incapacity. This language shall satisfy any State-required language that allows a power of attorney document to remain in place even if I can no longer manage my property or business affairs.

### 11. GOVERNING LAW

This power of attorney shall be governed under the laws located in the State of \_\_\_\_\_.

### 12. SIGNATURE AND ACKNOWLEDGMENT

Principal's Signature:  Date: \_\_\_\_\_  
Print Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_

**WITNESS ATTESTATION**

We, the witnesses, attesting to be of legal age and sound mind, acknowledge to have witnessed the principal sign this power of attorney document on the date mentioned hereunder. I affirm that the principal appeared to understand the nature of the document and was free from any duress or undue influence at the time of signing.

As witnesses, we acknowledge not to be related by blood, marriage, or adoption. We are not entitled to any portion of the principal's estate under a will or codicil currently existing or by operation of law as it now exists. In addition, neither of us is appointed as the Agent in this power of attorney.

1<sup>st</sup> Witness Signature:  Date: \_\_\_\_\_  
Print Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_

2<sup>nd</sup> Witness Signature:  Date: \_\_\_\_\_  
Print Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_

**NOTARY ACKNOWLEDGMENT**

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of \_\_\_\_\_  
County of \_\_\_\_\_

This document was acknowledged before me on \_\_\_\_\_,  
20\_\_\_\_, by the principal of this document known as \_\_\_\_\_.

Notary Signature:

Commission Expires on \_\_\_\_\_, 20\_\_\_\_

This document was prepared by:

Print Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_



## IMPORTANT INFORMATION FOR AGENT

### Agent's Duties

When you accept the authority under this power of attorney, a special legal relationship is created between you and the principal. This relationship imposes upon you legal duties that continue until you resign or the power of attorney is terminated or revoked.

You must:

- Do what you know the principal reasonably expects you to do with the principal's property or, if you do not know the principal's expectations, act in the principal's best interest;
- Act in good faith;
- Do nothing beyond the authority granted in this power of attorney; and
- Disclose your identity as an agent whenever you act for the principal by writing or printing the name of the principal and signing your own name as "agent" in the following manner:

(Principal's Name) by (Your Signature) as Agent

Unless the Special Instructions in this power of attorney state otherwise, you must also:

- Act loyally for the principal's benefit;
- Avoid conflicts that would impair your ability to act in the principal's best interest;
- Act with care, competence, and diligence;
- Keep a record of all receipts, disbursements, and transactions made on behalf of the principal;
- Cooperate with any person that has authority to make health-care decisions for the principal to do what you know the principal reasonably expects or, if you do not know the principal's expectations, to act in the principal's best interest; and
- Attempt to preserve the principal's estate plan if you know the plan and preserving the plan is consistent with the principal's best interest.

### Termination of Agent's Authority

You must stop acting on behalf of the principal if you learn of any event that terminates this power of attorney or your authority under this power of attorney. Events that terminate a power of attorney or your authority to act under a power of attorney include:

- Death of the principal;
- The principal's revocation of the power of attorney or your authority;
- The occurrence of a termination event stated in the power of attorney;
- The purpose of the power of attorney is accomplished; or

- If you are married to the principal, a legal action is filed with a court to end your marriage, or for your legal separation, unless Special Instructions in this power of attorney state that such an action will not terminate your authority.

### **Liability of Agent**

The meaning of the authority granted to you is defined in the Uniform Power of Attorney Act. If you violate the Uniform Power of Attorney Act, or act outside the authority granted, you may be liable for any damages by your violation.

**If there is anything about this document or your duties that you do not understand, you should seek legal advice.**



# RESOURCES

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## ICE Encounters and Detention

[Know Your Rights](#)

[ICE Locator \(to find those who are detained\)](#)

[EOIR Automated Case Information System \(to track EOIR case progress and hearings\)](#)

[EOIR Self-Help Materials](#)

[EOIR List of Free Legal Services](#)

[The American Civil Liberties Union \(ACLU\) is a nationwide organization that defends the rights and liberties guaranteed by the Constitution and laws of the United States.](#)

[Immigration Law Help Legal Services Locator](#)

[Immigration Advocates Network Legal Services Directory](#)

[Council of Parent Attorneys and Advocates](#)

[ACLU Guide for Educators of Immigrant Students in Public School](#)

[Paying the ICE Bond](#)

[This is the National Bail Fund Network form to request a referral to an immigration bond fund for support for someone held in an ICE detention facility within the United States. The National Bail Fund Network is a project of the Community Justice Exchange, connecting over 90 community bail and bond funds who post both criminal bail and immigration bonds.](#)

[FIRRP](#)

[Acacia Center for Justice](#)

[American Bar Association-A guide for family and friends of individuals in detention.](#)

[Red Cards help people assert their rights and defend themselves in many situations, such as when ICE agents go to a home](#)

[For Students-\(Mobilization for Justice\)](#)



# RESOURCES

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## Common Scams and How to Avoid Them

[Use this information to avoid common immigration scams](#)

## Food Resources

[FoodFinder.us](#) is an easy-to-use website that is also available as an app for Apple or Android devices. All you need to do is type in your ZIP code to see food pantries in your neighborhood. Click on a food pantry to view their phone number, hours of operation, areas serviced, and a link for directions.

### USDA National Hunger Clearinghouse

The clearinghouse aids low-income individuals or communities by providing food assistance and other nutrition and social services information, serving as an important tool in combating hunger and promoting economic mobility. The clearinghouse is accessible two ways:

- **By Phone:** Call the USDA National Hunger Hotline, which operates from 7:00 AM – 10:00 PM Eastern Time. If you need food assistance, call 1-866-3-HUNGRY or 1-877-8-HAMBRE to speak with a representative who will find food resources such as meal sites, food banks, and other social services available near your location.
- **By Text:** Text to the automated service at 914-342-7744. with a question that may contain a keyword such as “food,” “summer,” “meals,” etc. to receive an automated response to resources located near an address and/or zip code.

## OTHER

### Tarjimly Essentials App

Tarjimly Essentials is designed for asylum seekers, refugees, immigrants, as well as volunteer groups and organizations committed to humanitarian work. Utilize our free mobile app to connect directly to our community of volunteer translators and interpreters on-demand.



# TEXT ALERTS

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## Stay Informed and Take Action

### Why Sign Up?

Our text alerts keep you informed about the latest updates affecting refugees and immigrants, including:

- New legislation and deportation policies.
- Information about ICE activity and community safety.
- Actionable ways to support refugee and immigrant communities.

By signing up, you'll be the first to know about critical updates and how you can make an impact.

### Step-by-Step Instructions to Sign Up:

1. **Visit the Sign-Up Page:** Go to <https://fugeesfamily.org/immigration-resources/>
2. **Locate the Contact Form:** Scroll to the text alert sign-up section on the page next to the Featured Fugees Resources
3. **Fill Out the Form:** Enter your first name, last name and mobile number.
4. **Submit Your Information:** Click the "Sign Up" or "Subscribe" button to complete your registration.



# LET'S WORK TOGETHER



**LAST  
UPDATED  
2.13.25**

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[www.fugeesfamily.org](http://www.fugeesfamily.org)  
[coach@fugeesfamily.org](mailto:coach@fugeesfamily.org)