



# SUPPORTING IMMIGRANT AND REFUGEE STUDENTS AND FAMILIES

## A Toolkit for Administrators, Teachers and Staff



Developed by the Office of Family and Community Engagement  
The School District of Philadelphia

*This toolkit is purely informational and does not constitute legal advice.  
Each individual case is different, and advice may vary depending on the situation.*

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## DEFINITIONS: IMMIGRANT, REFUGEE, AND ASYLEE

### 1. Who is an immigrant?

An immigrant is a foreign-born person who has chosen to leave his/her country of origin to settle in another country. Immigrants have entered the country with or without inspection. That means that they either have permission to be in the United States; entered with a visa and decided to stay once the visa expired; or entered the country without inspection/permission. Immigrants come from all nations.

### 2. Are all immigrants “illegal”?

No, not all immigrants are undocumented.

### 3. What is the difference between an undocumented and an “illegal”?

The correct term for someone who has entered without permission/inspection is undocumented. The term illegal is dehumanizing.

### 4. Who is an undocumented student?

An undocumented student is someone who entered the United States without inspection (does not have an official document that authorizes the person to be in the country), or a person who had permission to enter and stayed after the permission expired.

#### Facts about undocumented students:

- **Many** don't know they are undocumented until they begin the college application process.
- They do not qualify for federal grants (FAFSA) or loans, even if they are in financial need and their parents pay taxes.
- They do not qualify for:
  - A state ID.
  - A driver's license.
  - Employment (unless they are under the Deferred Action for Childhood Arrivals (DACA)), and that is renewed every two years.
  - Public benefits.
  - PHEAA.

### 5. Who is a refugee?

“A refugee is someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely, they cannot return home or are afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries.”

### 6. What is the definition of asylee?

An asylum seeker is a person who, like a refugee, has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group; yet, contrary to refugees, an asylum seeker must be in the United States at the time when he/she requests asylum. If the individual is successful in his/her request for asylum, then the person becomes an asylee.

## 7. What is the definition of an unaccompanied child/minor?

“An unaccompanied child is a child who has no lawful immigration status in the United States; is under the age of 18; and has no parent or legal guardian in the United States, or has no parent or legal guardian in the United States available to provide care and physical custody.”

### **Facts about unaccompanied children:**

- Not all come from Central America or Mexico.
- Since 2014, more than 100,000 unaccompanied children have sought refuge in the United States, primarily from Central America’s Northern Triangle—El Salvador, Guatemala and Honduras.
- More than half of unaccompanied children do not have legal representation in immigration court and have to navigate the complex legal system entirely on their own.
- Children are migrating from the Northern Triangle and seeking refuge in the United States for reasons that include, but are not limited to, the following:
  - To escape violence, abuse, persecution and communities overrun by crime, corruption, endemic poverty and human trafficking.
  - To find family members already residing in the United States.
  - To seek better educational or economic opportunities.
  - They were brought to the United States by human smugglers.

### **1. Should staff inquire into the immigration or citizenship status of a student or parent?**

No. Schools have an obligation to enroll students regardless of their immigration status. Schools may not discriminate against students because of race, color or national origin. A student's immigration or citizenship status is not relevant to school enrollment.

### **2. Are schools obligated to provide Immigration and Customs Enforcement information contained in student records about undocumented students?**

No. The Family Educational Rights and Privacy Act (FERPA) generally prohibits school districts from providing third parties such as ICE information about students contained in student records. More specifically, FERPA prohibits school districts from disclosing personally identifiable information in a student's "education records" to outside agencies without parental consent or a subpoena. A student's "education records" includes "records, files, documents and other materials which contain information directly related to a student" and "are maintained by an educational agency or institution."

FERPA allows for the release of information from a student's record to comply with a court order, arrest warrant or subpoena, typically with parental notification, but not consent. Schools may disclose directory information (i.e. student's name, address, date and place of birth, major field of study) 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. For more on FERPA, see: [familypolicy.ed.gov/ferpa-parents-students](http://familypolicy.ed.gov/ferpa-parents-students).

### **3. Can school staff request a Social Security number from the parent/guardian or student at the time of registration?**

No, school staff cannot ask families to present a Social Security card.

**1. Must, may, or should a school or staff person report an undocumented student to Immigration and Customs Enforcement (ICE)?**

No. There is no state or federal requirement for schools and/or staff to report undocumented students to immigration authorities. Arguably, school districts are prohibited from reporting student documentation status under the 1982 Supreme Court landmark case Plyer v. Doe.

**2. Does the District participate in immigration enforcement?**

No. The District does not conduct, participate or enforce immigration actions. The federal government handles immigration enforcement.

**3. What should I do if Immigration and Customs Enforcement agents come to my school?**

The Principal must immediately contact the Office of General Counsel at (215) 400-4120 or the Office of Student Rights and Responsibilities at (215) 400-4830. If ICE agents present a school with a removal warrant (deportation order), the school is not mandated to provide student information or records. Any ICE agent intending to enter any School District of Philadelphia property must first notify the Superintendent and the District's General Counsel of the purpose of their visit to a school.

**4. What should I do if a request is received from federal immigration agents to enter the school to speak to a particular student?**

School staff would follow District policy on questioning of students by law enforcement or other lawful authorities. These guidelines include verification and documentation of the interviewer and parental notification efforts. Additionally, until more unanswered questions are resolved on a national level, principals have been authorized to seek legal advice on a case-by-case basis to ensure that the District complies with all applicable laws and policies while simultaneously considering the legal rights of the student and those of the student's parents or guardians.

**5. If someone comes to my school and states he/she works for ICE, what steps should I take?**

First, tell the person that you must call the Superintendent and/or General Counsel (they are authorized to ask for the ICE agent's credentials), ask the agent why he or she is requesting access, and ask the agent what evidence of reasonable suspicion exists. ICE personnel must provide a warrant to enter a specific District property for a specific purpose. Even with a warrant, you **MUST** call the Superintendent and/or General Counsel.

**6. Are school police officers required to enforce immigration laws or participate with ICE actions?**

School police should not take actions to assist in immigration enforcement duties. Additionally, access to any individual or school records should not be provided. All such requests should be referred to the school principal, Office of General Counsel, and Office of Student Rights and Responsibilities.

**1. How does being an undocumented student impact behavioral health?**

Students who are undocumented have a greater risk of experiencing anxiety, depression, social isolation, bullying, harassment, anger, insomnia, grief and loss due to family separation, uncertainty of the future increases feelings of hopelessness and doom, Post-Traumatic Stress Disorder (PTSD), and feelings of shame.

**2. My kindergartners and first graders have told me that they are afraid that their parents will be sent back to their countries. How can I help them relax?**

There is a great and fun website that our younger students can access for mindful exercises:  
<https://app.gonoodle.com/channels/think-about-it/take-on-the-day?source=search>

**3. What resources can I use to understand the experience of my unaccompanied minors/migrants?**

You can access <http://nctsn.org/trauma-types/refugee-trauma/guidance-unaccompanied>. This website will provide you with greater awareness of the trauma experienced by unaccompanied minors/migrants.

**4. What impact do immigration 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.”

**5. I am a school psychologist and would like to find resources to better help my Latino students who might be suffering from trauma?**

“For children in grades K-5<sup>th</sup>, you can find valuable information on how to treat children’s trauma from immigrating from another country in the National Child Traumatic Stress Network.”

**6. What other resources are available for school counselors and psychologists working with students who have experienced a traumatic separation?**

“The National Child Traumatic Stress Network provides information for those working with children with traumatic separation, post-traumatic responses, and those facing separation.”

**7. Where can I find a resource guide to make available to undocumented students at my school that addresses life in and after high school?**

There is a wonderful resource called “Living Undocumented: High School, College, and Beyond.” It includes a documentary, a lesson plan, and a resource guide. It is available at: [www.LivingUndocumented.com](http://www.LivingUndocumented.com)

### 1. How do I confront hate speech at school?

These three readily available resources can provide you with easy tools to confront hate speech:

- Dr. Howard Stevenson of the University of Pennsylvania Graduate School of Education offers advice for how educators can protect their students and care for themselves: [www.gse.upenn.edu/news/educators-playbook/how-confront-hate-speech-school](http://www.gse.upenn.edu/news/educators-playbook/how-confront-hate-speech-school).  
Dr. Stevenson indicates that “there has been a spike in racial and ethnic intimidation and harassment since the presidential election. Many of these incidents are happening at K-12 schools.”
- The Southern Poverty Law Center: [www.splcenter.org](http://www.splcenter.org). This civil rights organization is dedicated to fighting hate and bigotry and to seeking justice for the most vulnerable members of our society. Using litigation, education, and other forms of advocacy, the SPLC works toward the day when the ideals of equal justice and equal opportunity will be a reality. They are currently also monitoring reports of racial harassment and intimidation in the wake of the presidential election, provide resources related to fighting hate. They are also the umbrella organization under which resources for teachers/educators are provided through Teaching Tolerance ([www.tolerance.org](http://www.tolerance.org)).
- The Anti-Defamation League: [www.adl.org](http://www.adl.org). The Anti-Defamation League was founded in 1913 "to stop the defamation of the Jewish people and to secure justice and fair treatment to all." Now one of the nation's premier civil rights/human relations agency, ADL fights anti-Semitism and all forms of bigotry, defends democratic ideals and protects civil rights for all.

### 2. Is hate speech the same thing as a hate crime?

No. "A hate crime is an act motivated by prejudice or bias. To be a hate crime, the act must be criminal - not a mere expression of an intolerant opinion. Certain offenses become hate crimes because of what motivated the criminal act. When certain crimes are committed because of a victim's real or perceived race, color, religion, national origin, or ancestry a hate crime has been committed in Pennsylvania."

### 3. What should I do if I witness, hear of, or become a victim of a hate crime?

Call 911 immediately.

### 4. What can I do if there are incidents of hate speech, bias, prejudice, or violence against someone in my school?

The School District of Philadelphia has policies that protect our community.

- Policy 102 Multiracial-Multicultural-Gender Education was developed “to foster knowledge about and respect for those of all races, ethnic groups, social classes, genders, religions, disabilities, sexual orientations (perceived or known) and gender identities (perceived or known).”
- Policy 252 Transgender and Gender Non-Conforming Students was developed, “to ensure safety, equity, and justice for all students regardless of gender identity or gender expression so that they can reach their fullest human and intellectual potential.”
- Policy 248 Harassment. This policy clearly defines harassment as unwelcome verbal, written, graphic and/or physical conduct that is related to one’s gender, age, race, color, sexual orientation, (known or perceived), gender identity expression (known or perceived), national origin, religion, disability, English language proficiency, socioeconomic status, and/or political opinion. Harassment is:
  - threatening or harassing, intimidating or physically assaulting another student

- writing graffiti containing offensive language which is derogatory to others
- making derogatory jokes or name-calling or slurs directed at others
- negative stereotypes or hostile acts which are derogatory to others
- written or graphic material containing comments or stereotypes which are either posted, circulated or are written or printed on clothing which are derogatory to others

Harassment should be immediately reported to the school principal or designee, or to any other member of the school staff, including teachers, guidance counselors, coaches and administrators. Any staff member who receives such a report shall immediately notify the principal or designee; and, if the behavior continues or if the school does not take action, students or parents/guardians should report the incident to the district's hotline at 215-400-SAFE.

- Policy 249 Bullying/Cyberbullying is the result of the School Reform Commission recognizing the negative impact that bullying has on student health, welfare, and safety and on the learning environment at school. Bullying can be exhibited by an intentional physical, psychological, verbal, nonverbal, written, or electronic act or series of acts directed at another student or students, which occurs in and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:
  1. Substantial interference with a student's education.
  2. Creation of a threatening and hostile learning environment.
  3. Substantial disruption of the orderly operation of the school.

Bullying is characterized by the following three (3) criteria:

1. It is intentional or deliberate aggressive behavior or harm doing, and
2. It is carried out repeatedly over time, and
3. It occurs within an interpersonal relationship where there is an imbalance of power (e.g. one (1) person is physically larger, stronger, mentally quicker or socially more powerful). Bullying takes many forms and can include a variety of behaviors.

As defined in this policy, bullying refers to direct or indirect action, which may include but is not limited to:

1. Physical – touching, hitting, kicking, pushing, shoving, and getting another person to hurt someone.
2. Verbal – name-calling, teasing, taunting, gossiping, and spreading rumors.
3. Nonverbal – threatening, intimidation, obscene gestures, isolation, exclusion, stalking, cyber bullying (bullying that occurs by use of electronic or communication devices through means of social networking, e-mail, instant messaging, text messages, tweets, blogs, photo and video sharing, chat rooms, bash boards, or web sites).

The policy also defines school setting, by indicating that it means in the school, on school grounds, in school vehicles, at a designated bus stop, in transit to and from school or at any off-site activity sponsored, supervised or sanctioned by the school.

**1. What is Islamophobia?**

“Islamophobia is fear or hatred of Islam and Muslims. It has existed for centuries, but has become more explicit, more extreme and more dangerous in the aftermath of the 9/11 terror attacks. This phenomenon promotes and perpetuates anti-Muslim stereotyping, discrimination, harassment, and even violence. It negatively impacts the participation of American Muslims in public life.”

**2. Are there organizations in the area that advocate for and educates the community about Muslims?**

Yes. One of the best resources in the area is the Council on American-Islamic Relations: [www.cair.com](http://www.cair.com). “CAIR's vision is to be a leading advocate for justice and mutual understanding. CAIR's mission is to enhance understanding of Islam, encourage dialogue, protect civil liberties, empower American Muslims, and build coalitions that promote justice and mutual understanding. CAIR has a department to monitor and combat Islamophobia, tracks sources and incidents of Islamophobia across the country, and produces factsheets to debunk false information that has been spread about Islam and Muslims.”

**3. Where can I find information and examples of best and promising practices about working and living with refugees and Muslims?**

There is an excellent organization called Welcoming America. They have compiled excellent resources and developed a document titled *Neighbors Together: Promising Practices to Strengthen Relations with Refugees and Muslims*. You can access them by going to [www.welcomingamerica.org](http://www.welcomingamerica.org).

**1. Can undocumented students attend school?**

Yes. Undocumented students have the right to a free public education. In 1982, the U.S. Supreme Court in the famous case of Plyler vs. Doe guaranteed the right of undocumented children to attend school.

**2. Can college-bound undocumented students apply for FAFSA?**

No. Plyler vs. Doe does not guarantee college-bound undocumented students the right to a post-secondary education. Undocumented students cannot receive federal financial aid. Yet, different states have different laws about undocumented students.

**3. What about PHEAA? Can undocumented students apply for it?**

No.

**4. Where can students get financial aid?**

Five states offer financial aid (not federal aid) to undocumented students: California, New Mexico, Texas, Minnesota and Washington. In Pennsylvania, different universities and colleges have different rules. In many colleges and universities in Pennsylvania, undocumented students are allowed to enroll, but they have to pay the tuition rates assigned to international students.

**5. Do any states allow undocumented students to attend colleges and universities and pay in-state-tuition?**

Yes. There are 20 states that do so: California, Colorado, Connecticut, Florida, Hawaii, Illinois, Kansas, Maryland, Michigan, Minnesota, Nebraska, New Jersey, New York, Oklahoma, Oregon, Rhode Island, Texas, Utah, Washington and Wisconsin. Yet there are some differences among these states. “Some offer in-state tuition regardless of status – California, Hawaii, New Mexico, Minnesota, Oklahoma, Oregon, Texas and Washington all have such policies, for the most part only requiring that a student attend a state high school for two or three years. Other states link tuition benefits to receiving DACA – Arizona, Alabama, Massachusetts, New Hampshire, Ohio and Virginia have enacted policies permitting DACA grantees to establish residency for tuition purposes and receive some tuition benefits.”

**6. What about financial aid? Do any states allow undocumented students to receive state financial aid?**

Yes. “At least six states – California, Minnesota, New Mexico, Oregon, Texas and Washington – currently allow undocumented students to receive state financial aid.”

**7. Do any states prohibit undocumented students from receiving in-state tuition rates?**

Yes. “Three states – Arizona, Georgia and Indiana – specifically prohibit in-state tuition rates for undocumented students.”

**8. Are there states that ban undocumented students from attending college even if they pay out of pocket?**

Yes. Three states ban undocumented students from enrolling in universities and colleges: South Carolina, Alabama and Georgia.

**9. How can I best support and encourage my students to pursue an education if they cannot get financial aid?**

Several organizations have designated scholarships specifically for undocumented students. Some of these are:

[www.thedream.us](http://www.thedream.us)

[www.salef.org](http://www.salef.org)

[www.maldef.org](http://www.maldef.org)

[www.unitedwedream.org](http://www.unitedwedream.org)

[www.scholarshipsforhispanics.org](http://www.scholarshipsforhispanics.org)

## DEFERRED ACTION FOR CHILDHOOD ARRIVALS (DACA)

### 1. What is DACA?

DACA stands for Deferred Action for Childhood Arrivals. DACA came as a response to Congress not passing the Dream Act, which would have given “lawful resident status” to undocumented individuals who arrived in the U.S. as minors. On June 15, 2012, President Barack Obama signed an executive order that specifically targeted certain people “who came to the United States as children and meet several guidelines” who “may request consideration of deferred action for a period of two years, subject to renewal. They are also eligible for work authorization. Deferred action is a use of prosecutorial discretion to defer removal action against an individual for a certain period of time. Deferred action does not provide lawful status.” DACA is not a law.

### 2. Who can apply to DACA?

Individuals must meet very strict guidelines before applying to DACA. The guidelines require that they:

- Were under the age of 31 as of June 15, 2012.
- Came to the United States before reaching their 16th birthday.
- Have continuously resided in the United States from June 15, 2007, to the present time.
- Were physically present in the United States on June 15, 2012, and at the time of making their request for consideration of deferred action with USCIS.
- Had no lawful status on June 15, 2012.
- Are currently in school, have graduated or obtained a certificate of completion from high school, have obtained a general education development (GED) certificate, or are an honorably discharged veteran of the Coast Guard or Armed Forces of the United States.
- Have not been convicted of a felony, significant misdemeanor, or three or more other misdemeanors, and do not otherwise pose a threat to national security or public safety.

### 3. I would like to learn more about DACA. Where can teachers get reliable information?

An excellent resource for educators is on the American Federation of Teachers website: [www.aft.org/file/2109](http://www.aft.org/file/2109)

### 4. Where can I get additional information about the *Dreamers* and DACA?

You can go to [www.unitedwedream.org/dream-university/daca-toolbox](http://www.unitedwedream.org/dream-university/daca-toolbox)

### 5. Are there any blogs written for/by undocumented students?

Yes, My (Un)Documented Life: [www.mydocumentedlife.org](http://www.mydocumentedlife.org). “The mission at My (Un)Documented Life is to provide up-to-date information and resources to undocumented immigrants. [They] post scholarship opportunities that are open to undocumented students, strategies for navigating the educational system, information on how to apply for DACA/Advanced Parole, news on DAPA (Deferred Action for Parents of Americans), and much more. The site provides post-election news and what it means for undocumented community and the steps they can take to protect themselves.”

**FEAR OF RAIDS, ARREST AND DEPORTATION****1. What is an immigration raid?**

While Immigration and Customs Enforcement (ICE), which is the enforcement agency within the Department of Homeland Security, does not explicitly describe certain enforcement tactics as “raids,” the term is generally used by immigrant communities and advocates to describe the preplanned arrests of immigrants working, studying or living in the United States without lawful immigration status.

**2. Who can be the target of an immigration raid/arrest?**

These arrests can target a wide range of immigrants, from long-term lawful permanent residents who may have committed a minor offense, to undocumented immigrants who have final deportation orders (even if they were issued without a person’s knowledge).

**3. When do immigration raids take place?**

Immigration raids can happen at any given time, but they rely heavily on an element of surprise and most frequently take place at the individual’s workplace or in or near his or her home, often during predawn or early morning hours. ICE officers often appear in large numbers, may be visibly armed and may not be easily identifiable as ICE agents. Other common features of these raids: an absence of a warrant, and an agent giving false or misleading information to gain access to the home and to describe the nature and length of the arrest. As far as we know the following has not happened in Philadelphia, but in recent months, these apprehensions have targeted immigrant youth leaving their homes on their way to work or school.

**4. What do I do if an undocumented student or family member shares his/her fear of deportation?**

The first thing is not to panic. There are resources, strategies, and community organizations ready to assist.

- For Mexican students and families: The Mexican government has launched a 24/7 hotline for Mexican residents who need support, emotional or otherwise, during the transition. *Estamos Contigo* Hotline: 1-877-632-6678. For consulate assistance and protection, or any matters of immigration, they can contact in the USA: 1-855-6395 and from Mexico: 001(520)6237874.
- New Sanctuary Movement: Anyone who sees or is a victim of a raid in Philadelphia may call the emergency hotline at 267-333-9530.
- The Pennsylvania Immigration and Citizen Coalition has valuable information on the rights of undocumented individuals. For more information, go the following website: [www.paimmigrant.org/paisready#Raids](http://www.paimmigrant.org/paisready#Raids)

**5. How can I address the topic of raids in my classroom?**

“Most immigrants live in mixed-status communities and households. There are 4.1 million U.S.-born children with at least one parent or family member who is undocumented. In order to avoid singling out anyone in your classroom, it’s best to share information on the topic of raids broadly to the entire classroom and offer to be available for follow-up questions and one-on-one conversations if students are interested. Creating a safe space where students can come to you for support and advice is the best thing you can do for your students.”

**6. Can children get deported?**

Yes, children can get deported.

**7. Can my undocumented students, families and friends get deported immediately?**

No. “Individuals without status who are present in the U.S. have certain legal and constitutional rights. [They] have a right to a hearing and to have a judge review [their] case.”

**8. How should schools proceed if a student’s parent has been deported?**

If a child is left stranded at your school and you suspect it is because his or her parent is detained, please exhaust the child’s emergency contact list. Please have a staff member remain with the student until the parent, guardian, or emergency contact can arrive. If no emergency contacts are available, please call the Department of Human Services.

**9. Are there places where immigration/deportation 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 religious services.
- Funerals, weddings and other public religious ceremonies.
- Public demonstrations, such as a march, rally or parade.

*Note: The sensitive locations policy memorandum may be reversed. We will keep you informed of any changes.*

**10. Are there steps families can take to prepare in case they fear arrest of deportation?**

Yes. The following list appears in the *Immigrant and Refugee Children: A Guide for Educators and School Support Staff* publication:

- Identify a local nonprofit organization that can help you. Find out who in your community provides free legal support services (e.g., immigration advocates, legal aid organizations, churches or worker centers).
- Identify an attorney. Find out the name and phone number of a reliable immigration attorney ahead of time and keep this information with you at all times.
- Obtain a “know your rights” card. These cards state that you would like to exercise your right to remain silent and that you would like to speak to an attorney. The name and phone number of your attorney should be listed on the card.
- Advise family members who do not want to be questioned by ICE to stay away from where the raid occurred and where the detained person is being held.
- Start saving money. You’ll need money to hire an attorney and for toiletries and food during detention. It’s best to start saving now.
- Create a family immigration raid emergency plan. (Read below how families can develop a plan.)

**Questions families should address in order to prepare for an immigration raid:**

- Who will take care of my children (family member and/or legal guardian)?
- Who can sign a power of attorney?
- Who will have access to my assets (bank accounts, car, home, etc.)?
- How and where can I find legal help? What are the forms I need to have ready to be able to receive this legal help?
- How can I find my loved one in detention?
- What are a person’s rights in detention?
- How do I know if my loved one can pay bond?
- How can I fundraise to pay for a bond or an attorney’s legal services?

- What can I do to help my loved one?
- Who or what organizations can help me?

### **How to create a family immigration raid emergency plan:**

Some parents at risk of deportation may be reluctant to develop an emergency plan or even talk to their children about the risk of separation. However, developing a plan can help ease anxiety of the unknown, increase the chances of families being able to stay together should separation occur, and prevent children from unnecessarily entering the child welfare system. Parents should create a plan and share as much of that plan as possible with their children. Don't wait – be proactive and plan ahead.

Here are seven steps to help prepare a family for an immigration raid:

1. Identify a legal aid organization, legal advocate or pro bono attorney, and write down the organization's or person's contact information.
2. Identify at least two willing caregivers and write down their complete contact information.
3. Collect important documents for children, such as passports, birth certificates, Social Security cards, and school and medical records.
4. Save money for legal fees/bonds. Write down your information regarding financial records, bank statements, savings accounts, credit cards, etc.
5. Consider establishing a power of attorney for a designated caregiver, authorizing that adult to care for your children under the age of 18.
6. Do not carry any false documents.
7. Have your documents ready and organized: passports, IDs, attorney contact information, financial records, letters from immigration, and your Alien Registration Number, or A-Number, if you have a pending immigration case. All of these documents should be organized in a folder or binder for easy access in a place where your children, housemates or trusted relatives will be able to access it in case of an emergency.

## WHY IMMIGRANTS ARE IMPORTANT TO PHILADELPHIA

*Prepared by the Mayor's Office of Immigrant Affairs*

1. **More undocumented immigrants live in Philadelphia than in any of the largest Northeast American cities, except New York City**, according to research conducted by the Pew Research Center. And, many of our families are mixed, which means that some family members are documented, but their parents or siblings may not be.
2. **Immigrants have played a significant role in Philadelphia's population growth in recent years**, helping to reverse fifty years of population loss, strengthening our city as a whole. In some Philadelphia neighborhoods, the influx of immigrants has prevented destabilizing blight, improved public schools, and helped spur growth in neighborhood commercial corridors.
3. **The economic impact of Philadelphia's immigrant population is significant** as the city looks to both grow revenue and create jobs. From 2000-2013, immigrants were responsible for 96% of the Main Street neighborhood business growth. The Greater Philadelphia Chamber of Commerce's 2015 Roadmap for Growth reported that since 2000, immigrants are responsible for 75% of the workforce growth. Of the nearly \$1 billion in earnings generated by small business owners in the City of Philadelphia, immigrant entrepreneurs are responsible for \$770 million, or 72%, of those earnings, according to the Americas Society/Council of the Americas.

## WHAT IS A SANCTUARY CITY?

Prepared by the Mayor's Office of Immigrant Affairs

- 1. There is no legal or uniform definition of what constitutes a “sanctuary city.”** Philadelphia considers itself a 4th Amendment City. That means that we work with our federal partners on anti-terrorism and drug trafficking task forces, and we also do not stop ICE from arresting Philadelphians whom they believe are undocumented. We do require that our police officers not ask about the documentation status of those they encounter. We have this policy because research has shown and most law enforcement leaders, like the Major Cities Chiefs Association, believe that trust between officers and immigrant communities is essential to reducing crime and helping victims.
- 2. A 4th Amendment City upholds our country's shared values.** America was founded on the belief that everyone is created equal — and every person means *every* person, no exceptions. Blaming an entire group of people for our country's problems and violating their right to due process isn't constitutional and it isn't American. Philadelphia's 4th Amendment policy treats immigrants as we would any other resident under our criminal justice system.
- 3. A 4th Amendment City upholds the Golden Rule.** Immigrants move here for the promise of freedom and opportunity, often fleeing dangerous circumstances. If any one of us had to uproot our lives and our families to create a better future, we would want others to show us understanding and respect, not implement policies that tear our families apart. Treating others the way we wish to be treated applies in good times and bad. We must ensure the right of every family in America to live together, free from danger.
- 4. A 4th Amendment City recognizes that our strength is grounded in our ability to work together.** Philadelphia has seen a resurgence as our immigration population has grown. Decades of population decline have reversed, immigrant businesses are responsible for the majority of our Main Street neighborhood business growth, and crime is at a 40-year low. Philadelphia works best when we all do our part and work together, which is why city law enforcement does work with our federal partners to fight drug trafficking and prevent terrorism. But Philadelphia will resist any federal order that attempts to turn Philadelphians against one another and makes us weaker and less safe.
- 5. A 4th Amendment City supports and respects local and federal law enforcement,** and helps them do their jobs. Philadelphia works with our federal partners on anti-terrorism and drug trafficking task forces, and we also do not stop ICE from arresting Philadelphians whom they believe are undocumented. The Major Cities Chiefs Association supports “sanctuary cities” because they believe that cities that aim to build trusting and supportive relations with immigrant communities should not be punished because this is essential to reducing crime and helping victims, and the research backs them up. Accordingly, we do require that our police officers not ask about the documentation status of those they encounter.
- 6. A 4th Amendment City follows judicial orders.** Philadelphia's Prison System only responds to detainer requests to turn over a detainee to ICE, if ICE has a judicial, criminal warrant. We have this policy because federal courts have said it is unconstitutional for us to do so otherwise. We won't comply if it is supported only by an “administrative” warrant. An administrative warrant is a more formal way for ICE to say, “please hold onto the person because we want you to.” A city can't just hold someone without a legal basis. If all we receive is an administrative request from ICE, without a judicial warrant, it is unlawful for us to hold them based on that piece of paper alone. A judge needs to decide there is probable cause for us to do it.

**LANGUAGE ACCESS: SERVICES OFFERED BY THE SDP**

The District's Office of Family and Community Engagement provides free language interpretation and translation services for schools and offices. In addition, all schools have a personalized account with Language Line Services, where they can receive telephonic interpretation services.

**TRANSLATION****1. What is it?**

Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text. In short, translation is written communication.

**2. Does the School District offer translation service? If yes, how do I request it?**

Yes. Please submit an online request at: [www.philasd.org/offices/translation/request-for-service/translation-request](http://www.philasd.org/offices/translation/request-for-service/translation-request)

**3. What if the document I want in another language has already been translated?**

You can use one of the two ways to locate a translated document:

- Check the Translation and Interpretation Center document site map at: [www.philasd.org/offices/translation/site-map](http://www.philasd.org/offices/translation/site-map)
- Contact us through a document locator at: [www.philasd.org/offices/translation/documents2/translated-document-locator](http://www.philasd.org/offices/translation/documents2/translated-document-locator)

**INTERPRETATION****1. What is it?**

Interpretation is the facilitation of oral communication between users of different languages. Interpretation can be carried out in-person or through telephone. In short, interpretation is oral communication.

**2. Does the School District offer interpretation service?**

Yes, both in-person and telephonic.

**3. How do I request in-person interpretation service?**

Please submit an online request at:

[www.philasd.org/offices/translation/request-for-service/live-interpretation-request](http://www.philasd.org/offices/translation/request-for-service/live-interpretation-request)

**4. How do I use telephonic interpretation service?**

1. Have an access code of your school/office ready (call 215-400-4180, Option 4 if you do not have one)
2. Call 1-800-264-1545
3. Provide the operator with the access code and ask for an interpreter of the language you need

For a video demonstration, please go to: [www.youtube.com/watch?v=LQoCRen--M4](http://www.youtube.com/watch?v=LQoCRen--M4)

For additional details, please go to: [webapps1.philasd.org/downloads/tdm/Pacific\\_Interpreter\\_Flyer.pdf](http://webapps1.philasd.org/downloads/tdm/Pacific_Interpreter_Flyer.pdf)

### 1. Where can I find information about diversity?

The following is just a sample of the many websites, books, organizations and individuals available to help. For more information, please contact the Office of Family and Community Engagement where you can receive information tailored to your school-specific needs.

- Teaching Tolerance: [www.tolerance.org](http://www.tolerance.org). Teaching Tolerance has resources related to talking with students about the post-election, working with children on issues related to inclusiveness and standing up to bias.
- Multicultural Toolkit: [www.awesomelibrary.org/multiculturaltoolkit.html](http://www.awesomelibrary.org/multiculturaltoolkit.html). This toolkit contains research on the collaboration styles of various ethnic and cultural groups. It offers resources that discuss barriers to cross-cultural collaboration and provide methods for assessing and improving communication patterns and cultural competence. Resources include: Stages of Intercultural Sensitivity, How to Use Comparisons of Cultural Patterns, Communication Patterns and Assumptions, Summary of Normative Communication Styles and Values, and Ten Myths That Prevent Collaboration Across Cultures.
- Center for Applied Linguistics: [www.cal.org](http://www.cal.org). The Center for Applied Linguistics is a private, non-profit organization based in Washington DC. The mission of CAL is to provide culturally sensitive resources related to language and culture in order to improve communication techniques. Their work aims to enhance language education, resolve culture-related conflicts, conduct research that fuses language with culture, and provide resources that demonstrate the importance of cultural understanding in communication. The site includes information related to adult ESL, bilingual education, immigrant education, heritage languages, sheltered instruction, and other topics that promote cultural competence in education.

### 2. Are there any Common Core-related texts that address diversity and inclusion?

Yes. <http://perspectives.tolerance.org/central-text-anthology>. “At the heart of the *Perspectives* curriculum is the Central Text Anthology, a carefully curated collection of rigorous texts that exemplify anti-bias themes and meet the requirements of the Common Core State Standards. The texts encourage students to question common understandings, consider multiple viewpoints, analyze and critique power relationships, and act to change unfair and unequal conditions. In addition to written informational and literary texts, the Anthology includes multi-media texts (film clips, pod casts, interviews) and visual texts (cartoons, charts, photographs). Each text within the Anthology has been quantitatively analyzed for CCSS grade level and mapped to *Perspectives* themes and anti-bias standards.”

### **SPEAKERS**

Pennsylvania Immigration and Citizenship Coalition: [www.paimmigrant.org](http://www.paimmigrant.org). PICC is a diverse group that brings together professionals, advocates and immigrant groups of different backgrounds to share information and resources, identify common problems, and advocate for solutions.

New Sanctuary Movement: <http://sanctuaryphiladelphia.org>. The New Sanctuary Movement’s mission is to “work to end injustices against immigrants regardless of immigration status, express radical welcome for all, and ensure that values of dignity, justice, and hospitality are lived out in practice and upheld in policy.”

Council on American-Islamic Relations: [www.cair.com](http://www.cair.com). “CAIR's vision is to be a leading advocate for justice and mutual understanding. CAIR's mission is to enhance understanding of Islam, encourage dialogue, protect civil liberties, empower American Muslims, and build coalitions that promote justice and mutual understanding. CAIR has a department to monitor and combat Islamophobia, tracks sources and incidents of Islamophobia across the country, and produces factsheets to debunk false information that has been spread about Islam and Muslims.”

Juntos Philadelphia: <http://vamosjuntos.org>. Juntos is a community-led, Latino immigrant organization in South Philadelphia fighting for “our human rights as workers, parents, youth, and immigrants. We believe that every human being has the right to a quality education and the freedom to live with dignity regardless of immigration status.”

Asian Americans United: [www.aaunited.org](http://www.aaunited.org). AAU has worked in Philadelphia’s Asian American communities and in broader multiracial coalitions around quality education, youth leadership, anti-Asian violence, immigrant rights, and folk arts and cultural maintenance.

### **FILMS**

*Living Undocumented: High School, College, and Beyond*. A film by Ben Donnellon and Tatyana Kleyn. <http://livingundocumented.com>

*Small Truths: The Immigration Experience Through the Eyes of Children*. Second-graders in a Staten Island public school write about what it means to be them. [www.smalltruthsproject.com/](http://www.smalltruthsproject.com/)

*El Norte* – Directed by Gregory Nava. When a group of Maya Indians decides to organize a labor union to improve conditions in their village, their community is violently destroyed by the Guatemalan army. Teenage siblings, Rosa (Zaide Silvia Gutiérrez) and Enrique (David Villalpando) manage to escape the massacre and decide to start a new life in El Norte -- the USA. The two trek through Mexico, meeting a variety of characters and facing trials and tribulations on their journey toward lives as illegal immigrants in Los Angeles.

*La Bestia* – Directed by Pedro Ultras. For close to two decades, thousands of Central American migrants have lost their dreams, limbs and even their lives trying cross Mexico. Crossing Mexico is the insurmountable challenge that faces all those whose only goal is to reach the United States. The nightmare begins the moment they step onto Mexican soil. Here they must jump on to a cargo train known simply as La Bestia or The Beast, an agonizing journey from which there is no way back, a travesty comparable only to hell itself. In order to film this documentary, the filmmakers rode alongside these Central American migrants for two weeks, braving the journey with those fighting for a better life. *La Bestia*, a heartbreaking film by Pedro Ultras and Hiram Gonzalez, showcases the determination of the human spirit and the unquenchable thirst for something more.

*Which Way Home* – Directed by Rebecca Camissa. This award-winning film and Academy Award nominee takes viewers along on freight trains with children from Mexico and Central America who are trying to get across the U.S. border and to a better life. Cammisa captures children begging for food, hopping the trains, and clinging to the tops of their dangerous rides. The film crew is so close to the action, viewers can almost feel the train lurch. While

the journey itself is wrenching and suspenseful, Cammisa's best decision was to allow the travelers--adolescents without money, adult supervision, or basic human comforts--to do most of the talking. Their guileless recounting of how they came to be riding "*The Beast*" and what they hope for makes this an exceptional program. The risks of this activity are highlighted through the introduction of a young woman who lost her legs and a family that receives a coffin bearing the decomposed remains of a son who died on the trip. The film offers no solution but illustrates with each frame that finding one is crucial.

*The Other Side of Immigration* – Directed by Roy Germano. Based on over 700 interviews in Mexican towns where about half the population has left to work in the United States, *The Other Side of Immigration* asks why so many Mexicans come to the U.S. and what happens to the families and communities they leave behind. Through an approach that is both subtle and thought-provoking, filmmaker Roy Germano provides a perspective on undocumented immigration rarely witnessed by American eyes, challenging audiences to imagine more creative and effective solutions to the problem.

## **BOOKS**

*How Immigration Became Illegal* – Aviva Chomsky

*Harvest of Empire: A History of Latinos in America* – Juan Gonzalez

*Big Dreams and Brave Journeys at a High School for Immigrant Teens* – Brooke Hauser

*Ethnicity and Family Therapy* – Edited by Monica McGoldrick, Joe Giordano, and John K. Pearce

*Enrique's Journey: The Story of a Boy's Dangerous Odyssey to Reunite with his Mother* – Sonia Nazario

*Children of Immigration* – Carola Suarez-Orozco and Marcelo Suarez Orozco

*Learning a New Land* - Carola Suarez-Orozco, Marcelo Suarez Orozco, and Irina Todorova

*A Larger Memory: A History of Our Diversity* – Ronald Takaki

*Multicultural Social Work Practice* – Derald Wing Sue

## **ONLINE CLASSROOM RESOURCES**

### **Teaching Tolerance**

[www.tolerance.org/webinars](http://www.tolerance.org/webinars)

[www.tolerance.org/features/immigration\\_support\\_for\\_students](http://www.tolerance.org/features/immigration_support_for_students)

[www.tolerance.org/magazine/number-55-spring-2017/feature/immigrant-and-refugee-children-guide-educators-and-school-su](http://www.tolerance.org/magazine/number-55-spring-2017/feature/immigrant-and-refugee-children-guide-educators-and-school-su)

[www.tolerance.org/sites/default/files/general/TT55\\_PD\\_Cafe\\_ELL\\_101.pdf](http://www.tolerance.org/sites/default/files/general/TT55_PD_Cafe_ELL_101.pdf)

### **Share My Lesson**

<https://sharemylesson.com/partner/colorin-colorado>

<https://sharemylesson.com/partner/teach-immigration>

### **A day in the life of an unaccompanied minor**

[www.youtube.com/watch?v=gaBfyVFHJ0g](http://www.youtube.com/watch?v=gaBfyVFHJ0g)

[www.youtube.com/watch?v=NNFSZzmBiBI](http://www.youtube.com/watch?v=NNFSZzmBiBI)

### **Deferred Action for Childhood Arrivals (DACA)**

[www.aft.org/sites/default/files/dacaeducatorsguide2014\\_rev.pdf](http://www.aft.org/sites/default/files/dacaeducatorsguide2014_rev.pdf)

[www.uscis.gov/i-821d](http://www.uscis.gov/i-821d)

[www.brookings.edu/blog/the-avenue/2014/08/06/limits-to-estimating-the-daca-eligible-population/](http://www.brookings.edu/blog/the-avenue/2014/08/06/limits-to-estimating-the-daca-eligible-population/)

<http://unitedwedream.org/wp-content/uploads/2015/10/DACA-report-final-1.pdf>

### **American Federation of Teachers**

[www.aft.org/our-community/immigration](http://www.aft.org/our-community/immigration)

## In their own voices

[www.newsworks.org/index.php/local/item/103771](http://www.newsworks.org/index.php/local/item/103771)

## Trauma in immigrant children

[www.apa.org/monitor/2015/03/immigrant-children.aspx](http://www.apa.org/monitor/2015/03/immigrant-children.aspx)

[www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/strategies\\_for\\_engaging\\_immigrant\\_and\\_refugee\\_families\\_2.pdf](http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/strategies_for_engaging_immigrant_and_refugee_families_2.pdf)

[www.asistahelp.org/documents/resources/Family\\_Forever\\_An\\_Activity\\_Book\\_for\\_9B5ECD24C7AE7.pdf](http://www.asistahelp.org/documents/resources/Family_Forever_An_Activity_Book_for_9B5ECD24C7AE7.pdf)  
<http://abovethelaw.com/2017/04/preparing-children-for-immigration-trauma/>

## ORGANIZATIONS

**United We Dream:** The largest network of immigrant youth across the country. UWD strives to develop a sustainable, grass-roots movement, led by immigrant youth, both documented and undocumented, and works to ensure that children of immigrants have equal access to higher education and a path to citizenship for them and their families. <http://unitedwedream.org/toolbox/>

**The Dream Educational Empowerment Program:** A catalyst for educational justice and empowerment for immigrant students. DEEP educates, connects and empowers immigrant students, parents and educators to close the opportunity gap and engage in local efforts to improve educational equity.

[www.unitedwedream.org/about/projects/education-deep](http://www.unitedwedream.org/about/projects/education-deep)

**The National Immigration Law Center:** The only national legal advocacy organization in the United States exclusively dedicated to defending and advancing the rights of low-income immigrants and their families. The center envisions a United States in which all people—regardless of their race, gender, or immigration or economic status—are treated equally, fairly and humanely; have equal access to justice, education, government resources and economic opportunities; and are able to achieve their full potential as human beings. [www.nilc.org](http://www.nilc.org)

**First Focus:** A bipartisan advocacy organization dedicated to making children and families the priority in federal policy and budget decisions. The First Focus Center for the Children of Immigrants focuses on promoting the health, safety and well-being of children in immigrant families. Through legislative and administrative advocacy, First Focus and the center have been working to keep families together, minimize the harm of immigration enforcement policies on children, and ensure all children have access to the education and resources they need to grow up healthy. [www.firstfocus.org](http://www.firstfocus.org)

**The American Federation of Teachers:** A national labor union representing 1.6 million pre-K through 12th-grade teachers; paraprofessionals and other school-related personnel; higher education faculty and professional staff; federal, state and local government employees; nurses and other healthcare workers; and early childhood educators. The AFT is one of the leading organizations in the country influencing policy and charting the course of public education. [www.aft.org](http://www.aft.org)

## ARTICLES, REPORTS AND INFOGRAPHICS

- The Atlantic: “Does ICE Pressure Schools for Student Info?”
- New York Times: “The Dark Side of Immigration Discretion”
- United We Dream: “The Real Impact of Immigration Raids”
- Center for American Progress: “How Educators and Communities Can Reduce the Fear of Deportation among Unauthorized Students and Families”
- Catholic Legal Immigration Network: “DHS Sensitive Locations Memo” ([www.cliniclegal.org/resources/dhs-sensitive-locations-memo](http://www.cliniclegal.org/resources/dhs-sensitive-locations-memo))
- Georgetown Law Human Rights Institute: A Report on Access to Public Education for Undocumented Children

## **U.S. DEPARTMENT OF EDUCATION**

- “Resource Guide: Supporting Undocumented Youth” ([www2.ed.gov/about/overview/focus/supporting-undocumented-youth.pdf](http://www2.ed.gov/about/overview/focus/supporting-undocumented-youth.pdf))
- May 8, 2014, letter (Plyler v. Doe) ([www2.ed.gov/about/offices/list/ocr/letters/colleague-201405.pdf](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201405.pdf))
- “Fact Sheet: Information on the Rights of All Children to Enroll in School” ([www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201405.pdf](http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201405.pdf))
- “Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents” ([www2.ed.gov/about/offices/list/ocr/docs/qa-201405.pdf](http://www2.ed.gov/about/offices/list/ocr/docs/qa-201405.pdf))
- “OCR Complaint Forms” ([www2.ed.gov/about/offices/list/ocr/complaintintro.html](http://www2.ed.gov/about/offices/list/ocr/complaintintro.html))
- “Financial Aid and Undocumented Students” (<https://studentaid.ed.gov/sa/sites/default/files/financial-aid-and-undocumented-students.pdf>)
- “Educational Services for Immigrant Children and Those Recently Arrived to the United States” ([www2.ed.gov/policy/rights/guid/unaccompanied-children.html](http://www2.ed.gov/policy/rights/guid/unaccompanied-children.html))

## **U.S. DEPARTMENT OF HOMELAND SECURITY**

- Sensitive Locations Memo  
([www.ice.gov/doclib/ero-outreach/pdf/10029.2-policy.pdf](http://www.ice.gov/doclib/ero-outreach/pdf/10029.2-policy.pdf))

(To download these reports and articles and other resources for unaccompanied and refugee children, visit the AFT webpage [www.aft.org/immigration/ICERaid](http://www.aft.org/immigration/ICERaid).

## APPENDIX: A

### Immigrant and Refugee Community-Based Organizations

#### I. HEALTH

##### **Children Crisis Treatment Center**

**Mission:** To passionately serve the emotional needs of children and families beginning in early childhood. We meet children where they are and help them reach their full potential regardless of their challenges.

**Services:** At the Center (Therapeutic Nursery, Outpatient Department, Trauma Assistance Program, and Sexual Trauma Treatment Program (TAP/STTP), Filial Parenting Program, Parent/Caregiver Workshops, The Cornerstone Center)

In the Community (Behavioral Health Rehabilitation Services (BHRS), Blended Case Management, Summer Therapeutic Enrichment Program (STEP), Family-Based Program, Tamaa, Abriendo Caminos, Trauma Recovery Partnership Program, Child Stability and Well Being Program (CSAW-PIP)

In Schools (School Therapeutic Services, School-Based Partnership Program)

**Location:** 1080 N Delaware Ave #600, Philadelphia, PA 19125

**Phone:** (215) 496-0707

**Website:** [www.cctckids.org](http://www.cctckids.org)

**Contact:** Tony Valdés – Exec. Dir.

**E-mail:** [tony.valdes@cctckids.org](mailto:tony.valdes@cctckids.org)

##### **Bethana**

**Mission:** Bethanna is a Christian organization that provides the highest quality system of care for children and families in order to ensure safety, restore emotional wellness, and build family stability.

**Services:** Adoption, Foster Care, Aftercare, Parenting Education Program, Visitation, Outpatient Mental Health, Behavioral Health Rehabilitation Services, Clinical Transition and Stabilization Services, Autism

(South Philadelphia)

2147 Manton Street, First Floor  
Philadelphia, PA 19146-4312  
Phone: 215-608-8880

(South Philadelphia)

2421-33 Dickinson Street  
Philadelphia, PA 19146  
Phone: 267-639-5388

1212 Wood Street  
Philadelphia, PA 19107-1113  
Phone: 800-285-2435 or 215-568-2435

(Lancaster)

301 North Duke Street  
Lancaster, PA 17602-4915  
Phone: 800-989-1926 or 717-299-1926

##### **Philaposh**

**Mission:** Is made up of unions, health and legal professionals working together since 1975 for a safe and protected workplace as well as for the rights of injured workers.

**Services:** Focused on health and safety issues faced by workers and their unions (Political Action, Injured Workers Rights)

**Location:** 3001 Walnut Street, 5th Fl. Philadelphia, PA 19104

**Phone:** (215) 386-7000

**Website:** [www.philaposh.org](http://www.philaposh.org)

**Contact:** Barbara Rahke

**E-mail:** [brahke@philaposh.org](mailto:brahke@philaposh.org)

### **La Puerta Abierta**

**Mission:** To improve access to quality, culturally and trauma-informed mental health support in the immigrant and refugee community through collaboration, training and service”.

**Services:** LPA provides pro bono comprehensive, trauma-informed mental health services – including individual, family, and group therapy – to the Latino immigrant and refugee community in the five-county Philadelphia region. Specifically, we serve those who are unable to access mental health services elsewhere due to lack of legal status and linguistic, cultural, and economic barriers.

#### **Locations:**

Norris Square Neighborhood Project  
N. Howard Street  
Philadelphia, PA 19122

South Philadelphia Office  
Aquinas Center  
1700 Fernon Street  
Philadelphia, PA 19145

Upper Darby (Delaware Co.) Office  
St Alice Church  
150 Hampden Rd.  
Upper Darby, PA 19082

**Phone:** 610-745-1952

**Website:** <http://lpa-theopendoor.org/>

**Contact:** Cathi Tillman – Exec. Dir.

**E-mail:** [icfamwell@gmail.com](mailto:icfamwell@gmail.com)

### **AFRICOM: The Coalition of African and Caribbean Communities**

**Mission:** Brings together various African, American and Caribbean community organizations and individuals, who subscribe to the mission and ideals of AFRICOM.

**Services:** Health and social services, with special focus on women, children and the youth, Promoting economic development, Facilitating resolution of inter and intra-group conflicts, Advocating on issues of concern to African communities, and Educating the media and broader public on African cultures and experiences

**Location:** 4020 Market Street, Suite #200, Philadelphia, PA 19104

**Phone:** (215) 475-8285

**Website:** [www.africom-philly.org](http://www.africom-philly.org)

**Contact:** Dr. Eric Edi – Exec. Dir.

**E-mail:** [eedi@africom-philly.org](mailto:eedi@africom-philly.org)

### **African Family Health Organization (AFAHO)**

**Mission:** Works to connect people of African descent, primarily African and Caribbean immigrants and refugees to healthcare and social services in Philadelphia and its surrounding counties.

**Services:** Health and social service programs and link clients into other services including immigration, housing, literacy, English language etc. They also provide language translation and interpretation in several African and Caribbean languages. Their work is expanding into West Africa where they will provide healthcare to individuals in rural areas.

**Location:** 4415 Chesnut Street, Suite 202, Philadelphia, PA 19104

**Phone:** (215) 546-1232

**Website:** <http://www.afaho.org>

**Contact:** Oni Richards Waritay – Exec. Dir.

**E-mail:** [ono@afaho.net](mailto:ono@afaho.net)

## **II. ARTS & CULTURE**

### **The Sudanese American Community of Greater Philadelphia**

**Mission:** Preserve and promote the Sudanese Community, culture and traditions.

**Services:** Help the Sudanese newcomers to obtain the right documentation, education, housing and to find a suitable job for each of them to start being independent in their new community. ESL classes.

**Location:** 1135 S 58 St, Philadelphia PA 19143 (West Philadelphia)

**Phone:** (215) 471 3111

**Website:** <http://www.sacofgp.org>

**Contact:** Ali Bashir - Exec. Dir.

**E-mail:** [sudaneseinphilly@gmail.com](mailto:sudaneseinphilly@gmail.com)

### **Taller Puertorriqueño**

**Mission:** To preserve, develop and promote Puerto Rican arts and culture, grounded in the conviction that embracing one's cultural heritage is central to community empowerment. Taller is also committed to the representation and support of other Latino cultural expressions and our common roots.

**Services:** Art Education for Children and Youth, Exhibition Programs, Outreach

**Location:** 2600 N 5th St, Philadelphia, PA 19133 (North Philadelphia)

**Phone:** (215) 426-3311

**Website:** [www.tallerpr.org](http://www.tallerpr.org)

**Contact:** Carmen Febo-San Miguel, MD – Exec. Dir.  
**E-mail:** [cfebo@tallerpr.org](mailto:cfebo@tallerpr.org)

### **Acción Colombia**

**Mission:** To develop leadership in the Colombian and Latin American community to promote the arts and culture and civic participation in the tri-state area of Pennsylvania, Delaware and New Jersey.

**Services:** Citizenship classes, Movil Colombian Consulate, Civic Engagement,

**Location:** 4636 N 5th St, Philadelphia, PA 19140 (North Philly)

**Phone:** (267) 338-6787

**Website:** [www.accioncolombia.org](http://www.accioncolombia.org)

**Contact:** Leity Rodriguez – Largo – Exec. Dir.

**E-mail:** [leity.rodriguez@accioncolombia.org](mailto:leity.rodriguez@accioncolombia.org)

### **Mural Arts – Porch Light Program**

**Mission:** To focus on achieving universal health and wellness among Philadelphians, especially those dealing with mental health issues or trauma. We do this by providing opportunities to contribute to meaningful works of public art.

**Targeted Outcomes:** improvements to the physical environment, new opportunities for social connections, positive changes within a community, such as enhanced unity and empathy among neighbors

**Location:** 1727-29 Mt. Vernon Street (Fairmount)

**Phone:** 215.685.0750

**Website:** [www.muralarts.org/program/porch-light/](http://www.muralarts.org/program/porch-light/)

**Contact:** Melissa Fogg, MSW - Program Manager

**E-mail:** [melissa.fogg@muralarts.org](mailto:melissa.fogg@muralarts.org)

### **Motivos Magazine**

**Mission:** To invite the reader to enjoy sharing and learning about Latino culture, navigate important issues impacting the Latino community, keep on track for college, and explore career paths.

**Location:** P.O. Box 34391, Philadelphia, PA 19101

**Phone:** 267-283-1733

**Website:** [www.motivosmag.com/](http://www.motivosmag.com/)

**Contact:** Jenée A. Chizick-Agüero - Founder

**E-mail:** [jenee@motivosmag.com](mailto:jenee@motivosmag.com)

### **Asian Arts Initiative**

**Mission:** A meeting place, an idea lab, a support system, and an engine for positive change, Asian Arts Initiative strives to empower communities through the richness of art. We believe in a universal human capacity for creativity, and we support local art and artists as a means of interpreting, sharing, and shaping contemporary cultural identity.

**Services:** From youth workshops and exhibition opportunities to artist residencies and neighborhood projects, Asian Arts Initiative’s programs provide myriad ways to create community through the power of art.

**Location:** 1219 Vine St, Philadelphia, PA 19107

**Phone:** 215-557-0455 extension 223

**Website:** [www.asianartsinitiative.org/](http://www.asianartsinitiative.org/)

**Contact:** Gayle Isa – Exec. Dir.

**E-mail:** [info@asianartsinitiative.org](mailto:info@asianartsinitiative.org)

### **Mexican Cultural Center**

**Mission:** To promote understanding and awareness of the cultural and artistic diversity of Mexico and its influence in the Delaware Valley.

**Services:** Enrichment speakers on topics concerning some less known but equally rich aspects of Mexican heritage and culture.

**Location:** 111 S Independence Mall E Ste 310, Philadelphia, PA 19106

**Phone:** (215) 592-0410

**Website:** [www.mexicanculturalcenter.org](http://www.mexicanculturalcenter.org)

**Contact:** Ana Flores – Exec. Dir.

**E-mail:** [anaflores@mexicanculturalcenter.org](mailto:anaflores@mexicanculturalcenter.org)

### **Fleischer Art Memorial**

**Mission:** To make art accessible to everyone, regardless of economic means, background or artistic experience.

**Services:** Art classes, workshops, exhibitions.

**Location:** 719 Catharine St, Philadelphia, PA 19147

**Phone:** (215) 922-3456

**Website:** [www.fleisher.org](http://www.fleisher.org)

**Contact:** Magda Martínez – Dir. Programs

**E-mail:** [mmartinez@fleischer.org](mailto:mmartinez@fleischer.org)

### **Philadelphia Asian American Film Festival**

**Mission:** To educate and expose the Philadelphia region to films by and about Asian Americans primarily through an annual film festival as well as year round events.

**Website:** [www.phillyasianfilmfest.org](http://www.phillyasianfilmfest.org)

**Contact:** Rob Bucher – Dir.

**E-mail:** [rob@phillyasianfilmfest.org](mailto:rob@phillyasianfilmfest.org)

### **Raíces Culturales Latinoamericanas**

**Mission:** To support, promote, and increase public awareness of the richness, beauty, and diversity of Latin American cultures and their roots through performing and visual arts, and dynamic educational programs. Raíces' goals are to give voice to those who are often not heard within our society, to challenge stereotypes and to empower, stimulate and inspire individuals and communities to explore diverse cultures and seek common ground.

**Phone:** 267-303-0642

**Website:** [www.raicesculturales.org](http://www.raicesculturales.org)

**Contact:** Michael Esposito or Yolanda Alcorta - Founders

**E-mail:** [infor@raicesculturales.org](mailto:infor@raicesculturales.org)

### **III. ACADEMIC SUPPORT**

#### **HUNE**

**Mission:** HUNE works to improve educational outcomes for children and youth with all disabilities (emotional, learning, mental, and physical) from 0-26 years of age.

**Services:** Early Intervention Program, Bilingual English and Spanish Training and Parents Advising Program

**Location:** 2215 North American Street, Philadelphia PA 19133

**Phone:** (215) 425-6203

**Website:** <http://www.huneinc.org/>

**Contact:** Yovana Bustamante

**E-mail:** [yovanahune@aol.com](mailto:yovanahune@aol.com)

#### **Migrant Education Program**

**Mission:** Pennsylvania's Migrant Education Program (PA-MEP) is a federally funded program that supplements educational support services for migratory children. The PA-MEP assists school districts and charters in coordinating the continuity of educational services for children who have had their schooling interrupted.

**Services:** Recruitment of migrant families, Student Leadership Programs, Student Academic Support, Binational Migrant Education Program,

**Location:** 2029 S 8th St, Philadelphia, PA 19148

**Phone:** (215) 551-4120

**Website:** <http://www.education.pa.gov/K-12/Migrant%20Education/Pages/default.aspx#tab-1>

**Contact:** Nicole Prum - Director

**E-mail:** [nicolep@cciu.org](mailto:nicolep@cciu.org)

### **Mighty Writers – El Futuro**

**Mission:** All Mighty Writers programs are designed to teach students to think and write with clarity.

**Services:** Academic support and writing workshops

**Location:** 1025 S. 9th Street, Philadelphia, PA 19147

**Phone:** 215-602-0236

**Website:** [www.mightywriters.org/mighty-writers-el-futuro/](http://www.mightywriters.org/mighty-writers-el-futuro/)

**Contact:** Madeline Karp -Program Director

**E-mail:** [mkarp@mightywriters.org](mailto:mkarp@mightywriters.org)

### **Moder Patshala**

**Mission:** To assist Bangladeshi-American students and their families to fulfill their American dream through achieving proper education.

**Services:** After school Program (Homework Assistance), ESL classes for children and adults, Computer Literacy, College Admission Preparation, parental counseling and guidance, Cultural Enrichment

**Location:** 4416 Market Street, Philadelphia, PA 19104

**Phone:** (215) 382 3540

**Website:** <http://www.moderpatshala.org>

**Contact:** Ali Zaker - Exec. Dir.

**E-mail:** [moderpatshala@yahoo.com](mailto:moderpatshala@yahoo.com)

## **IV. ADVOCACY AND LEGAL SUPPORT**

### **Juntos**

**Mission:** Juntos is a community-led, Latinx immigrant organization fighting for our human rights as workers, parents, youth, and immigrants.

**Services:** Immigration and Civil Rights Organization. Organizing Limited English Proficient (LEP) parents and youth around issues of public education and school access in order to improve language access for parents and families, increase accountability, and promote the educational advancement of immigrant students.

**Location:** 1537 S. 6th Street, Philadelphia, PA 19147 (South Philadelphia)

**Phone:** (215) 218 9079

**Website:** [www.vamosjuntos.org](http://www.vamosjuntos.org)

**Contact:** Erika Almirón

**E-mail:** [erika@vamosjuntos.org](mailto:erika@vamosjuntos.org)

### **HIAS PA**

**Mission:** To provide legal and supportive services to immigrants, refugees and asylum seekers from all backgrounds in order to assure their fair treatment and full integration into American society.

**Services:** Representation and legal counseling before immigration agencies and courts / Citizenship, refugee resettlement and other social services to assist newly arriving immigrants, refugees and those recently granted asylum / Advocacy and education related to immigrant issues and rights.

**Location:** 2100 Arch Street | Philadelphia, PA 19103-1300

**Phone:** 215-832-0900

**Website:** [www.hiaspa.org](http://www.hiaspa.org)

**Contact:** Cathryn Miller-Wilson – Exec. Dir.

**E-mail:** [cmillerwilson@hiaspa.org](mailto:cmillerwilson@hiaspa.org)

### **Asian Americans United (AAU)**

**Mission:** To build leadership in Asian American communities to build our neighborhoods and unite against oppression.

**Services:** Campaigns for Justice, Human Right to Culture, Youth Programs

**Location:** 1023 Callowhill St, Philadelphia, PA 19123

**Phone:** (215) 925-1538

**Website:** [www.aaunited.org](http://www.aaunited.org)

**Contact:** Alix Mariko Webb - Exec. Dir.

**E-mail:** [alix.webb@aaunited.org](mailto:alix.webb@aaunited.org)

### **Anti-Defamation League**

**Mission:** To stop the defamation of the Jewish people, and to secure justice and fair treatment to all.

**Services:** They provide law enforcement and communities with the information they need to stay safe from extremist threats of every kind. ADL pursues fair treatment for all through legislatures, the courts and the public square—both federally and at the grassroots. ADL’s acclaimed education programs guide youth and adults to reject biases, appreciate differences and create welcoming environments.

**Location:** 1500 Market St, Philadelphia, PA 19102

**Phone:** (215) 568-2223

**Website:** [www.adl.org](http://www.adl.org)

**Contact:** Nancy K. Baron – Baer – Regional Director   **E-mail:** [Nbaron-baer@adl.org](mailto:Nbaron-baer@adl.org)

### **Asian Americans United (AAU)**

**Mission:** To build leadership in Asian American communities to build our neighborhoods and unite against oppression.

**Services:** Campaigns for Justice, Human Right to Culture, Youth Programs

**Location:** 1023 Callowhill St, Philadelphia, PA 19123

**Phone:** (215) 925-1538

**Website:** [www.aaunited.org](http://www.aaunited.org)

**Contact:** Alix Mariko Webb - Exec. Dir.

**E-mail:** [alix.webb@aaunited.org](mailto:alix.webb@aaunited.org)

### **The Attic Youth Center**

**Mission:** The Attic Youth Center creates opportunities for LGBTQ youth to develop into healthy, independent, civic-minded adults within a safe and supportive community, and promotes the acceptance of LGBTQ youth in society.

**Services:** Life Skills Center, Mental Health Counseling, Supportive Services, Community Engagement & Social Activities, Summer WorkReady 2017

**Location:** 255 S 16th St, Philadelphia, PA 19102

**Phone:** (215) 545-4331

**Website:** [www.atticyouthcenter.org](http://www.atticyouthcenter.org)

**Contact:** Dr. Carrie Jacobs

**E-mail:** [carrie@atticyouthcenter.org](mailto:carrie@atticyouthcenter.org)

### **Council for American Islamic Relations**

**Mission:** To enhance understanding of Islam, encourage dialogue, protect civil liberties, empower American Muslims, and build coalitions that promote justice and mutual understanding.

**Services:** "[Know Your Rights and Responsibilities](#)" pocket guide, Civil rights staff at their offices nationwide receive reports of discrimination on a daily basis and work to resolve them through mediation, negotiation, public pressure or, if necessary, through legal action.

**Location:** 1501 Cherry St., Philadelphia, PA 19102

**Phone:** 267.515.6710

**Website:** [www.cair.com/index.php](http://www.cair.com/index.php)

**Contact:** Jacob Bender – Exec. Dir.

**E-mail:** [jbender@cair.com](mailto:jbender@cair.com)

### **New Sanctuary Movement**

**Mission:** We work to end injustices against immigrants regardless of immigration status, express radical welcome for all, and ensure that values of dignity, justice, and hospitality are lived out in practice and upheld in policy.

**Services:** Trainings, workshops, campaigns, events, and accompany families facing deportation.

**Location:** 2601 Potter St, Philadelphia, PA 19125

**Phone:** (215) 279-7060

**Website:** [www.sanctuaryphiladelphia.org](http://www.sanctuaryphiladelphia.org)

**Contact:** Peter Pedemonti - Director

**E-mail:** [peter@sanctuaryphiladelphia.org](mailto:peter@sanctuaryphiladelphia.org)

## **V. IMMIGRANT COMMUNITY SERVICES**

### **Nationalities Service Center**

**Mission:** Nationalities Service Center prepares and empowers immigrants and refugees in the Philadelphia region to transcend challenging circumstances by providing comprehensive client-centered services to build a solid foundation for a self-sustaining and dignified future.

**Services:** Legal protections, community integration, access to health and wellness services, and opportunities to achieve English language proficiency.

**Location:** 1216 Arch Street, 4th Floor, Philadelphia, PA 19107 (Center City)

**Phone:** (215) 893-8400

**Website:** [www.nscphila.org/](http://www.nscphila.org/)

**Contact:** Juliane Ramic – Senior Director of Refugee and Community Integration

**E-mail:** [jramic@nscphila.org](mailto:jramic@nscphila.org)

### **Welcoming Center for New Pennsylvanias**

**Mission:** Connects newly arrived individuals from around the world with the economic opportunities that they need to succeed in our region.

**Services:** ESL classes, Job Seekers Assistance, Small Business Support, Legal Clinics.

**Website:** <http://welcomingcenter.org/>

**Contact:** Dr. Kamau Kanyi - Parenting Facilitator & Resource Home Coordinator

**E-mail:** [KKanyi@bethanna.org](mailto:KKanyi@bethanna.org)

### **Bhutanese American Organization-Philadelphia**

**Mission:** To endeavor in empowering the Bhutanese population in Philadelphia in all aspects of development: employment, education, cultural integration and citizenship and envision a self-sufficient, progressive and productive Bhutanese community that contributes in nation building.

**Services:** Mental Health Case Management. ESL classes, Senior Engagement Center, SAT/ACT Prep class, Dance and Nepali Classes

**Location:** 2507 South 7th street, Philadelphia, PA 19148 (South Philadelphia)

**Phone:** 215-800-1055

**Website:** [www.bao-phila.org](http://www.bao-phila.org)

**Contact:** Leela N. Kuikel – Exec. Dir.

**E-mail:** [kuikelleela@gmail.com](mailto:kuikelleela@gmail.com)

### **New World Association**

**Mission:** To make a positive difference in our community by giving practical help to its disadvantaged members, especially immigrants and refugees. We have a special dedication to Russian and Ukrainian speakers from the former Soviet Union.

**Services:** ESL and GED Classes, Civics Programs, Assistance to apply for Welfare, SSI, CHIP, and with special utility discount programs, such as LIHEAP, CAP(discount for electricity), and Life Line(discount for telephone service). Assist newly arrive families with housing, employment, school registration, health care access.

**Location:** 9857 Bustleton Avenue, Philadelphia PA 19115 (Northeast)

**Phone:** (215) 856 - 7314

**Website:** [www.russworld.us](http://www.russworld.us)

**Contact:** Marina Lipkovskaya – Exec. Dir. **E-mail:** [lipkovskaya@russworld.us](mailto:lipkovskaya@russworld.us)

### **SEAMAAC (South East Asian Mutual Assistance Association Coalition)**

**Mission:** SEAMAAC acknowledges the challenges immigrants and refugees have faced in their pursuit of freedom from war, tyranny, and oppression and our work and mission seek to recapture the resilient spirit and strengths of immigrants and refugees to adapt, survive, and flourish in the United States.

**Services:** Health and Social Services (Continuum of Care Refugee, Health Insurance Enrollment, Asian Women’s Health Program, Safe Families, Elders Health & Wellness, Foundational English) Education Services (Afterschool Arts & Academic Enrichment, Summer WorkReady, Student Immigrant Leadership Council, Truancy Case Management, Resiliency through Faith, Hope and Action

**Location:** 1711 South Broad St.Philadelphia, PA 19148 (South Philadelphia)

**Phone:** (215) 467-0690

**Website:** [www.seamaac.org](http://www.seamaac.org)

**Contact:** Thoai Nguyen – Exec. Dir.

**E-mail:** [nguyent@seamaac.org](mailto:nguyent@seamaac.org)

### **Arab American Development Corporation**

**Mission:** To empower the Arab-American community in the Philadelphia metropolitan area, promote its economic development, and combat racial, ethnic, and religious discrimination.

**Services:** Health Workshops/Fairs, Youth Programs, Translation, Low Income Utility Assistance ( CAP, CRP, LIHEAP), Tax Returns, Government Benefits ( Food stamps, Medical Assistance, TANF, LIHEAP), ESL/ Citizenship Learning, Food Baskets, Referrals for immigration and legal services

**Location:** 1501 Germantown Ave. Philadelphia, PA 19122 (Kensington)

**Phone:** (215) 765-0607

**Website:** [www.arabamericancdc.org](http://www.arabamericancdc.org)

**Contact:** Marwan Kreidie – Exec. Dir.

**E-mail:** [marwankreidie@yahoo.com](mailto:marwankreidie@yahoo.com)

### **Pennsylvania Immigration and Citizenship Coalition**

**Mission:** Our mission is to advance immigrants' rights and promote immigrants' full integration into society by advocating with a unified voice for greater public understanding and welcoming public policies throughout Pennsylvania.

**Services:** Advocacy Issues, Capacity Building, Civic Engagement, Youth Organizing.

**Location:** 2100 Arch Street, 4th Floor, Philadelphia, PA 19103

**Phone:** (215) 832-0636

**Website:** [www.http://paimmigrant.org/](http://paimmigrant.org/)

**Contact:** Sundrop Carter – Exec. Dir.

**E-mail:** [sundropcarter@paimmigrant.org](mailto:sundropcarter@paimmigrant.org)

### **ACANA**

**Mission:** To help refugees, immigrant families and all other residents of Philadelphia access legal, health and other social services with a special focus on women, children, youth and the elderly in their resettlement process in Pennsylvania. ACANA also produces and presents African cultural performances and recording artists to create an awareness of African arts and culture.

**Services:** Arts & Culture (Arts Education, Festivals, Recording Studio) Community Development (Building Rehabilitation, Corridor Revitalization & Community Development Corporation), Health and Wellness (ACANA Healthy African Woman Workshop Series, Female Genital Cutting/Mutilation Project: Project Baobab), Adult Education (Computer Training, Parent University)

**Location:** 5530 Chester Ave, Philadelphia, PA 19143

**Phone:** (215) 729-8225

**Website:** [www.acanaus.org](http://www.acanaus.org)

**Contact:** Voffee Jabateh – Exec. Dir.

**E-mail:** [voffeejabateh@acanaus.org](mailto:voffeejabateh@acanaus.org)

### **Cambodian Association of Greater Philadelphia**

**Mission:** The mission of the Cambodian Association of Greater Philadelphia is to improve the quality of life of Cambodian-Americans in Greater Philadelphia through direct service, advocacy and cultural education.

**Services:** Family Services (Social Services, Case Management, Parent Enrichment), Youth Programs (After School Programs, Summer Camp, Culture & Language, Teens Organizing Proactivity, Summer Career Exploration), Intergenerational Programs, Health & Wellness (Community Health Initiative, Chronic Illness Self-Management), Community Development (Civic Engagement, Advocacy, Outreach and Education)

**Location:** 5412 N 5th St, Philadelphia, PA 19120

**Phone:** (215) 324-4070

**Website:** [www.cagp.org/](http://www.cagp.org/)

**Contact:** Sokmala Chy – Exec. Dir.

**E-mail:** [sokmala@cagp.org](mailto:sokmala@cagp.org)

### **Liberian Association of Pennsylvania, Inc**

**Mission:** It is the umbrella organization of the Liberian community in Philadelphia

**Location:** 1155 S 54th St, Philadelphia, PA 19143

**Phone:** (267) 253-3049

**Website:** [www.facebook.com/LiberianAssociationOfPennsylvanialap](http://www.facebook.com/LiberianAssociationOfPennsylvanialap)

**Contact:** Dhan Kepyeya Dennis – Pres

**E-mail:** [liberianassociationofpa@yahoo.com](mailto:liberianassociationofpa@yahoo.com)

### **Philadelphia Praise Center**

**Mission:** To bring people outside Christianity to know Jesus Christ. To bring people that have not gone to church to have a church. To bring blessing to the City of Philadelphia and other Nations.

**Location:** 1701 McKean St, Philadelphia, Pennsylvania, PA 19145

**Website:** [www.philadelphiapraise.com](http://www.philadelphiapraise.com)

**Contact:** Pastor Aldo Siahaan

**E-mail:** [siahaan22@gmail.com](mailto:siahaan22@gmail.com)

### **Indochinese American Council**

**Mission:** To empower disadvantaged, multi-racial, minority Americans as well as newly-arrived refugees and immigrants from all parts of the world to achieve social, economic, and educational advancement and mobility.

**Services:** Adult ESL classes, Citizenship classes and technology skill classes. After school and summer programs for youth.

**Location:** 4936 Old York Rd, Philadelphia, PA 19141

**Phone:** (215) 457-0272

**Website:** [www.iacphila.org/](http://www.iacphila.org/)

**Contact:** LeQuyen Vu – Exec. Dir.

**E-mail:** [lequyen@IACPHILA.ORG](mailto:lequyen@IACPHILA.ORG)

### **VietLead**

**Mission:** VietLead is a new grassroots organization based in Philly & South Jersey. Cultivate. Inspire. Lead. Create Community.

**Location:** 1211 E Lycoming St, Philadelphia, PA 19124 (North Philadelphia)

**Website:** [www.vietlead.org](http://www.vietlead.org), <https://www.facebook.com/vietlead/>

**Contact:** Nancy Nguyen – Exec. Dir.

**E-mail:** [nancy.nguyen@vietlead.org](mailto:nancy.nguyen@vietlead.org)

### **United Communities Southeast Philadelphia**

**Mission:** To improve the quality of life for every generation and member of the multicultural community we serve by providing educational, advocacy, and social programs.

**Services:** Basic Needs, Case Management, Education, and Community Initiatives

**Location:** 2029 S. 8th Street, Philadelphia, PA 19148

**Phone:** 215-468-1645, ext. 200

**Website:** [www.ucsep.org/](http://www.ucsep.org/)

**Contact:** Lauren Fein, LSW, Director of Case Management

**E-mail:** [LaurenFein@ucsep.org](mailto:LaurenFein@ucsep.org)

**Ceiba: A coalition of Latino organizations**

**Mission:** Ceiba promotes the economic development and financial inclusion of Philadelphia's Latino community through collaborations and advocacy aimed at ensuring their access to quality housing.

**Services:** Housing Counseling, Free Income Tax Return Preparation & Access to the EITC, Individual Tax Identification Numbers (ITIN) Applications, Individual Development Accounts (IDAs), Financial Literacy, Advocacy

**Location:** 149 W Susquehanna Ave, Philadelphia, PA 19122

**Phone:** (215) 634-7245

**Website:** [www.ceibaphiladelphia.org](http://www.ceibaphiladelphia.org)

**Contact:** Will Gonzalez – Exec. Dir.

**E-mail:** [Will.gonzalez@ceibaphiladelphia.org](mailto:Will.gonzalez@ceibaphiladelphia.org)

### *15 Things educators, school support staff and communities can do to help protect undocumented students and their families*

*Prepared by the American Federation of Teachers*

1. Inform students and their families of their rights.
2. Stress the importance of taking proactive steps to ensure the safety and well-being of children and entire communities.
3. Distribute “know your rights” materials to students and communities about what to do if a raid occurs or an individual is detained.
4. Find out if there is a local immigration raid rapid response team in your community. These teams usually consist of attorneys, media personnel and community leaders who may be able to provide support.
5. 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.
6. Provide a safe place for students to wait if a parent or sibling has been detained.
7. Provide counseling for students who have had a family member detained by ICE.
8. Maintain a list of resources, such as the names of social workers, pro bono attorneys and local immigration advocates and organizations, that can be shared with your students and their families.
9. Identify someone at your school who can serve as the immigration resource advocate in your building or on your campus.
10. Work with parents to develop a family immigration raid emergency plan.
11. Make your school an ICE free safe zone/sanctuary school by pushing for sanctuary policies.
12. Work with your school board to pass a resolution affirming schools as safe havens and welcoming places of learning for all students, distancing the schools from enforcement actions that separate families.
13. Issue statements condemning raids that put the safety and well-being of children at risk and calling for the immediate release of students.
14. Participate in National Educators Coming Out Day, held annually on Jan. 9, and “come out” in support of undocumented students ([www.unitedwedream.org/educatorsout](http://www.unitedwedream.org/educatorsout)).
15. Participate in National Institutions Coming Out Day, held annually on April 19 ([www.unitedwedream.org/nicod](http://www.unitedwedream.org/nicod)).

## APPENDIX: C

Know your Rights: English, Arabic, Chinese and Spanish

# WHAT TO DO IF ICE COMES TO YOUR DOOR



## DO NOT OPEN DOORS

ICE cannot come in without a signed warrant by a criminal court judge. They can only come in if you let them.



## REMAIN SILENT

ICE can use anything you say against you in your immigration case so claim your right to remain silent!

**\*Say "I plead the fifth amendment and choose to remain silent".**



## DO NOT SIGN

Don't sign anything ICE gives you without talking to an attorney.



## REPORT & RECORD!

**Report immediately: UWD hotline 1-844-363-1423.**

Take pictures & video unless you're on federal government property.

Take notes of badge numbers, number of agents, time, type of car and exactly what happened!



## FIGHT BACK!

Get a trustworthy attorney & explore all options to fight your case. If detained, you may be able to get bail - don't give up hope! Join your local team to defend yourself from enforcement!

# ماذا تفعل إذا ات ICE - إدارة الهجرة - إلى بيتك

## لا تفتح لهم بابك



لا تسمح لمفتشي إدارة الهجرة بدخول المنزل بدون إظهار ورقة أمر تفتيش صادرة عن محكمة الهجرة. انهم لا يستطيعون ولا يحق لهم حسب القانون ان يدخلوا المنزل بدون هذه الورقة.

## التزم الصمت



اي كلمة تقولها امام المفتشين سوف تسجل كأقوال مضافة في سجل الهجرة الخاص بك وفي قضية الهجرة الخاصة بك. من حقلك القانوني ان تلتزم الصمت ولا تقول اي شيء ان كنت بلا محامي. يحق لك ان تبقى صامتا وتلتمس

"اختيار تطبيق التعديل الخامس من الدستور الامريكي"  
"I plead the fifth amendment and choose to remain silent."

## لا توقع



لا توقع على أي شيء يمنحك إياه دون التحدث مع محامي.

## سجل وأخبر



اخبرنا فور حدوث اي شيء مما سبق على الخط الساخن: 1-844-363-1423

التقط صوراً وفيديو (من هاتفك الجوال) في كل الأحوال بخلاف المباني والمنشآت الحكومية الفيدرالية التي لا يحق لك التصوير بالقانون. انتبه وتذكر رقم شارة الضابط (بدج) واعداد الأفراد بالزي الشرطي، توقيت وزمن حضورهم وأنواع السيارات والمركبات وتفاصيل الأحداث.

## قاوم!



اتصل بمحامي تثق به واستعلم منه عن جميع الحلول والخيارات القانونية المتاحة لك في قضيتك. اذا حدث، وتم احتجازك يمكن ان يفرج عنك بدفع كفالة، فلا تفقد الأمل. حان الوقت ان تنضم إلى المجتمع المدني الموجود في نطاق مدينتك لتعرف حقوقك وللدفاع عنها ضد الظلم.

[unitedwedream.org/end](http://unitedwedream.org/end)

@UnitedWeDream



# 怎么做

## 如果美国移民和海关执法部门来敲门



### 不要开门

美国移民和海关执法部门在没有刑事法院法官授权的情况下不能强势开门。他们只能在你为他们开门的情况下进入你们屋子。



### 不要说话

美国移民和海关执法部门能把你跟他们说的任何话放在针对你的移民案件上，所以你要声称你有保持沉默的权利。

\*说 “I plead the Fifth Amendment and choose to remain silent”.  
(我请求第五修正案的权力来保持沉默)



### 不要签名

不要在和你的律师谈论过的情况下签任何美国移民和海关执法部门给你的文件。



### 举报和记录

马上拨打: UWD 热线 1-844-363-1423

记着拍照和录像，但是千万别在政府部门的建筑里做这件事。记录下他们的徽章编号，有几个人一起来的，什么时候来的，开什么车来的和你们之间准确发生的事情！



### 反击！

找一个你能信得过的律师来讨论对你的案件的所有可能性。如果你被拘留了，你有可能获得保释 – 别放弃希望！加入你的当地组织来保护自己！

[unitedwedream.org/end](http://unitedwedream.org/end)

@UnitedWeDream



# EN CASO DE REDADAS ¿QUÉ PUEDES HACER?



## NO ABRAS LA PUERTA

La migra solo puede entrar a tu casa con una orden de arresto emitida por un juez de la corte criminal, o si tu le abres la puerta. ¡No habras la puerta!



## GUARDA SILENCIO

Tienes el derecho a permanecer callado/a. Si te confrontan agentes de inmigración, di:

**\*"Uso mi derecho bajo la quinta enmienda, y tengo el derecho a mantenerme callado/a"**



## NO FIRMES

No firmes nada que te den los agentes de inmigración.



## ¡REPORTA Y GRABA!

**Reporta inmediatamente al 1-844-363-1423.**

Toma fotos y videos, a menos que estes en suelo federal. Toma notas del número de placa, el número de los agentes, la hora, el tipo de carro, y exáctamente que sucedió.



## ¡HAZ UN PLAN Y PELEA!

Sí inmigración detiene a un ser querido, busca un abogado de confianza, y haz planes para que alguien cuide a tus hijos. Tu puedes pelear un caso de detención y tal vez recibir una fianza. Únete a un equipo local para defenderte de la migra.