

WELCOME!

SUPPORTING AND  
SAFEGUARDING IMMIGRANT  
YOUTH AND FAMILIES

# ABOUT ADL

- Established in 1913
- Global anti-hate organization
- Long standing commitment to secure justice and fair treatment for all people.
- 25 regional offices in the U.S. and abroad



# ADL's PROGRAM AREAS

- Civil Rights
- Law Enforcement
- Extremism
- Hate Crimes
- Education



# TODAY'S AGENDA

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- Welcome and Introduction
- Anti-Immigrant Bias Trends and Statistics
- Supporting Immigrant Youth and Families: Best Practices
- First Steps Action Planning
- Final Thoughts



# TRENDS AND IMPACTS

# POPULATION TRENDS

- Children of immigrants make up one-quarter of all children
- Account for all growth in the child population between 2006-2014.
- 77% net growth occurring in non-traditional destination states



# IMPACTS: RECENT U.S. IMMIGRATION POLICY

- 2/3 (64%) of teachers said immigration enforcement has impacted their school
- Schools in South hit hardest
- “Fear” and “concern” most common words used to describe students’ emotions



Source: UCLA Civil Rights Project



# IMPACTS: RECENT U.S. IMMIGRATION POLICY

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- 90% of administrators saw **behavioral or emotional problems** among immigrant students
- 84% of teachers said students expressed **concerns about immigration enforcement at school**
- 68% of administrators said **absenteeism** among immigrants is a problem
- 70% of principals and counselors reported **academic decline** among immigrant students
- 85% of teachers and administrators reported **increase in their own anxiety, stress and hopelessness** over what their students are enduring

Source: UCLA Civil Rights Project



# HATE INCIDENTS IN K-12 SCHOOLS

- Identity groups most targeted are Black and Latino students
- Most common slurs: the “n” word, “build the wall,” and “go back to \_\_\_\_\_” (usually Mexico)
- Muslim children are more likely to be bullied in school than children of other faiths

Sources: Documenting Hate (Pro Publica and Education Week); Institute for Social Policy and Understanding



***“Lately, I can feel the tension among the people in my community, I try to stay positive but it is hard to do when everything around you makes you feel like hope is running out.”***

– Immigrant Student

***“I want to live my life without having to explain myself. I just want to have normal conversations with people. But people get alarmed because my wife wears a headscarf or because my child has a Muslim name. It is tiring.”***

– Muslim Immigrant Father

***“Someone threatened to kill me if I went to school on 9/11.”***

– Muslim Immigrant Student

***“I don’t think my classmates and teachers really grasp the pain we feel.”***

- Mexican Immigrant Student

***“We came here because we were trying to escape from the situation our countries were facing: poverty, wars and corruption. We came here because we innocently thought that this country was the right place to accomplish our dreams.”***

– Immigrant Student

# SUPPORTING IMMIGRANT YOUTH AND FAMILIES



**What is one strategy  
you can take away  
from this activity and  
use when you go back  
to work?**

# FIRST STEPS ACTION PLANNING





**What will you  
need to implement  
your first steps?  
What support can  
you gather to  
ensure success?**

# EDUCATION RESOURCES ON IMMIGRATION, IMMIGRANTS AND ANTI-IMMIGRANT BIAS

# LESSON PLANS: K-12

## Huddled Mass or Second Class?: Challenging Anti-Immigrant Bias in the U.S.

Bias, Discrimination & Hate | Social Justice



**GRADE LEVEL:** Elementary School, Middle School, High School

**COMMON CORE STANDARDS:** Reading, Writing, Speaking and Listening, Language

ANTI-BIAS EDUCATION | IMMIGRANT & REFUGEE RIGHTS

## Why Are Families Being Separated and Detained at the Border?

Bias, Discrimination & Hate | Social Justice



**GRADE LEVEL:** High School

**COMMON CORE STANDARDS:** Reading, Writing, Speaking and Listening, Language

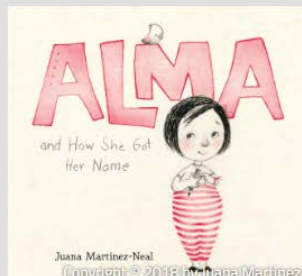
# BOOKS MATTER: CHILDREN'S LITERATURE

BOOK OF THE MONTH

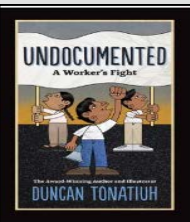
## Alma and How She Got Her Name

Juana Martinez-Neal

If you ask her, Alma Sofia Esperanza José Pura Candela has way too many names: six!



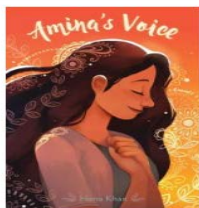
LEARN MORE



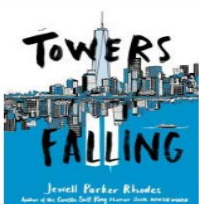
**Undocumented: A Worker's Fight**  
Duncan Tonatiuh  
12 and up



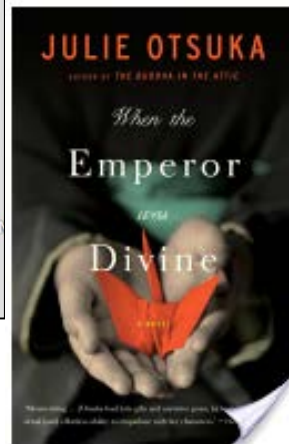
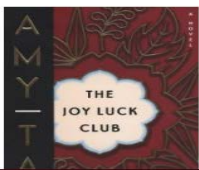
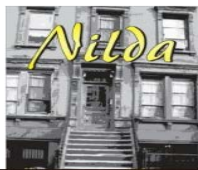
**Dreamers**  
Yuyi Morales  
4-8



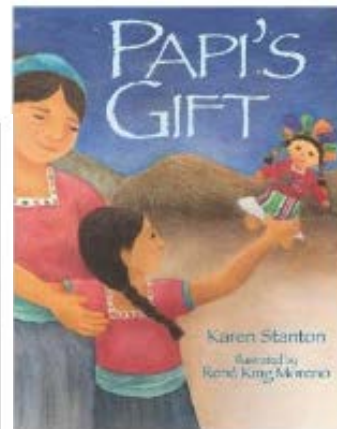
**Amina's Voice**  
Hena Khan  
8-12



**Towers Falling**  
Jewell Parker Rhodes  
8-12



**When The Emperor Was Divine**  
Julie Otsuka  
15 and up



**Papi's Gift**  
Karen Stanton  
6-10

# TABLE TALK: DISCUSSION GUIDES

## Family Separations and Detentions at the Border

*Table Talk: Family Conversations about Current Events*

For Parents, Families, and Caregivers



## What is DACA and Who are the DREAMers?

*Table Talk: Family Conversations about Current Events*

For Educators | For Parents, Families, and Caregivers | 11 and up



# CIVIL RIGHTS RESOURCES

ADL IN THE NEWS

## Jewish Groups Take on Family Separation

IMMIGRANT & REFUGEE RIGHTS

ADL IN THE NEWS

## Jewish Groups Slam Trump's Supreme Court Nominee Kavanaugh

IMMIGRANT & REFUGEE RIGHTS | LGBTQ RIGHTS | VOTING RIGHTS | WOMEN'S EQUITY



BLOG

## Contrarrestando la Ola de Odio Contra la Comunidad Latina

IMMIGRANT & REFUGEE RIGHTS



BLOG

## The Supreme Court upholds Muslim Travel Ban Ruling – ADL commits to fight back

Deeply disappointed by the Supreme Court's misguided ruling upholding



BLOG

# QUESTIONS?



# FOR MORE INFORMATION CONTACT:

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# THANK YOU



## Supporting and Safeguarding Immigrant Students & Families

*Educators and school staff can play a key role in providing crucial information and support to families and students. This document presents some best practices for supporting undocumented and immigrant youth and families.*

### 1. Ensure Open Communication:

- Communicate with families in their first languages and in formats that understandable.
- Use sensitive and appropriate language - terms like “undocumented” instead of “illegal” or “illegal alien.”
- Clearly communicate the district’s values by sending messages to immigrant families to welcome them and affirm their inclusion and value.
- Make a public announcement or statement that the school/district supports immigrant students; share this with families in families’ languages.

### 2. Create Safe and Welcoming Space.

- Establish safe spaces that allow undocumented youth to share freely and engage with peers and school staff.
- Be empathetic and build positive relationships with undocumented youth and their families. Create frequent, flexible engagement opportunities for families.
- Work with your school board to pass a resolution affirming schools as welcoming places of learning for all students.
- Students may have legitimate fears about disclosing their immigration status; do not ask them about their immigration status directly. If a youth discloses their immigration status, convey openness and an assurance of confidentiality in discussing the topic.

### **3. Provide Support and Information for Families**

- Identify a school immigration liaison - a staff member who can connect with immigrant advocacy organizations or community organizations to receive and share updates on immigration changes and resources.
- Coordinate *Know Your Rights* information sessions and/or trainings with trusted immigrant advocacy organizations so families know their rights and options.
- Encourage families to prepare for the possibility of deportation. Without creating panic, explain that they should have child care and an emergency plan in place if the parents are taken into immigration custody. Immigrant advocacy organizations can facilitate these conversations with parents.

### **4. Prioritize Professional Development for Staff**

- Build school staff capacity and knowledge about relevant immigration policies.
- Research and share with staff local, state, and federal policies and laws that affect immigrant students and their families.

### **5. Engage in Social Activism**

- Join the marches and rallies supporting immigrant students.
- Call or email your legislators to demand policies that support immigrants.

### **6. Stand Up to Bias and Bullying**

- Proactively address identity-bullying or mean behavior among peers, education personnel and others.
- Provide training for staff and students on effective ways to act as allies when they witness or experience bias and bullying.
- Download free educational resources for educators, families and youth from [adl.org/education](http://adl.org/education) .



## First Steps Action Planning

*What can you do to support immigrant students and their families? Use the chart below to record what initial steps you can take.*

First Steps	You	Your School/ Organization
Start Doing		
Stop Doing		
Do Differently		