



学校应对ICE突袭帮助受影响学生的10个策略

1

提供创伤知情关怀

为经历或可能经历创伤及创伤后应激障碍（PTSD）的学生提供创伤知情的关怀和服务。确保教师和工作人员接受适当的培训，能够识别和应对学生的需求。

2

提供心理咨询支持

安排辅导员、社工和其他专业人士，为学生、家庭、教师和工作人员提供帮助。这些专业人士可以直接响应个体需求，并帮助营造校园内安全、积极的环境。

3

设置等候空间

为学生和家庭设立安全的等候区域，例如学校的体育馆，以备父母被拘留时使用。

4

指派双语联络员

指派一名双语的家长或家庭联络员，帮助学生和家庭应对困难。

5

与社区建立联系

与当地有经验和资源的社区组织建立联系。分发和张贴IDRA发布的关于移民学生权利的通知——《欢迎移民学生就读我们的公立学校》

6

阻断“学校到遣返”路径

阻断--而非协助--“学校到遣返”路径。确保学校内没有不必要的警察存在，以免重新引发学生的创伤或让家庭害怕到学校来。不要与执法部门不必要地合作，也不要针对可能引发ICE介入的学生施加刑事处罚。审查行为守则，确保其中没有针对移民身份或英语能力的处罚或纪律措施。

7

确保安全空间

明确发布声明，表明该学区是一个对家庭安全友好的地方。许多学区在面临联邦移民执法活动的不确定性时，重申了保护学生权利的政策。一些发布声明，承诺确保所有学生都能在安全和积极的环境中学习，并为学校人员提供应对ICE探员人数据请求或进入校园的指导。

8

帮助无家可归的学生

让学区的“麦金尼-文托”联络员确保因突袭而无家可归的学生获得《麦金尼-文托无家可归之人救助法案》规定的支持和法律保护。

9

提供公共资源

为家庭提供通用的公共资源。例如，www.immigrationlawhelp.org 提供按州分类的非盈利法律服务机构信息。

10

为学校员工提供培训

为学校员工提供培训、资源和支持。学校领导在营造欢迎环境方面发挥重要作用。所有员工都应了解学区的反歧视政策、学生信息收集程序、对社区的承诺以及与学生家庭沟通的措施。

当美国移民和海关执法局（ICE）在社区内进行突袭时，学生会受到深刻影响。即使只是突袭的威胁或在其他地方的突袭消息，也可能对学生产生长期的痛苦影响。

以下10条策略可帮助教育工作者支持受ICE突袭影响的学生：

获取更多信息和资源，包括：

学校开放警报宣传单

移民学生权利电子书

“欢迎移民学生入学”信息图表

<https://idra.news/ImmigEd>

家长和学生应知晓：

- 根据《家庭教育权利隐私法案》（FERPA），学校不得向任何外部机构（包括ICE）提供可能暴露学生无证身份的学籍信息。
- 尽管美国国土安全部于2025年1月21日取消了“敏感场所”（包括学校）中对移民执法的限制，学校工作人员仍无法律义务执行移民法。
- 学校在学生入学或与家庭互动时，不应询问公民身份。
- 根据美国最高法院的先例，所有学生，无论移民身份如何，都有权接受免费的公立教育

- 许多学区在面临联邦移民执法活动的不确定性时，重申了保护学生权利的政策。一些发布声明，承诺确保所有学生都能在安全和积极的环境中学习，并为学校人员提供应对ICE探员人数据请求或进入校园的指导。

请参考IDRA资源中的示例：学区通过应对ICE的决议

<https://idra.news/IDRAakeA17ex>

- 学校中的教育工作者和其他成年人需要留意学生是否因其真实或被认为的移民身份，或其家庭的移民身份而受到其他学生的嘲笑或欺凌。



10 Strategies

for How Schools Should Respond to Help Children Impacted by ICE Raids

1

Provide trauma-informed care

Provide trauma-informed care and services for students who experience or may experience trauma and post-traumatic stress disorder (PTSD). Ensure educators and staff are appropriately trained to recognize and respond to students' needs.

2

Provide counseling support

Have counselors, social workers and other professionals available to assist students, families, educators and staff. These professionals can respond directly to individual needs and can help to create a safe and positive school climate for everyone in a campus community.

3

Provide waiting space

Create a safe space, like a school gym, where students and families can wait if a parent is detained.

4

Identify bilingual liaison

Identify a bilingual parent liaison or family liaison to support students and families.

5

Connect with community

Connect with local community-based organizations that have expertise and resources. Distribute and post IDRA's alert on immigrant student rights "Welcoming Immigrant Students in Our Public Schools."

6

Obstruct the school-to-deportation pipeline

Obstruct – do not facilitate – the school-to-deportation pipeline. Ensure police officers are not present on campuses unnecessarily as this can re-traumatize students and discourage families from being on campus. Do not involve law enforcement needlessly or enforce criminal penalties against students that might trigger ICE intervention. Review codes of conduct to ensure they do not contain penalties or discipline procedures related to immigration status or English proficiency.

7

Affirm safe spaces

Affirmatively issue and post a statement that makes it clear that the district is a safe space for families. Many school districts have reaffirmed their policies to protect students' rights in light of uncertainty regarding federal immigration enforcement activities in their schools. Some districts have issued statements affirming the districts' mission to ensure all students have a safe and positive learning environment and outlining guidance to school personnel on how to, for example, respond to requests from ICE agents for data or access to their campus.

8

Help students who become homeless

Have the district's "McKinney-Vento" liaison ensure that any students who become homeless as a result of a raid are given supports and legal protections afforded by the federal McKinney-Vento Homeless Assistance Act.

9

Provide public resources

Make general public resources available to families. (For example, www.immigrationlawhelp.org has information about non-profit legal service organizations by state.)

10

Equip school staff

Equip school staff with training, resources and supports. School leaders have an important role in actively affirming the welcoming environment they intend to maintain. All staff should understand the district's non-discrimination policies, procedures for collecting student information, commitment to the communities they serve, and measures for communicating with students' families.

When U.S. Immigration and Customs Enforcement (ICE) conducts raids in a community, students are deeply affected. Even the threat of a raid or news of one in another part of the country can have painful lasting effects.

These 10 strategies help educators serving students affected by ICE raids.

Get more info and resources, including IDRA's

- School Opening Alert Flier
- eBook on Immigrant Students' Rights
- Infographic "Welcoming Immigrant Students in School"

<https://idra.news/ImmigEd>

Families should know...

- The Family Education Rights and Privacy Act (FERPA) prohibits schools from providing any outside agency (including ICE) with any information from a child's school file that would expose the student's undocumented status.
- While the U.S. Department of Homeland Security, on January 21, 2025, removed long-standing restrictions on immigration enforcement in "sensitive locations," including schools, school personnel still have no legal obligation to enforce immigration law.
- Schools should not ask for citizenship status when enrolling students or interacting with families.
- All students, regardless of immigration status, are entitled to a free public education under U.S. Supreme Court precedent.

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See samples in IDRA's resource: School Districts Pass Resolutions on Responding to ICE
<https://idra.news/IDRAakeA17ex>

- Educators and other adults in the school need to watch for students who are being teased or bullied by other students related to their real – or perceived – immigration status or that of their family.

