

**STRENGTHENING SANCTUARY ALLIANCE**

**EDUCATION WORK GROUP**

**OLYMPIA, WASHINGTON**

**JANUARY 2020**

**On behalf of the active members in the Education Work Group, thanks for your continued support of students and families. If you would like to be involved, contact:  
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## TABLE OF CONTENTS

<b>Education Group Summary: 2017-2018</b>	<b>3</b>
<b>Education Group Summary: 2018-2019</b>	<b>6</b>
<b><i>Feeling the Impact: The Toll of Immigration in Schools</i></b>	<b>10</b>

# Strengthening Sanctuary Alliance

## Education Work Group

### Summary of Work, 2017-2018

- ESD 113 Immigrant Student Survey, Fall 2017:** We created an online survey to assess what is needed or known about immigrant students and their families. Superintendent Dana Anderson at the ESD 113 forwarded the Immigrant Survey to all 44 school districts - to superintendents, teachers, counselors, school health people, and teacher specialists. We received about 75 responses. Although not many responded, it represented a wide variety: rural and suburban, large and small districts. We have used the survey as guidance for our Education Work Group's initiatives. We would be happy to share the summary results of that survey.
- Training for School Personnel:** The Immigrant Survey confirmed the need for more general information about immigrant rights, especially for undocumented families: laws, policies, fears/chilling effects, and how the schools can support students. Many respondents asked for community resources or agencies which support immigrants, so our collaborative work with local immigrant support non-profit, CIELO, has been very beneficial. We have created a PowerPoint presentation and would be happy to share it. Presentations have been done with CIELO and the response has been overwhelmingly positive.

We will bridge our workshops (on general awareness and support of allies in our schools) to specific training about Know Your Rights and Family Safety Plans in collaboration with CIELO.

We will continue to work with other local districts in the area, as well as work with statewide early childhood organizations. Future outreach would be to colleges, public health organizations, and student advocacy groups.

WORKSHOP DATES	# OF PARTICIPANTS	AUDIENCE - LOCATION	OTHER INFO
Feb. 28, 2017	50	ESD 113 superintendents and other state education organizations	Seattle Regional ICE officials were invited for a Q and A session immediately after our presentation.
Jan. 17 and Feb. 14	40	Olympia School District - office professionals	
Feb. 2, 2018	12	ELL Teacher Forum at the ESD 113 (ELL teacher leaders in the region)	

Apr. 12, 2018	20	Tumwater School District - office professionals	
Apr. 19, 2018	40	St. Martin's University - college faculty and educators in the area	
June 7, 2018	45	North Thurston Public Schools – K-12 counselors	
June 26, 2018	45	Early Childhood/Head Start Site Directors from Lewis, Mason, Grays Harbor and Thurston counties	
August 22, 2018	140	North Thurston Public Schools - office professionals	
Dec. 7, 2018	75	North Thurston Public Schools' K-12 teacher conference day	

3. **Fear/Chilling Effect and Consequences on Program Enrollment and Eligibility:** On July 21, 2017, we met with Dr. Michaela Miller, assistant superintendent of the Office of the Superintendent of Public Instruction to voice our concern about the chilling effect of the many “required educational forms” that families must fill out each year. These are forms distributed to all school districts statewide. Many are federally mandated in order to determine program eligibility. **It is hoped that we can get assurances from OSPI or the WA Attorney General’s Office that confidentiality laws must be upheld to protect individual students from immigration enforcement. We would also advocate that existing policies be amended to address limitations by school personnel in recording, collecting and sharing information (including database) with immigration officials.**

- **HeadStart/ECAEP Enrollment Application:** Parents are required to fill out an extensive application form to enroll their preschool children. Pre-School Directors have told us that there has been a significant decline in enrollment. Immigrant families are fearful to provide personal data such as income verification.
- **The Home Language Survey** is a form to determine eligibility for English Language Services for non-English speaking students. The form is distributed to all students at the beginning of the year. The form asks for birthplace. ELL teachers expressed concern about students who may not enroll in ELL services because of this form.
- **Free/Reduced Lunch Application:** Parents are required to fill out a form that asks for extensive personal data including income and SSN identification. We are hearing that immigrant parents are not filling out the application form for fear that their personal data might be collected by ICE. Just recently, the Food Services Department at Tumwater School District said the section on their form asking for place of birth was removed for the Tumwater students. How many other Food

Services Directors across the state are doing that same thing? If not, many students could be missing out on free breakfast and lunch.

- **Immunizations:** We have learned that many families are NOT getting their children immunized for fear that if they use services from public programs like CHIP/health services, then their immigrant status (including those in the midst of visa processing) would be adversely affected. This has to do with the “Public Charge” announcements by the current Administration.

4. **District Policies and Law Enforcement (including immigration officials):** Policies are stronger than resolutions. Many policies as they stand now are outdated to protect immigrant students with the current Administration’s immigration orders. These policies do not limit the scope of interviews or interrogations of students in schools by US Customs and Border Patrol/ICE immigration enforcement.

We contacted numerous agencies and immigrant rights organizations to review school district policies (the majority of districts adopted their policies in the 1990’s) and to support the federal law, Plyer v. Doe. We communicated with superintendents and school district personnel around the state and nation. Model policies were considered from Seattle, Everett, San Francisco, Los Angeles, ACLU of Northern California’s Model of Sanctuary School Board Policy, California Attorney General’s Office, and Washington State Attorney General’s Office.

A model policy template was created by our group after much research and sent to the Washington State School Directors Association (WASSDA) for their review and dissemination. We recommended changes to Policies 4310, 3226 (interviews and interrogations of students), and 3231 (Student Records) to address guidelines for:

- Entry into the School
- Interviews/Interrogations/Arrests of Students
- Access to Student Records
- Parent Notification

In December 2018, WASSDA revised our suggested policy and created a final version of Policy 4310 (District Relationships with Law Enforcement and Other Government Agencies).

## Strengthening Sanctuary, Education Work Group

### 2019 SUMMARY OF WORK

updated 12/30/19

#### Legislative Work and WSSDA Policy

In early January 2019, the Education Work Group and the Legislative Work Group met with Legislators Sam Hunt, Laurie Dolan, and Beth Doglio and their support staff as well as members of the House Education Committee. Rep. Beth Doglio helped to sponsor HB Bill 1779/SB 5834 “Safe Schools for Immigrant Students.” Although the bills did not make it through the 2019 session, they are once again being proposed for the 2020 session (Safe Schools Bill: SB5834 and HB 1697).

Members of our group also met with the Attorney General’s office and Gov. Inslee’s office to advocate for the immigrant rights bill, Keep Washington Working (KWW).

KWW was signed to law! What KWW means for schools and school districts is that a policy must be adopted within one year that provides protections for immigrant and undocumented students from Customs and Border/ICE agents without a judicial warrant.

Additionally, the new “recommended” policy from WA State School Directors Association (WASSDA) addresses increased immigrant student protections.

On April 24, we shared this information with all the superintendents in the ESD 113 region. With WSSDA's assistance, their new policy template should align well with the goals of the KWW law and the Attorney General's Office. Already several districts in the area have used the new policy for adoption.

#### Policy Updates and Overview

<http://www.awsp.org/informed-principal/blog/blog-detail/awsp-blog/2019/09/26/immigrant-students-wssda-model-policies-and-sb-5497>

***“It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.”***

#### 1. Section I, Washington State Constitution

- Protections for immigrant students, entitling them to a free public education, exist both in the Washington State Constitution and through the 1982 US Supreme Court decision - Plyer v. Doe.
- School districts are charged with the duties of protecting students’ constitutional and statutory rights as well as ensuring a safe and orderly learning environment. Ensuring student safety at school may require administrators to call upon law enforcement, child protective agencies and/or the county health department. All of these agencies have duties and responsibilities related to student safety and some of their roles and

authority overlap. Given this overlap of responsibility, maintaining strong cooperative working relationships with these agencies is critical.

- In contrast, the work of immigration agents does not overlap with the work or duties of the school district. The immigration status of children or parents does not threaten school safety nor does it diminish the district's obligation to educate the children residing within its borders.

## 2. WSSDA Model Policy 4310 and Model Policy/Procedure 3226

- In December 2018, WSSDA revised model **Policy 4310 – District Relationships with Law Enforcement and other Governmental Agencies** and **Model Policy and Procedure 3226 – Interviews and Interrogations of Students on School Premises**. These policies were revised to help school districts comply with their constitutional duty to provide undocumented children with a free education, while also protecting their constitutional rights.
- Some school districts have already updated these policies (4310 and 3226). Regardless, as school leaders, it is important to know the district protocol should an immigration officer request admittance to the school or information on a student. In other words, school district/building guidelines should be developed for “What to do if ICE shows up at your school.”
- The WSSDA policy revisions also suggest the importance of a written memorandum of understanding (MOU), if a district engages the services of a Student Resource Officer (SRO), to clarify the district's/school's relationship with the SRO, including the SRO's purpose, role, supervisory structure and limitations on access to students.

## 3. Senate Bill 5497 – Keep Washington Working

At the close of the 2019 legislative session, Governor Inslee signed the **Keep Washington Working Bill** into law. The new law enhances public safety, promotes fairness to immigrants and protects the privacy and civil rights of all Washington residents.

- State and local law enforcement agencies, school resource officers and security departments may not provide non-public information to federal immigration authorities for civil immigration enforcement unless required by law.
- The Attorney General's Office is charged with the responsibility of writing a model policy to address the new law. At this time, the AG's office is reviewing the policy models developed by WSSDA and gathering input from stakeholders across the state. The model policy will be completed by May 21, 2020.

Read the article from the Fall Issue of Principal Magazine, WA State Principals Association, 2019, "[Feeling the Impact: The Toll of Immigration in Schools](#)" by Debbi Hardy and Gayle Mar Chun (page 10 in this manual).

## 2019 Workshop Presentations

Over the last couple of years, members of the Education Work Group have developed a 60 to 90 minute presentation on PowerPoint. Future workshops are in store with the Washington State Principals (AWSP) and the South Sound YMCA child care providers.

The key elements of each workshop are tailored to the specific audience and their requested needs. Highlights of "Supporting Immigrant Students and their Families" workshop are:

- Existing law and new policies
- Federal and state statistics
- Myths/reality/impact
- Fears, chilling effects on school programs, and impact on social-emotional well-being of students, and
- What schools can do to support immigrant students and their families (resources and case studies)

WORKSHOP DATES	# OF PARTICIPANTS	AUDIENCE - LOCATION	OTHER INFO
2/8/19	30	North Thurston Public Schools	Snow day
4/19/19	100	NTPS Language and Culture Family Night	Tabling Info
6/5/18	75	Olympia SD ELL Family Night	Tabling info
7/2/19	12	Centralia Migrant Ed Summer Staff	
8/14/19	25	Rochester SD Office Professionals	
10/17/19	75	Olympia SD ELL Family Night	Tabling Info
11/23/19	75	St. Martin's University – Equity Conference - college faculty and educators in the area	
2/6/20	TBD	North Thurston Public Schools' K-12 teacher conference day	
3/19/20	TBD	NTPS Language and Culture Family Night	Tabling Info

## Get Out the Vote – Future Voter Program

Many high school student "peers" are troubled by the current immigration issues facing their friends. We want like to reach out to student high school clubs (Interact/Rotary, ASB, Latinx Club, others, etc) who might be willing to talk with teachers and students about the online voter registration process and making it happen during school. We were in touch with several agencies and organizations this summer to find out how this might happen. We found



out that there is an educational statute, Constitution and Citizenship Day to be observed annually. ([RCW 28A.230.170](#))

The law requires the study of the Constitution of the United States and the Constitution of Washington state as a prerequisite for graduation from public and private high schools in Washington state. Voting is a critical function of our democracy, yet as of 2018, only 56% of 18-to-24 -year olds were registered to vote in Washington. In 2018, the Washington State Legislature created the **Future Voter program** in an effort to increase access to voter registration and recognize the importance of lifelong civic participation.

In 2019, the Office of the Secretary of State implemented the program, allowing 16- and 17-year olds to sign up as future voters and be automatically registered to vote when they turn 18. The law enacted in 2018 requires schools to provide high school seniors the opportunity to register to vote during social studies instructional time on Temperance and Good Citizenship Day in January.

To support this important legislation, the [Office of the Secretary of State and the Office of Superintendent of Public Instruction collaborated](#) to create a media campaign to provide voter registration materials, lesson plans, and digital media to encourage **future voter registration on this Temperance and Good Citizenship Day, January 16, 2020**. Please visit [OER Commons](#) to download the #FutureVoter materials.

**On behalf of the active members in the Education Work Group, thanks for your continued support of students and families. If you would like to be involved, contact:**  
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# Feeling the Impact: The Toll of Immigration in Schools

Debbi Hardy and Gayle Mar Chun | Strengthening Sanctuary Alliance,  
Olympia, WA., Sep 26, 2019



*“We wake up every day with the fear of being deported, of being separated from our families or having to leave the kids.”*

In June 1982, the Supreme Court issued *Plyler v. Doe*, a landmark decision holding that states cannot constitutionally deny students a free public education on account of their immigration status. Federal courts have relied on *Plyler v. Doe* to prevent practices that would have a “chilling effect” on a student’s right to attend school.

## **The Effect of New and Changing Policies**

However, in the last couple of years, a number of policies and proposals have been implemented on a wide range of immigration enforcement issues such as border security,

interior enforcement, tighter vetting on asylum hearings, exclusionary visas to certain groups of people, restricting temporary protected status/DACA, travel bans of certain countries, expansion of family separations, penalties for accessing public assistance, and most recently, proposed family detention centers without time limits.

These policies can potentially impact 23 million non-citizens who live in the United States, as well as 12 million children who are predominantly U.S.-born.

## **What Research Has Shown Us**

### **Immigration Research**

Immigrant families including those with lawful status are experiencing resounding levels of fear due to continual changes in immigration policy, media attention to the national rhetoric, recent customs enforcement raids, and senseless mass shootings at targeted populations. One long-time resident explained that there are frequent, conflicting legal changes which create emotional havoc; they feel that at any moment they could be expelled from this country. Undocumented immigrants face the risk of deportation, including long-time residents. Schools are feeling the impact of immigrant students fearing the worst: family separations. ([View more at immigrationresearch.org](http://immigrationresearch.org))

### **Migration Policy**

*“The raids forced hundreds of Mississippi children to face what they feared most: coming home to an empty house and not knowing if they would ever see their mom or dad again... on their first day of school. [Research](#) tells us that children suffer long-term developmental harm to their health and well-being as a result of the trauma and instability caused by large-scale raids that separate them from parents and loved ones. Raids leave schools, childcare centers, and other providers scrambling to deal with the aftermath of these man-made disasters, and the fear created extends far beyond the individuals and families impacted.”* ([Read more at migrationpolicy.org](http://migrationpolicy.org))

Although schools, hospitals, and churches are designated as sensitive locations (safe spaces from immigration enforcement), many immigrant families are afraid to leave home to participate in everyday life activities. Parents report that they stay indoors and rarely go outside. Children listen to the news. Students don't participate in summer or extra-curricular programs. They often internalize the anxiety and bring it to school.

### **Kaiser Family Foundation**

*“One of our kindergarten teachers had a little boy who brought a suitcase with him to class for two days. He said, ‘I want to make sure I have my special things when they come to get me.’” Kaiser Foundation has done extensive research of immigrant children reporting difficulty*

*sleeping or eating, increased headaches or stomach aches, depression or anxiety, or being bullied. When students are fearful that their family is at risk, their learning is impacted. Living in a state of persistent stress leads to physical, psychological and emotional consequences affecting brain function in learning and reasoning. ([Read more at kff.org](#))*

## **Disturbing Trends**

In the ESD 113 service area, immigrant families and school personnel shared these disturbing trends:

- Dropping out of Head Start,
- Declining free/reduced lunch enrollment,
- Not seeking medical care or getting immunizations,
- Afraid of losing housing assistance,
- Not signing up for college bound opportunities,
- Not participating in afterschool or summer enrichment programs

The new federal Public Charge ruling widens the scope of impact...even for those with legal green card status. Teachers, counselors, and administrators report that these fears have led to a form of toxic stress among these students. For many immigrant families, the increased fears are having significant negative effects on the short and long-term health and well-being of children. Fear and anxiety are affecting all immigrants, legal and undocumented. Even non-immigrant friends and peers worry about their classmates who just “move away.”

## **How You Can Help**

It may seem overwhelming for one individual or school to make a difference for these students. What immigrant families have said is they want trusting relationships and a welcoming environment from school communities... front office professionals, playground assistants, teachers, counselors, nurses, and administrators. Families need extra reassurance that their children are safe in this climate. Listed below are some ideas for consideration.

- “Everyone Belongs” - Be public about ensuring the well-being of all students... in classrooms, halls, assemblies, staff lounge, even the bus.
- Show empathy and support. Be an informed advocate. Center for Law and Social Policy ([CLASP](#)) is a national, nonpartisan, nonprofit organization advancing policy solutions for low-income people.
- Take advantage of teachable moments to create compassion among all students
- K-12 Immigration Booklist available from [Olympia Timberland Library](#).
- Free Teaching Tolerance Pocket Guide: “[Speak Up at School: Respond to Everyday Stereotypes and Bias](#)” (Contact Teaching Tolerance for free print copies)
- Identify a staff member as a bilingual school/community navigator
- Share available school forms/letters in represented languages
- Take advantage of an instant interpreter service such as Language Links

- Invite families to a “Skyward Overview/Sign Up” (where someone can explain school registration, absences, grading, homework, fees) or “School Website Overview” (bus routes, menu, events calendar, volunteer opportunities)
- Encourage scholarship opportunities such as [WASFA](#) and [College Bound scholarship](#)
- Partner with community resources that serve immigrant families for “Know Your Rights” or “Family Safety Plan” workshops:
  - [NW Immigrant Rights Project](#)
  - [WA Immigrant Solidarity Network](#)
- Create a schoolwide protocol to protect students if customs officials come to school
- Access free materials from [Teaching Tolerance Project](#): Booklet “Responding to Hate and Bias at School: A Guide for Administrators, Counselors and Teachers” (Contact Teaching Tolerance for free print copies) \
- Booklet: “Best Practices for Serving English Language Learners and Their Families”(Contact [Teaching Tolerance](#) for free print copies)

While all children need a physically and emotionally safe school environment with supportive adults, immigrant children also need adults who understand their fears and the toll it takes on their learning.

*Read more about WSSDA Model Policy and Senate Bill 5497 in this [blog post](#) from the Association of Washington School Principals.*

*Article by: **Debbi Hardy**, Retired Director of Curriculum and Staff Development and **Gayle Mar Chun**, Retired Principal. (Both are members of Strengthening Sanctuary Alliance, Olympia)*