



# Creating Sanctuary From Boardroom to Classroom



**Nicole Knight, Executive Director of ELLMA & Lead  
of Sanctuary Task Force  
Oakland Unified School District**



# Creating Sanctuary from the Boardroom to the Classroom

# Legal Authority of Sanctuary Policies

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- Plyer Vs. Doe
- Family Educational Rights and Privacy Act
- Fourth Amendment Protections
- DHS' Sensitive Locations Memo

# What is the OUSD Sanctuary Resolution?

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- On December 14, 2016, the OUSD Board of Education adopted a resolution reaffirming our status as a Sanctuary District.
- As a Sanctuary District, OUSD underscores our position that:

**all students have a right to attend school  
and to benefit from all school services,  
regardless of immigration status.**

# Under the Sanctuary Resolution, OUSD staff shall NOT

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OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*



- ❑ Ask for or require proof of legal immigration status (e.g., social security number) upon enrollment, nor is any such information gathered by schools.
- ❑ Ask a student about their immigration status.

# Under the Sanctuary Resolution, OUSD staff shall NOT

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OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*

- ❑ Contact ICE if families or students have questions about their immigration status; rather, staff should refer families to community-based and legal organizations.



# OUSD Staff SHALL

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- ❑ Increase partnerships with non-profits and legal agencies to support students and families to protect their civil liberties.
- ❑ Direct ICE to the Superintendent and Legal Offices should they request entry to a site or request information.

# OUSD Staff SHALL



- ❏ Contact the **Rapid Response Network** in the event of ICE activity.

*This is a partnership of Alameda County and community-based organizations across the Bay Area prepared to protect the rights of the immigrant community in the event of ICE activity, including free legal services for anyone detained.*



# OUSD Staff SHALL

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- ❏ Review any impact of other changes in law, such as DACA (Deferred Action for Childhood Arrivals) and take all actions possible to protect students and staff. (Note: so far, there is no pending change to DACA).
- ❏ Ensure families and community organizations are informed, consulted, and involved.

# Bringing Policy to Life: Sanctuary Task Force

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- ❑ ELLMA (English Language Learner & Multilingual Achievement)
- ❑ Office of Equity / Youth & Family Engagement
- ❑ Restorative Justice
- ❑ After-school Program Office
- ❑ History Department
- ❑ Communications
- ❑ Oakland School Police
- ❑ Legal

# Bringing Policy to Life: ICE Protocol



## PROTOCOLS FOR IMMIGRATION CUSTOMS ENFORCEMENT (ICE) ACTIONS AND INQUIRIES

OUSD stands behind a commitment to do everything possible to ensure schools are safe and inclusive environments for all students and families regardless of immigration status as outlined in Board Resolution 1617-0089 Reaffirming District Facilities, Programs Are A Sanctuary for All Children and Adults. In accordance with this resolution, **OUSD developed these protocols for staff to follow in the case of ICE actions or inquiries.** In addition to the protocols, OUSD encourages all stakeholders to follow the Dos and Don'ts if contacted by ICE.

**IMMEDIATE ACTION ITEMS FOR SCHOOL COMMUNITY  
IF CONTACTED DIRECTLY BY ICE**

OUSD staff **SHALL**



- ☐ Contact the Rapid Response Network in the event of ICE activity.



*ACILEP is a partnership of Alameda County and community-based organizations across the Bay Area prepared to protect the rights of the immigrant community in the event of ICE activity, including free legal services for anyone detained.*

[www.ousd.org](http://www.ousd.org) @OUSDnews

- ICE Protocol developed with extensive community engagement
- Over 500 Oakland school employees trained including nutrition services, clerical, and all principals.
- Incorporated in school safety plans and annual principal trainings.

# Bringing Policy to Life: Visibility Campaign





OUSD Sanctuary Task Force invites you to watch & discuss

# Daze of Justice

a documentary by Michael Siv



## THE CHINESE EXCLUSION ACT & US IMMIGRATION POLICY

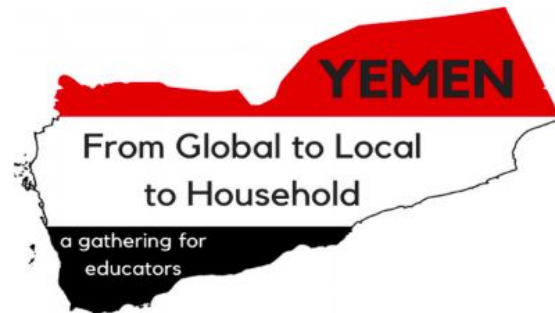


FILM, DIALOGUE, & WORKSHOP 5.12.2018 10am-1pm 388 9th St, Oakland, CA 94607

OUSD's Sanctuary Schools Taskforce, Asian Pacific Islander Student Achievement, and the Chinese American Citizens Alliance invites you to join us for the Oakland premiere of the new "Chinese Exclusion Act" documentary, a groundbreaking film shedding light on the United States' history of exclusive immigration policies as it relates to our current political moment.

## Taking Fighting for Tem

Come lead  
deportation  
Sanctuary  
immigrant



In partnership with the UC Berkeley Office of Resources for International and Area Studies (ORIAS), the OUSD Sanctuary Task Force invites you to learn more about our Yemeni students and their country, from a variety of perspectives. We hope to promote better understanding of the parts of Yemeni students' lives that they may not bring into school with them, but which are important to be aware of.

- UC Berkeley Grad Wadie Algaheim will overview the historical and current situation in Yemen and how it connects to migration.
- OIHS teacher Madenh Hassan, together with Yemeni OUSD students, will share the history of Oakland's long-established Yemeni community and the dynamics of students lives that may be invisible to educators.
- Q&A for participants to engage & dialogue.



- Lauren Markham, author of *The Faraway Brothers*
- Immigrant Family Defense Fund Representative
- Professor Kristin Rosekrans, PhD
- Karina Najera, OUSD parent
- OUSD Student Activists

**Date and time:** 2/27 | 4:30-7 p.m.  
**Location:** Life Academy Auditorium  
2101 35th Ave, Oakland, CA  
**Register:** [bit.ly/sanctuaryRSVP](https://bit.ly/sanctuaryRSVP)



# Teacher Resources

## Guidance & Resources for Teachers

### Building Sanctuary in Your Classroom

#### Guidance for OUSD Educators

OUSD is a Sanctuary District. All students are safe to pursue an education in our schools, regardless of birthplace, immigration status, or any other aspects of their identities. In response to current political challenges, Oakland teachers, students, and community members drafted these recommendations.

**Note:** All recommendations should be grounded in student needs. Once size does NOT fit all.

**Do** communicate that ALL students are safe and welcome

Multiple groups feel attacked right now. Ensure you consistently message to students that you are happy they are in school, you value their identities, and adults in the building will do everything possible to ensure their safety.

**Do** link current events with historic treatment of other groups

Highlighting connections between oppression of different groups—and resistance to that oppression—helps reduce student bewilderment and build cross-group coalitions.

**Do** give space for class-wide or

**Don't** expect "typical" responses from students

There is not one single expected response from students experiencing confusion or trauma. Students might make jokes, disengage, be emotional, or act apathetic when facing issues. Don't draw conclusions from outward signs.

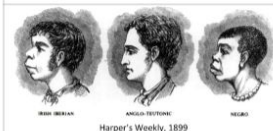
**Don't** "other" students in an attempt to be helpful

Before broaching difficult concepts in class, check in with students who might feel put on the spot because of parts of their identities. If they don't want to engage, provide alternative options or rethink having the discussion.

## Curriculum (Teacher-made and published)

#### 1899 - Scientific Racism

Starting in the early 1880s, scientists begin to use Darwin's theory of evolution to argue that Western and Northern Europeans (Anglo-Saxons, Anglo-Teutonic) were superior to all other groups, including Irish and Eastern Europeans. Scientists attempted to rationalize their arguments by the particular focus on the measuring and categorizing of facial and head structures based on national origin



Set 2

**1877 - Workingmen's Party of California founded**  
The Workingmen's Party of California emerges from the socialist Workingmen's Party. It was founded by Irish immigrant and labor leader Dennis Kearney. The

#### November 10, 1854 - "No Irish Need Apply"

The second wave of Irish immigration to the U.S. begins after the 1845 Potato Famine in Ireland. As new immigrants, Irish immigrants, most of whom were Catholic, faced many forms of discrimination, including limited job opportunities. The phrase, "no Irish need apply" first appeared in the *New York Times* classified section on November 10, 1854.

**NURSE WANTED**—To take charge of three children of a Protestant woman (Scottish preferred), who is fairly competent in all respects. Must have unexceptionable references, and willing to spend the summer in the country. Apply at No. 34 East 23rd-st., or 31 1/2 West-st.

**CLEAN, ACTIVE, GIRL WANTED**—To do the housework of a private family; must be a first-rate washer and ironer, a good plain cook, and kind and obliging to children. Apply at No. 27 Lamartine-place, 23rd-st., between 8th and 9th-ave. No Irish need apply.

1854 New York Times classified ads.

Set 2

**March 17, 1898 - Powderly Leads U.S. Immigration**  
Terence Powderly, an Irish immigrant and former leader of the Knights of Labor, is appointed the first chief of the U.S. Bureau of Immigration from 1898-1903. During this time, Powderly was the first

## Sanctuary Resource Toolkit

### Supports from OUSD and Outside Organizations

#### Sanctuary District and Sanctuary City Status

OUSD Sanctuary District ([ousd.org/sanctuary](https://ousd.org/sanctuary))  
Video and printed resources on OUSD's Sanctuary District status, including the board-adopted resolution and protocols for schools on interacting with ICE

Oakland Community Organizations ([oaklandcommunity.org](https://oaklandcommunity.org))  
Federation of local organizations with links to Oakland's sanctuary city resolution and action items

East Bay Sanctuary Covenant ([eastbaysanctuary.org](https://eastbaysanctuary.org))  
Berkeley-based organization supporting refugee and immigrant communities, with volunteer opportunities

#### Undocumented/DACAmented Students and Families

OUSD DACA ([ousd.org/daca](https://ousd.org/daca))  
DACA-related facts and links, including OUSD's stance in support of DACA

United We Dream ([unitedwedream.org](https://unitedwedream.org))  
Comprehensive website with reports and action steps. See the "Here to Stay" toolkit and guide for building "undocu-friendly" classrooms

Here to Stay ([weareheretostay.org](https://weareheretostay.org))  
Immigrant youth-organized website with FAQs, mental health resources, and action items

Centro Legal de la Raza ([centrolegal.org](https://centrolegal.org))  
Oakland-based legal services agency focused on low-

VOICE OF  
WITNESS



Amplifying Unheard Voices

ABOUT BOOKS EDUCATION

CURRICULA

FREE, INTERDISCIPLINARY, COMMON CORE-ALIGNED



# Community Resources

**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!

unitedwdream.org/enl 



## Sanctuary District ICE Protocol Overview and Recommendations for Families

OUSD stands behind a commitment to do everything possible to ensure schools are safe and inclusive environments for all students and families, regardless of immigration status as outlined in the OUSD Sanctuary Resolution. In keeping with the resolution, schools in OUSD are trained to follow protocols if Immigration Customs Enforcement (ICE) actions occur.

Many schools have a customized plan that is more detailed, however the following expectations apply to all schools. This overview also shares community and legal resources to support families with immigration questions, concerns or needs (page 2).

### OUSD school protocol for responding to ICE

If contacted directly by ICE, staff, teachers, parents and students should refer ICE agents to the school Principal (or Designated Secondary Responder) to activate protocol.

All staff are directed to not provide any information about individual students, families or employee regardless of the reason given and unless directed to by the Legal Office.


**OUSD RESOURCE GUIDE**  
RESISTING DEPORTATION OF SOUTHEAST ASIAN AMERICAN REFUGEES

**CONTACT**  
1000 Broadway  
Oakland, CA 94607  
(510) 434-7790  
www.ousd.org

**WHO ARE SOUTHEAST ASIAN AMERICAN (SEAA) REFUGEES?**  
April 30, 1975 marked the end of the U.S. war in Vietnam. Between 1965 and 1975, the war took the lives of over 58,000 Americans and at least 1,000,000 Vietnamese. Without Congressional approval, the U.S. also secretly dropped the equivalent of a payload of bombs every 8 minutes, 24 hours a day, for 9 years on the small country of Laos. In Cambodia, the end of the Vietnam War marked the beginning of the Khmer Rouge genocide in which approximately 1.7 million Cambodians were killed – over 20% of the population. These events created one of the largest humanitarian crises the world had seen and lasted over two decades. Over 1.3 million of these refugees were eventually resettled in the U.S. after 1975. Today, over 2.7 million Southeast Asian Americans live in the U.S., the largest community of refugees ever resettled in America.

**WHY ARE SEAA REFUGEES BEING DEPORTED?**  
In recent months there has been a significant rise in deportations of refugees from Cambodia and Vietnam. Many Southeast Asian refugees share the experience of arriving in the U.S. after fleeing political violence in their home country and grew up as Americans in U.S. schools and neighborhoods. A significant number were born in refugee camps and never set foot in their parents' native country. Up to 85% of deportations to these countries are because of old criminal convictions. Many "aggravated felonies" (which have included public urination, writing a bad check, and other non-violent offenses) lead to automatic deportation with limited forms of relief and limited opportunity to challenge before a

**DID YOU KNOW...**  
California has the largest population of Cambodian (116,095) and Vietnamese (690,779) outside of




**IMMIGRANT FAMILY DEFENSE FUND**  
Fondo para la Defensa de Familias Inmigrantes



**CENTRO LEGAL  
DE LA RAZA**

# Empowering Youth





# All resources available at [ousd.org/sanctuary](https://ousd.org/sanctuary)



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