

## **Creating Safe & Inclusive Learning Environments for Immigrant Children & Families**

### **Updated: September 2017**

All students in the Beaverton School District have a right to a free public education, regardless of their actual or perceived national origin<sup>1</sup>, immigration or citizenship or that of their parents.<sup>2</sup> Their learning experience will be provided in safe and inclusive environments so they can succeed.

In December 2016, Superintendent Grotting sent a [message](#) to reiterate the District's commitment to supporting the success of our immigrant students. On January 9, 2017, the Beaverton Board of Directors developed [a resolution in support of immigrant students and their families](#). Additionally, in response to the decision made about the DACA (Deferred Action for Childhood Arrivals) program, Superintendent Grotting sent this [message](#) to all Beaverton staff and members of the School Board on September 5, 2017.

The following list of resources will ensure our schools and classrooms continue to embrace the diversity represented by all of our students and their families.

### **For Teachers and Support Staff:**

[Books to help kids understand what it's like to be a refugee](#)

[Classroom Law Project](#): Teaching youth participation in democracy

[Culturally Relevant Teaching resources](#) on TeacherSource

[U.S. Department of Education "Sensitive Locations" Factsheet](#): Provides a user-friendly explanation of how the Department of Human Services policy defines immigration enforcement activity around "sensitive locations," including schools and school bus stops, as well as other community space and social activities.

[Teaching Tolerance: Immigrant and Refugee Children: A Guide for Educators and School Support Staff](#)  
A guide for educators, school support staff, and service providers to support immigrant and refugee students.

[Teaching Tolerance: Voting and Elections – Resources for a Civil Classroom](#): This website contains resources on civility, inclusion, and safety in schools/classrooms.

[Teaching Tolerance: Literacy-Based, Anti-Bias Learning Plans](#): These lesson plans are directly aligned with the rigor of the Common Core State Standards.

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<sup>1</sup> [BSD Non-Discrimination Policy AC](#), [BSD Human Relations Policy AA](#),

<sup>2</sup> For civil rights protection, see the U.S. Dept. of Education and U.S. Dept. of Justice [Dear Colleague letter](#)

## **For Students & Families:**

### [ACLU of Oregon Immigrants' Rights:](#)

Provides information about immigrants' rights.

<http://www.aclu-or.org/content/immigrants-rights> (503) 227-3186 or (888) 527-2258 Toll-Free

[Catholic Charities:](#) Provides services on housing transition, financial wellness, immigration legal services, etc. Based in Portland, OR.

<http://www.catholiccharitiesoregon.org> (503) 231-4327

[Catholic Legal Immigration Network:](#) Promotes the dignity and protect the rights of immigrants.

Latest information about the U.S. immigration program. "Know Your Rights" information can also be found on this website. <https://cliniclegal.org> (301) 565-4800

[Immigrant Legal Resource Center:](#) Provides legal trainings, educational materials, and advocacy to advance immigrant rights, including information about "[What do I need to know about the end of DACA?](#)"

[Latino Network:](#) Provides community resources, including referral list for immigration attorneys, Protect Family/Proteja Su Familia guide.

<http://www.latnet.org/community-resources> (503) 283-6881

[Lutheran Community Services:](#) This organization helps refugees and immigrants access resources and learn new skills to transition successfully to their communities.

<http://lcsnw.org/services.html> (503) 924-2448

[The Refugee Center Online:](#) Provides information to help refugees understand their rights. Available in multiple languages.

<https://therefugeecenter.org/how-will-president-trumps-executive-order-affect-refugees/>

[U.S. Department of Education "Sensitive Locations" Factsheet:](#) Provides a user-friendly explanation of how Department of Human Services policy defines immigration enforcement activity around "sensitive locations," including schools and school bus stops, as well as other community space and social activities.

<https://www2.ed.gov/about/overview/focus/safe-spaces-fact-sheet.pdf>

(Note: These resources are not for legal advice; they are for educational purposes.)

## **For Students Seeking Scholarships:**

For a partial list of scholarships available to undocumented students, see the following:

[Educators for Fair Consideration](#)

[United We Dream](#)

[TheDream.US](#)

[Hispanic Scholarship Fund](#)

[Open Society Foundation](#)

## **Share Your Stories with Lawmakers**

Elimination of DACA will impact Beaverton students, staff, and family members in a number of ways. Share your story about how this decision will impact *you* with lawmakers and elected officials. Should you choose to, please contact your legislators outside of instructional time.

Federal Officials:

### *Senators*

Senator Ron Wyden                      Contact him [here](#)

Senator Jeff Merkley                      Contact him [here](#)

### *House Representative*

District 1: Suzanne Bonamici              Contact her [here](#)

(If you live outside District 1, please use the link [here](#) to find your House Representative)

State Officials:

Governor Kate Brown                      Contact her [here](#)

Find your Oregon State Senator and State Representative [here](#)

    If you know your senator, find their contact information [here](#)

    If you know your representative, find their contact information [here](#)