

PREPARING FOR ICE RAIDS



**A Guide for School & Community Partnerships
To Protect Children From Trafficking & Abuse**

AIDArkansas.com

**AIDING
SURVIVORS**
of Human Trafficking
and Child Abuse

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SOBREVIVIENTES**
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y el Abuso Infantil

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PREPARING FOR ICE RAIDS:

A Guide for School & Community Partnerships

Aiding Survivors of Trafficking and Child Abuse (AID) is a nonprofit law firm dedicated to serving immigrant and refugee child survivors of trafficking and violence. This guide is intended to protect immigrant and refugee children from the extremely heightened vulnerability to trafficking and violence that is inherent to mass deportation raids.

This brief guide offers some strategies to support the children of immigrants who find themselves suddenly without parents due to Immigration and Customs Enforcement (ICE). This template is intended to help protect children from human trafficking and abandonment, and to help educators—including school superintendents—work to ensure immigrant students' right to an education is not undermined by federal immigration enforcement.

This guide was originally created after the [ICE raids in Mississippi](#), and is specific to the needs of the Northwest Arkansas (NWA) community. While this plan involved particular schools and churches in NWA, it is our hope that you can adapt it for your local community.

I send a deep bow of gratitude to the many supporters of AID. AID is a 501c3 nonprofit organization serving immigrant and refugee child survivors of human trafficking and abandonment across Arkansas and the region. Serving uninsured minors is our focus, and we also offer other legal services to immigrants and refugees of all ages from around the world.

If you would like to support AID, please contact Léo Tucker at director@arkansaslaw.org. We have various levels of giving, special programs for monthly donors, and also [an endowment through the Arkansas Community Foundation so that we can accept more complex gifts like stocks, crops, and property](#).

If you would like to suggest any changes to this guide, please fill out the contact form on our website. As a nonprofit with limited resources, we will not be able to update this annually but hope to update it as needed.

Léo Tucker

AID Arkansas, Founder, Director and Lead Attorney

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QUOTATIONS FROM EDUCATORS FOLLOWING THE MISSISSIPPI ICE RAIDS

*We were totally unprepared. **Totally unprepared for our children to have no parents.** And, preparation would have made a huge difference in the lives of our school's students.*

—A Mississippi school counselor

Rural Mississippi is home to a surprisingly diverse array of communities. When ICE raided the workplaces of our immigrant and refugee neighbors, children went to empty homes, others stayed with friends, and some even stayed with teachers.

*A guide like this would have given us a framework to prepare for and respond to this devastating tragedy. **Children need to have a safe place to go, to sleep, to be entertained, to get mental health support.** To eat healthy food. This guide offers a glimpse of what that might look like. I hope school administrators read this and implement these ideas as appropriate to each community's diverse needs.*

Whatever people's political opinion, I hope we can all agree that children need to be protected and supported when their parents are taken by Immigration and Customs Enforcement.

Get prepared. Hopefully it never happens, but to have a plan is to have a little peace of mind.

—A Mississippi school administrator

INTRODUCTION

On the first day of school in 2019, Immigration and Customs Enforcement (ICE) raided locations in Mississippi and in so doing left children with nowhere to go. AID has responded to raids in Arkansas and seen firsthand the confusion and desperation that families are spun into by ICE raids. We have learned that it is important to prepare for a disaster like this.

At the outset, I should state that **this is not a political document**. This publication's primary goal is to ensure that children are not left vulnerable to human trafficking and other violence by way of being left without their caretakers in the wake of ICE raids. When caretakers are imprisoned by ICE it means that the people who provided children with food, protection and financial support vanish, and that vacuum is fertile ground for the beginning of serious exploitation, including human trafficking.

Millions of children have at least one parent living in the country as an undocumented immigrant, and so it behooves schools and their supportive community organizations to make plans in case parents and providers are taken away, whether by ICE raids or other catastrophic events.

Our hope here at AID is that this plan that we helped to craft can serve as a template plan that schools and organizations across the country could use to protect immigrant and refugee children from trafficking and abandonment.

Please do not consider this legal advice; it is not intended as legal advice. If you have any questions, consult an attorney. The American Immigration Lawyers Association has a Find a Lawyer tool that can help you, and other resources are listed in the FAQ section of this document. If you know of resources that should be included, or, if you have ideas about how the plan could be more complete, please let us know by contacting us via our website, AIDArkansas.com/contact.

With gratitude,

Léo Tucker

Director and Lead Attorney
AID Arkansas

¹ www.usnews.com/news/education-news/articles/2019-08-08/ice-raids-send-schools-scrambling

² For more specific ideas of how having a parent detained or deported can impact children, read the report, Health and Social Service Needs of US-Citizen Children with Detained or Deported Immigrant Parents, by the Migration Policy Institute. www.urban.org/sites/default/files/publication/71131/2000405-Health-and-Social-Service-Needs-of-US-Citizen-Children-with-Detained-or-Deported-Immigrant-Parents.pdf

THE SCHOOL PLAN

Lessons Learned from the Mississippi Immigration Raids

Tony McGee, Superintendent of the Scott County School District, said that on the day of the raid, “We all turned into moms and dads.” **The care and attention that children need when their actual parents are taken away is too much for a single institution to handle alone.** From the tragedy that occurred in Mississippi, we learned that schools, community organizations, and nonprofit immigration legal services organizations must work together. What follows is **the school’s plan**; thereafter, you will see the community organization’s piece of the work, and finally, the immigration legal services piece.

1. The Language Barrier

- a. In the wake of the raid, the school was overwhelmed by the need for Spanish speakers to respond to questions and serve those attempting to get students checked out to responsible adults.

School leadership should have a spreadsheet or other **easily searchable database of all staff and what languages they speak.** This list must include—and perhaps especially *should* include—custodians and food service workers. This way the school can readily identify and recruit people for help with interpreting.

2. Releasing Students

- a. School leadership had to be creative when it came to checking out a student; in many cases, they needed to do so with adults who were *not* on the student’s academic registration card. Specifically, school staff asked adults to show them pictures of the student on their phones or social media to get students checked out to other, non-custodial family members. While far from ideal, it provided some modicum of protection, verifying that it was not a complete stranger with whom the child was leaving school.

While many immigrant and refugee parents have already prepared a Power of Attorney to designate someone as the child’s caretaker in the event they are taken by ICE, **schools should affirmatively request that parents list one or two local friends or family members who could receive a child** in the event of an ICE raid or other emergency that leaves a child without parents.

Schools should encourage parents to maintain updated contact information, especially as immigrants’ and refugees’ phone numbers and addresses can change multiple times in a school year.

THE SCHOOL PLAN CONT.

3. Drastic Increase in Absenteeism, Food Insecurity and Child Vulnerability

- a. The day following the raid in Mississippi, approximately half of the school districts' Spanish-language students did not show up for school.

The raid scared children into staying at home, and it scared parents into staying home.

Schools sent school buses out into the community to share information about immigration legal services, about school-related updates, and to share much-needed food. Schools also got on the phone and spoke to Spanish-speaking parents, in Spanish, to share what services the school could provide and what the school planned to do for their students, including the provision of mental health services, opportunities to study from home, and more.

4. Mental Health and Anxiety Support

- a. This was an extremely emotional time for students, parents, teachers, and support staff. The day after the raid, schools also provided students and parents with mental health services, especially focusing on anxiety support and counseling.
- b. Schools disallowed ANY cameras from all campuses on this day and for about two weeks after the event.
- c. At least one school provided their staff with mental health support, too; it is important to be supportive of those staff who do *not* seek these sorts of support as well. One school district also did a district-wide book study of Her Right Foot, a book about the Statue of Liberty, to grow staff understanding and compassion for the plights faced by immigrants and refugees.
- d. School social workers should meet with and counsel older students impacted by the raid. Older children may have to step into a more mature, high-parental role and simultaneously deal with their own stress and sadness while caring for younger siblings.
- e. School leadership needs to remind teachers that their students need even more support during this stressful time. For a while, teachers and staff need to be extra concerned with students' social/emotional needs and less concerned about academics. School is important, but the emotional health of students in this type of situation is more important. Give them time to move through shock, rage, and/or learning.

5. It is wise to prepare a Parent Letter that can be sent to parents when the USA's federal executive leadership takes a position that is pro-raid. A draft letter is included in the Appendix as Exhibit 1.

FREQUENTLY ASKED QUESTIONS FOR SCHOOL OFFICIALS:

Question: What will happen to students whose parents are taken?

Answer: The Department of Human Services may take students whose parents have been taken into ICE custody; these students may then be considered homeless. DHS would then try to place these students with relatives, as they do with all homeless children.

Question: Can immigration officials or local police acting as immigration officials conduct raids at schools?

Answer: As of January 23, 2025, absolutely. Federal immigration authorities may target schools and churches during enforcement operations following President Trump's revocation of a 2011 directive barring arrests in 'sensitive' locations.

Question: What has the Supreme Court said about all this?

Answer: The U.S. Supreme Court has established that public schools must be accessible to all children regardless of immigration status and further that when children are present in school buildings, the school is responsible for their care in place of their parents. In combination, these mean that schools have significant authority as well as an obligation to take steps to protect children, including undocumented children.

Question: Can law enforcement make me hand over a child's immigration status?

Answer: No there is no legal precedent requiring or encouraging a school to be accessible to immigration officials for immigration enforcement purposes. There is also no law that obligates a public school to assist immigration officials in an enforcement action, and furthermore, schools must protect student information as discussed further in the next FAQ.

Question: What power does the Superintendent have if the federal government requests information on a student or parent for the purposes of immigration enforcement?

Answer: The Family Education Rights and Privacy Act of 1974 (FERPA) requires that schools withhold information that could identify students to third parties, including federal immigration officials.

³ A policy memo issued by the Department of Homeland Security in October 2021, while not binding, shows that the Department intends to "Cease mass worksite operations." This of course could change under a different president.

FREQUENTLY ASKED QUESTIONS CONT.

FERPA prohibits schools from disclosing personally identifiable information in a student's education records without parental consent or a subpoena. Even if presented with a subpoena, **the Superintendent should consult with the school attorney to determine the validity of the subpoena** before disclosing any information. In fact, before the Superintendent takes any action, it is best to consult with district attorneys.

Question: What should the Superintendent do if immigration officials approach the school district?

Answer: Immigration officials should be referred to the Superintendent's Office or to the office of an appropriate administrator designated by the Superintendent. The Superintendent should ask:

- For the agent's credentials,
- Supervisor contact information,
- Why they are requesting access to the information,
- Call the agent's supervisor and ask about the situation as well,
- Contact US Senators/representatives to express concern and get support,
- School attorneys should be present for any discussion with law enforcement, and depending on your state's law, the conversations could be recorded clandestinely or otherwise.

Question: If the purpose of the request to enter school property is to interview a student, what can the Superintendent do?

Answer: If immigration officials request an interview with a student, again, the Superintendent should consult the school district's attorney before taking any action. Failure to protect a student's legal rights against action by immigration officials could subject a school district to legal liability.

A child also has the right against self-incrimination and cannot be required to provide any information that would establish their immigrant status.

The child should be advised of the right to remain silent. The Superintendent should notify parents that immigration officials have requested an interview with the child. The Superintendent should immediately contact local organizations providing free legal assistance to immigrant communities and have a lawyer dispatched to stand with the child and deter any further action by immigration officials. For a list of immigrant-serving organizations [visit the Department of Justice's website for a list of nonprofit legal service providers.](#)

FREQUENTLY ASKED QUESTIONS CONT.

Question: What if immigration officials come to a school and have an arrest warrant?

Answer: Contact the school's attorney.

This is an unlikely scenario, but if immigration officials are seeking to arrest a student, the Superintendent should ask for a valid arrest warrant. A valid arrest warrant will show the name of the person that they are seeking to arrest (spelled out correctly) and must be signed by a judge as is required by Article III of the United States Constitution.

It is important to note that ICE has in the past presented what it calls an “administrative warrant;” this is not a true warrant under the law because it is not signed by a judge. These are signed by ICE agents or other officials and do not provide a legal basis for someone's arrest.

An administrative warrant does not compel a school district to take any action, only a warrant from a judge can compel action. If an administrative warrant is presented, the Superintendent should not honor the request. Similarly, any document that does not name the child specifically and correctly is likely not binding and should not be honored.

If a determination is made that a valid warrant is being presented, the Superintendent may request that the arrest does not take place on school property, and/or negotiate the place of arrest so that other children are protected from viewing such an arrest. In any such case, the Superintendent should contact any local organizations providing legal assistance to immigrant communities immediately and request that a lawyer be present to stand with the child.

Question: Can immigration officials be stationed outside of a school? What if they come to a school, stand outside and start asking students and/or parents questions?

Answer: Contact your school's lawyer for help and coordinate with local immigration law firms and/or immigration nonprofit law firms and/or immigration clinics at your state's law school.

If ICE is conducting surveillance or other operations near a school, it is likely to undermine fundamental civil and educational rights of children. Thus, an appropriate response to end this behavior should include legal and community actions, including contacting elected officials, community organizers, legal service organizations, and ICE itself. It may seem odd to contact ICE itself but it is not unheard of that ICE officers go rogue and violate their own supervisor's wishes or even their agency's policies.

THE COMMUNITY ORGANIZATION'S PLAN

Note: What follows is a local church's template/plan for forming and formalizing a partnership with a school before a raid happens. We have removed our local school and local community organization's names to protect everyone's anonymity; in their place we have listed School District (SD) and Community Organization (CO). Also referenced below is the Immigration Legal Service Provider (ILS).

Discussions with the School District (SD) have provided clarification on Community Organization's (CO) role in harboring children during an emergency event. On November 25, 2019 CO Leadership met with SD Administration to discuss CO's ability to serve as a district resource.

SD has been in contact with the school district in Mississippi that was impacted by the ICE workplace raid. SD has compiled a list of resources they will add us, the CO, when we are ready. SD has been preparing for a raid since the event in Mississippi, and appears to have planned for many of the eventualities; however, they recognize that this is new territory and that it is impossible to forecast the future.

In the event that the SD utilizes the CO's campus, the principle of in loco parentis would remain in effect; that means, SD representatives retain their legal role of "in place of the parent." In other words, children remain SD's responsibility, not ours as the CO. Transportation, supervision, and release of children will be handled by the district. Feeding, shelter, and assistance to the students and school representatives are tasks that can be handled by CO.

In the event of a raid or other emergency, the district will use their resources to transport the children to CO. They will be accompanied by representatives of the district, most likely administrative personnel and nursing staff. While in place all decisions concerning child welfare will be made by the district's designated representative.

CO can prepare by meeting our internal guidelines and anticipating needs. In order to be a resource to students and the school, the first step is to decide what our capacity is. Bear in mind that the events in Mississippi required children to be housed for over a week in the worst cases.

It's quite likely that the initial place of refuge for the children will be at their schools or district facilities. One of SD's goals will be to get back to normal as quickly as possible. Rather than send students home with teachers, as happened in Mississippi, some students would be sent to us.

THE COMMUNITY ORGANIZATION'S PLAN CONT.

Capacity

Capacity assumed - 60 children (150% of our Sunday School population). The following is a draft of organizing the sheltering operation:

Phone tree to have designated Captains for each of the sheltering functions:

- Housing
- Feeding
- Enrichment
- Staffing

Note: Captains to recruit helpers to execute predefined functions on news that CO will become a housing center.

For instance - a defined menu of food items should be in the hands of designees so that the team can quickly be pulled to acquire items for the initial meal and snacks

Housing

Sleeping quarters to be upstairs in the Sunday School area with **supervision by the congregants who have completed training and background checks**. Specifics:

- 3 or 4 congregant volunteers required at night.
- 1 required during the day.
- assuming 8 hour shifts.
- **Day-time housing to be in the Parish Hall.**
 - 3 or 4 congregant volunteers required during the day, 2 required at night to walk the grounds, safety checking bathrooms and other spaces. South Parish Hall to be cordoned off. Doorways to be monitored.
 - Set the South PH for feeding 60, plus a table for staff - SD, CO, and Immigration Legal Services (ILS).
 - Based on the above we will need 5 per shift, or 15 parishioners per day, for the duration.

Reception

- When the children arrive a meal should be quickly prepared.
- A temporary barrier should be established at the stairway down from the Welcome Center to restrict access to that portion of the building.
- Interpreters should be available en masse to handle questions and to simply provide socialization to mono-lingual Spanish speakers.

Note: ILS can provide resources for children who speak languages other than Spanish, perhaps especially Mayan or other indigenous languages.

THE COMMUNITY ORGANIZATION'S PLAN CONT.

Entertainment / Enrichment

- TV and other entertainment resources should be set up in the Parish Hall.
- Other hands-on activities and live enrichment activities should be organized quickly.

Counseling

- An area should be designated for children to meet with social workers.

Staff Support

- An area for staff who will be on site for consecutive shifts should be designated for sleeping.

Communications Hub

- An area and protocols for communications should be designated and defined
 - for instance, news crews and outside people without a connection to the church or district should be excluded from the grounds as this is an important factor in establishing trust with impacted people.
 - Another example: all questions of policy and status should be referred to the Superintendent of the District.

APPENDIX

15 Sample Letter for Parents

16 School Board Resolution

18 Sample School District Policy for Immigration-Related Law Enforcement Interaction

19 Additional Resources

EXHIBIT 1:

SAMPLE LETTER FOR PARENTS

Dear Parents:

It is the commitment of the School District to declare to all students our concern for their well-being, and safety. We are here to support your children and provide them with a safe and welcoming educational environment. We take seriously our responsibility to protect the information of all our students.

We affirm to you that our School District will not permit U.S. Immigration and Customs Enforcement (ICE) access to our School District facilities or use our School District personnel to assist in the enforcement of federal civil immigration law.

Please know:

We are required, by federal law, under the Family Educational Rights and Privacy Act (FERPA), to limit who has access to student documents.

Moreover, a Supreme Court ruling (Plyler vs. Doe) states that a school district cannot deny any educational rights to any student, regardless of immigration status. As a result, the District does not collect or have any information about a student's immigration status.

We are committed to serving all students and all families. The strength of our School District lies in its diversity, and regardless of which Public School you attend, your children are loved and supported.

If you have any questions or concerns, please contact AID.

Sincerely,

EXHIBIT 2:

TEMPLATE RESOLUTION

_____ BOARD OF EDUCATION
RESOLUTION NO. _____

WHEREAS, it is the right of every child, regardless of immigration status, to access a free public K-12 education and the District welcomes and supports all students;

WHEREAS, the District has a responsibility to ensure that all students who reside within its boundaries, regardless of immigration status, can safely access a free public K-12 education;

WHEREAS, federal immigration law enforcement activities, on or around District property and transportation routes, whether by surveillance, interview, demand for information, arrest, detention, or any other means, harmfully disrupt the learning environment to which all students, regardless of immigration status, are entitled and significantly interfere with the ability of all students, including U.S. citizen students and students who hold other legal grounds for presence in the U.S., to access a free public K-12 education;

WHEREAS, through its policies and practices, the District has made a commitment to a quality education for all students, which includes a safe and stable learning environment, means of transportation to and from school sites, the preservation of classroom hours for educational instruction, and the requirement of school attendance;

WHEREAS, parents and students have expressed to the District fear and confusion about the continued physical and emotional safety of all students and the right to access a free public K-12 education through District schools and programs;

AND WHEREAS, educational personnel are often the primary sources of support, resources, and information to assist and support students and student learning, which includes their emotional health;

NOW, THEREFORE, BE IT RESOLVED that the U.S. Immigration and Customs Enforcement Office (ICE), state or local law enforcement agencies acting on behalf of ICE, or agents or officers for any federal, state, or local agency attempting to enforce federal immigration laws, are to follow District Policy ____, attached to and incorporated in this Resolution, to ensure the District meets its duty to provide all students, regardless of immigration status, access to a free public K-12 education;

BE IT FURTHER RESOLVED, that the Board declares the District to be a Safe Zone for its students, meaning that the District is a place for students to learn, to thrive and to seek assistance, information, and support related to any immigration law enforcement that interferes with their learning experience;

BE IT FURTHER RESOLVED, that the District shall, within 30 days of the date of this Resolution, create a Rapid Response Team to prepare in the event a minor child attending school in the District is deprived of adult care, supervision, or guardianship outside of school due to a federal law enforcement action, such as detention by ICE or a cooperating law enforcement agency;

BE IT FURTHER RESOLVED, it continues to be the policy of the District not to allow any individual or organization to enter a school site if the educational setting would be disrupted by that visit; given the likelihood of substantial disruption posed by the presence of ICE or state or local law enforcement agencies acting for ICE, any request by ICE or other agencies to visit a school site should be presented to the Superintendent's Office for review as to whether access to the site is permitted by law, a judicial warrant is required, or any other legal considerations apply; this review should be made expeditiously, but before any immigration law enforcement agent or officer appears at a school site;

BE IT FURTHER RESOLVED, in its continued commitment to the protection of student privacy, the District shall review its record-keeping policies and practices to ensure that no data is being collected with respect to students' immigration status or place of birth; and, if any such information is being collected or maintained, then to cease any such collection as it is irrelevant to the educational enterprise and potentially discriminatory;

BE IT FURTHER RESOLVED, should ICE or other immigration law enforcement agents request any student information, the request should be referred to the Superintendent's Office to ensure compliance with Family Educational Rights and Privacy Act (FERPA), student constitutional privacy, standards for a judicial warrant, and any other limitation on disclosure; this review should be conducted expeditiously, but before any production of information is made;

BE IT FURTHER RESOLVED, the District shall post this Resolution at every school site and distribute it to District staff, students, and parents using usual means of communication, and that the Resolution will be translated into all languages spoken by students at home;

BE IT FURTHER RESOLVED, the Superintendent shall report back on compliance with this Resolution to the Board at its next meeting;

BE IT FURTHER RESOLVED, the Board directs the Superintendent to review District policies and practices regarding bullying and report back to the Board at its next meeting and communicate to staff, students, and parents the importance of maintaining a bullying-free environment for all students;

BE IT FURTHER RESOLVED, the Board affirms that District employees have the academic freedom to discuss this Resolution during class time provided it is age-appropriate; and students are to be made aware that District counselors are available to discuss the subjects contained in this Resolution; and

BE IT FURTHER RESOLVED, after-school providers and other vendors and service providers who contract with the District shall be notified of this Resolution within 30 days and required to abide by it.

[FOLLOWED BY SCHOOL BOARD SIGNATURE PAGE]

EXHIBIT 3:

TEMPLATE POLICY \ FOR ENCOUNTERS WITH LAW ENFORCEMENT

RELATING TO IMMIGRANT STUDENTS AND STUDENTS WITH IMMIGRANT FAMILY MEMBERS

DISTRICT POLICY NO. _____ ACCESS TO EDUCATION, STUDENT PRIVACY, AND IMMIGRATION ENFORCEMENT

School personnel must not allow any third party access to a school site without permission of the site administrator. The site administrator shall not permit third party access to the school site that would cause disruption to the learning environment.

The School Board, in Resolution No. _____, based on its educational experience and as part of its deliberative process as our governing body, has found that access to a school site by immigration law enforcement agents (including federal agents or other agents/agencies working with/for federal immigration agents) substantially disrupts the learning environment and any such request for access should be referred to the Superintendent's Office immediately.

School personnel must contact the Superintendent's Office immediately if approached by immigration law enforcement agents. Personnel must also attempt to contact the parents or guardians of any students involved.

The Superintendent's Office must process requests by immigration law enforcement agents to **enter a school site** or **obtain student data**. This process is as follows:

1. Request identification from the officers or agents and photocopy it;
2. Request a judicial warrant and photocopy it;
 - a. If no warrant is presented, request the grounds for access, make notes, and contact legal counsel for the District;
3. Request and retain notes of the names of the students and the reasons for the request;
 - a. If school site personnel have not yet contacted the students' parents or guardians, do so;
 - b. Do not attempt to provide your own information or conjecture about the students, such as their schedule or behavior, for example, without legal counsel present;
4. Provide the agents with a copy of this Policy and Resolution No. _____;
5. Contact legal counsel for the District;
6. Request the agents' name, contact information, and their supervisor's name and contact information; and
7. Advise the agents you are required to complete these steps prior to allowing them access to any school site or student data.

OTHER RESOURCES

1. [A Publication of National Immigration Law Center: Immigration Raids Alert – Prepare for Raids and Protect Yourself!](#)
2. ICE Online Detainee Locator: [Find A Person in Detention](#)
3. Contact Information for ICE Offices: [Find A Person Through A Local ICE Office](#)
4. Department of Justice List of Nonprofit Legal Providers: [Find Free Legal Help Find Low-Cost Legal Help](#)
5. An AID Publication: [Know Your Rights](#)
6. An AID Publication: [Facing Deportation? What You Need To Know](#)
7. American Immigration Lawyers Association Publication: [What If ICE Comes To Your Door?](#)
8. National Employment Law Project and National Immigrant Law Center Publication: [What if ICE Comes to Your Job?](#)
9. [How Should Schools Respond to ICE Raids?](#)
10. [Strategies Schools Can Use to Support Students After an Immigration Raid](#)
11. An AID [self-screening flier for a common path to citizenship for immigrant and refugee children youth](#) known as Special Immigrant Juvenile Status. SIJS is not only a fairly direct route to Legal Permanent Resident status (and then, after 5 years of that, citizenship), **merely applying for SIJS qualifies the minor for ARKids First, and then Medicaid, until turning 21.** The drawback to SIJS-based lawful status is that the minor will never be able to petition their parents.
12. Family preparedness guides: this one from the [Immigrant Legal Resource Center](#), another from the [Southern Poverty Law Center](#), and another—in Spanish—in [the form of a video](#).

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