

# Preparing Your Community For Immigration Enforcement

**A toolkit for communities to prepare for  
and respond to immigration enforcement**

*February 2025*



# About this Toolkit

This toolkit is designed for community advocates committed to supporting their immigrant friends and neighbors. We hope you use this as a springboard for critical community discussions and planning in anticipation of raids and other enforcements actions. It also provides resources to advocate for community institutions and services to be more welcoming spaces for immigrants.

We can best support our community members facing the crisis of a potential immigration raid by being informed, prepared, and organized. Knowing our rights and having a response plan to quickly and effectively mobilize the resources already in your community is crucial to assisting those impacted by an immigration raid. (Note that the advice in this guide related to raids is also largely applicable to individualized, targeted immigration enforcement.)



Use this guide along with MIRC's *Preparing Your Family for Immigration Enforcement* and other KYR resources.

<https://bit.ly/MIRCKYR>

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# 1. Before a Raid

## a. Stay informed

Follow MIRC's ongoing updates for coalitions, community groups, or other networks serving immigrants in Michigan at [bit.ly/MIRCUupdates](https://bit.ly/MIRCUupdates).

Learn about Immigration enforcement: Immigration enforcement can take place at work, home, neighborhoods, gathering places or borders. In Michigan it may be carried out by Immigration and Customs Enforcement (ICE) or Customs and Border Protection (CBP) and may involve local law enforcement or other federal officials. Contact with the criminal justice system or local law enforcement arrests can also lead to immigration enforcement.

To learn more about immigration enforcement see: MPI's [Explainer: ICE Arrests and Deportations from the U.S. Interior](#), Immigrant Legal Resource Center's [Enforcement](#) page and National Immigration Law Center's [Enforcement](#) page.

## b. Equip your community

Encourage and support your immigrant community members to prepare and plan for the possibility of detention or deportation. MIRC's [Preparing Your Family for Immigration Enforcement](#) guide can help people understand what may happen during an immigration raid, know their rights, make informed choices, and stay safe. It can also help individuals and families gather important documents, consult with a trusted immigration attorney, have an emergency plan at work and at home, prepare a delegation of parental authority for children and obtain passports. Get to know this guide and think about how you can use it — e.g. one-one-one, hosting a small workshop, or presenting a KYR training.

The image shows the cover of a guide titled "Preparing Your Family For Immigration Enforcement". The cover features a photograph of a family (a woman, a young girl, and a man) looking at a document. The text on the cover includes "MICHIGAN IMMIGRANT RIGHTS CENTER" on the left side, "Preparing Your Family For Immigration Enforcement" in large blue letters, "Know Your Rights" below it, and "Rev. January 2025" in smaller text. Logos for MIRC (Michigan Immigrant Rights Center) and ACLU Michigan are also present. At the bottom, there is a white box with the text "Available at [bit.ly/MIRCKYR](https://bit.ly/MIRCKYR)".

If you're looking for more information, check out:

- [National Immigrant Legal Responders Alliance](#) - NILRA unites organizations across the country to ensure rapid legal response, sustained advocacy, and justice for individuals and families impacted by immigration enforcement.
- TIRRC & NILC - [Worksite Raids Resistance & Response Webinar Training](#): This webinar series provides a comprehensive guide to responding to workplace raids, covering strategies for immediate crisis response, legal defense, media engagement, labor and civil rights violations, and organizational litigation.
- Michigan Legal Help – [Detention, Deportation, and Immigration Enforcement](#): Self-help and Pro se materials on immigration basics, detention, deportation, inadmissibility, bars to reentry, asylum, withholding of removal and more.
- CLASP - [How to Help Families Prepare for Immigration Raids and Other Enforcement Actions](#): Compiled resources to help stakeholders and providers support children and families affected by immigration raids.
- CLINIC - [Emergency Preparedness for Immigrant Families: A 50 State Resource](#): Contains select national and state-by-state resources to guide immigrants, legal service providers, and advocates as they assist families at risk of detention or deportation.
- American Bar Association - [Rapid Response Immigration Communications and Legal Clinics Toolkit](#): Created to empower legal service providers to design and implement rapid response immigration legal clinics that will help noncitizens prepare for challenges and protect their rights in an unpredictable and ever-changing legal landscape

### **c. Build a Rapid Response Team**

The detention and deportation systems impact families, schools, businesses, and communities in the short-term and long-term. An individual who is arrested and taken into immigration custody during an immigration raid may be held in custody for days, months or years. A response team can be essential to helping both immediately after a raid, and in the weeks and months (or years) that follow.





## Building Your Rapid Response Team

### Step 1: Assemble a Team

Your team members should have defined roles and be prepared to meet specific needs. If you have a large enough team, assign a committee of people to each of the roles. Smaller teams may need to combine roles or have other people or groups you plan to engage. Raid response teams are also coordinating regionally to be able to support one another. See ***Appendix A Team Roles Template***.

1. Team Coordinator. The larger a raid, the more the need for coordination of the many roles below becomes essential. A coordinator can help to track the big picture, facilitate meetings, and make sure everyone has the right connections or information to execute their role.
2. Community outreach and education. This role can provide training, workshops, utilize social media, or other means of sharing information to your immigrant community to learn about their rights, how to prepare for a raid, and how your team can help.
3. Intake. This role will be responsible for fielding initial calls or visits from detained individuals or their family members to gather information. See ***Appendix B Questionnaire Templates***.
4. Detention. This role should be familiar with the tools for finding detained individuals. See MIRC's [Preparing Your Family for Immigration Enforcement](#). They can also gather information about how to visit or contact the facilities where individuals are detained and respond to access issues. Larger-scale raids are more likely to lead to groups being sent to different facilities or out of state, as local facilities won't have room.
5. Legal services. This role should be familiar with available immigration legal resources and be ready to connect detained individuals to an immigration lawyer right away, including out of state if necessary. Individuals who have immigration relief or bond available may need help coordinating with friends and family to draft letters of support. For nonprofit legal services providers throughout the U.S., see the [IAN's National Immigration Legal Services Directory](#). For attorneys in private practice, see AILA's "[Find an Immigration Lawyer](#)."
6. Food/Shelter (basic needs). This role should be familiar with community resources to help family members of those detained meet their immediate, basic needs if they are left without safe housing, food, or other necessities. Some of these needs may be short-term and some may be long-term for

7. Interpretation. Family members may need interpreters to connect to other services or resources. Consider the various language needs that could arise for your team.

If you have capacity, consider filling the following roles, or how you can outsource to others:

- Fundraising. This role would ideally begin fundraising before a raid but could also fundraise after a raid to meet specific needs. Detention and deportation can place enormous financial burdens on a family (and community) including paying bond, funding commissary accounts for phone calls, paying attorney fees, paying for travel back to home countries, housing and food support for children, etc.
- Liaisons. Liaisons should develop or strengthen relationships with groups like local law enforcement, local nonprofits, community leaders, consulates, labor unions, elected officials and schools. These relationships can help the team obtain accurate information about a raid and what has transpired, share accurate information to and from affected community members, and engage in proactive advocacy. Moreover, the liaison can help the other roles as they engage with these relationships (e.g. school administrators about the needs of children).
- Media. Immigration raids often attract media attention and you will want someone prepared to respond. Sometimes seeking media attention can also be a helpful strategy to change public opinion by showing the effects of raids. This role should be ready to speak to media, assess media strategy, issue a press release or plan a press conference, as well as prepare others who may speak to media. See **Appendix C, Media Planning**.
- Volunteer Coordinator. In a larger raid, there will likely be requests for assistance from volunteers within and beyond the affected community. A coordinator will be critical in harnessing this assistance and assigning them into established roles and committees based on the volunteer's skills and response needs.



## Step 2: Create an action plan

You need a plan to mobilize quickly if your team learns about a raid.

1. Identify a location to serve as your headquarters, where everyone can assemble in person.
2. Form a phone tree or group chat: A phone tree starts with one or more primary points of contact who will start the phone tree if they learn a raid is or has occurred. The primary caller calls the people below them in the tree. Consider security and what technology works best for your community (e.g. WhatsApp group, Signal, group text, etc.).
3. Map out your team. You should feel free to adapt roles to fit the size and capacity of your team. Depending on the scale of the enforcement action, you may need to make adjustments to work with other partners, however designating roles for your current members can help make sure someone develops expertise in each of the key roles, and is familiar with related resources. See **Appendix A, Team Roles Template** and CLINIC's [Creating Emergency Plans for Raids and Mass Detentions Notebook](#).
4. Draft an action plan: As best as you can anticipate, write down how your team will take the initial steps to respond to a raid. Consider how those affected by the raid can reach your team for assistance. Will you have people gather in person somewhere or call a phone line? Will you collect information over the phone or via a web-based form? Do you have a social media presence like a Facebook group where updates can be posted? How will your team coordinate, and keep each other updated (i.e. will you have a daily check-in)? Make sure everyone on the team has a copy of the plan and understands their role. See **Appendix B, Action Planning Worksheet** and if planning media, **Appendix C, Media Planning**.
5. Create a list of external contacts: MIRC's [Preparing Your Family for Immigration Enforcement](#) provides a great starting place for local and regional detention centers, consulates, and government agencies/officials that may be involved in a raid or be points of contact for detained individuals. If there are other rapid response teams in your area, know how to reach them as well. This may be connected to the liaison role described above, as well as critical individuals such as school administrators, faith leaders, community-based organization leads, etc.
6. Organize your resources: Organize your resources and materials in a way that will be accessible to the whole team and is secure. Something like a shared Google folder that everyone can access on their computer or phone may work well. Consider how you will safely store intake information and who has access to personal information.



## 2. During/After a Raid

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### d. Activate the Rapid Response Team

Stay calm and take intentional steps. Some initial actions and considerations for your team are likely to include the following:

1. **Activate your rapid response team:** Start your phone tree, head to headquarters, and follow your plan, or adapt it if necessary to meet the emerging situation.
2. **Get the word out to affected community members:** Announce your meeting place, phone number, or other means of reaching your team to the impacted community using tools like social media, radio, schools, churches, etc.
3. **Gather information** about who was arrested, potential witnesses, and what immediate needs exist. See **Appendix D, Questionnaire Templates**.
4. **Contact immigration attorneys:** Some detained individuals may already have an immigration attorney they want to get in touch with. Others may need help finding one.
5. **Locate children of detained individuals:** Help to identify if there are children whose parent or guardian has been detained. Is there a delegation of parental authority ready for someone to take charge? Does the detained individual need help executing a delegation of parental authority? Is someone authorized to pick the children up from school?
6. **Identify the scope of the raid:** How many people were detained? Is this part of multiple operations in the area? Understanding the scope can help your team know if they need to find more support in the short- and long-term.



## *Advice for someone who has just been detained*

### *Do not sign any documents you do not understand*

Do not let immigration agents pressure you. They could be trying to get you to sign something that gives up your right to appear before an immigration judge. Talk to an attorney before signing a document you don't understand.

### *Contact your attorney or a family member immediately.*

You have the right to call someone after your arrest.

### *Contact your consulate*

You have the right to contact the consulate of your country of citizenship for assistance. You have the right to tell the agent to inform your consulate of your arrest. The consulate can help you find an attorney. The consulate may also offer to contact your family.

### *Apply for bond*

To apply for bond while in immigration custody, you must show that you are not going to flee and that you are not a danger to the community.

## **e. Support long-term needs**

As discussed above, the duration of the raid response will vary depending on its impact on the affected community. At some point, a rapid response transforms into a long-term response to support community needs. Are people still detained? Are families struggling with financial consequences (e.g. eviction/foreclosure, inability to pay bills) as a result of a breadwinner being detained or deported? What additional unmet needs are there? These questions and others are critical to address, but they may not be visible in the immediate fog and flurry of activity after the raid. The leadership team(s) will already be meeting regularly to discuss, share, and coordinate. But at some point, they will need to address what unmet needs will continue to exist and their own capacity to lead/respond. Based on these discussions, this will inform whether this short-term response becomes a long-term one and what that looks like.

# 3. KYR for Community Service Providers

On January 20, 2025, the Trump Administration rescinded the “[protected areas](#)” (previously “sensitive locations”) policy that had limited immigration enforcement in areas such as churches, school, and hospitals. Taking away this decades-long protocol raises the fear and the risk for individuals who are undocumented or who have orders of deportation and could lead to avoidance of needed healthcare visits, emergency services, school, and other critical aspects of people’s lives.




For policy and resource updates, bookmark [bit.ly/MIRCupdates](https://bit.ly/MIRCupdates) and ACLU of Michigan's [Immigration Resource Guide](#).

## a. Proactive measures for healthcare providers, schools, workplaces and more

Many formerly protected areas like healthcare providers, schools, institutions of faith, and other locations like workplaces, can still take steps to protect the rights of those inside facilities, and should be familiar with applicable confidentiality and privacy laws that apply to them. Consider the following:

1. **Constitutional Protections** - 4th Amendment protects all individuals from unreasonable search and seizure, 5th Amendments right to remain silent
2. **State or local policies** - limiting cooperation with federal immigration enforcement
3. **Confidentiality, privacy and other legal protections** - such as HIPAA (health-related social services), FERPA (education-related services), or attorney-client privilege (legal services), Religious Freedom Reform Act (RFRA)

Steps you can take include:

-  DEVELOP A PREPAREDNESS PLAN AND POLICIES
-  TRAIN AN AUTHORIZED PERSON TO REVIEW WARRANTS AND SUBPOENAS
-  LEARN ABOUT THE DIFFERENCE BETWEEN PUBLIC AND PRIVATE AREAS

# RESOURCES

## General

[Factsheet: Trump's Rescission of Protected Areas Policies Undermines Safety for All](#) (National Immigration Law Center) - Describes what the protected areas policy was, what laws apply to those areas now, and what steps advocates and communities can take to support immigrants in continuing to access critical community spaces and services.

[WARRANTS AND SUBPOENAS What to Look Out For and How to Respond](#) (National Immigration Law Center) - Clarification on immigration enforcement power and immigration subpoena power, how to distinguish between judicial warrants and subpoenas and their administrative immigration counterparts, and what to do in response to receiving an immigration warrant or subpoena.

## K-12 Schools

[ACLU – MIRC Letter Re: Legal Rights of Immigrant Students in Michigan Schools](#) Addresses concerns about the federal government's revocation of the "sensitive locations" policy, how best to serve immigrant students, what is required to meet legal obligations, and what schools can do to ensure that schools will remain safe places for all children to learn and grow.

[MDE Guidance on the Responsibility to Educate Children Regardless of Citizenship and Immigration Status](#) and [MDE Additional Guidance](#) - Official guidance from the state Michigan Department of Education reminding educators of their legal responsibility to uphold *Plyler*, Title VI of the Civil Rights Act of 1964, and FERPA protections and encouraging schools to consult legal counsel and develop internal protocols.

[Comprehensive Guide on Immigration for Schools](#) (National Education Association) - Information regarding immigration and schools, including enrollment issues, *Plyler v. Doe*, and [Safe Zone School Resolution Guide](#), as well as how educators can safely engage in immigration advocacy, a FAQ around mass raids, a Know Your Rights guide around immigration enforcement, and an update on the DACA program.

[Immigration and Customs Enforcement in Schools](#) (Council of Parent Attorneys and Advocates) - Frequently Asked Questions Regarding School Interactions with the U.S. Immigration and Customs Enforcement (ICE)

[NYC Immigration Guidance for Principals](#) (New York City Public Schools) - A model policy for schools on general procedures to follow if non-local law enforcement officials, such as the FBI or ICE, request access to school facilities, students, or student records.

## Health Care Providers

[Health Care Providers and Immigration Enforcement: Know Your Rights, Know Your Patients' Rights](#) (National Immigration Law Center) - Provides advice to hospitals, medical centers, community health centers, other health care facilities, and advocates on how to prepare for and respond to (a) enforcement actions by immigration officials and (b) interactions with law enforcement that could result in immigration consequences for their patients.



## Employers

[A Guide for Employers: What to Do if Immigration Comes to Your Workplace](#) (National Immigration Law Center) - Explains the most common immigration actions affecting employers, recommendations for how employers can prepare, employers' rights and responsibilities, and what employers can do after an ICE action.

## Higher Education

[Rights & Protections Hub: Guidance for Institutions and Immigrant Students](#) (Presidents' Alliance on Higher Education and Immigration) - Resources for universities to help them protect their undocumented students. It also provides information for immigrant students about their rights, deportation defense, and available legal assistance.

## Childcare

[A Guide to Creating "Safe Space" Policies for Early Childhood Programs](#) (Center for Law and Social Policy) - Gives practitioners, advocates, and policymakers information and resources to design and implement "safe space" policies that safeguard early childhood programs against immigration enforcement, as well as protect families' safety and privacy. The guide also includes sample policy text that early childhood providers can adapt for their programs.

## Homeless Service Providers

[ICE Raid Guidance for Homeless Service Providers: What to do Before, During, and After a Raid](#) (National Homelessness Law Center) - Intended to help homeless shelter organizations be prepared to address and respond to immigration enforcement in a way that advances client privacy, safety, and opportunity.

## **Churches**

[Immigration Enforcement Action: What Churches Need to Know](#) - This article provides Local Churches with information on the law, risks of these ministries, and steps Local Churches can take to prepare themselves both for the uncertainty of how immigration enforcement will be carried out and for the possibility that ICE agents will come to churches.

## **Courts**

[IMMIGRATION ENFORCEMENT AT COURTHOUSES A Resource for Attorneys \(ACLU\)](#) - Provides guidance for attorneys whose clients may be affected by immigration enforcement at courthouses.

Note [federal law under the violence against women act](#) still protects many immigrant survivors from enforcement associated with court cases involving abuse.

# 4. Building Welcoming Communities

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While immigration enforcement is a federal function, institutions in our local communities can play an important role in protecting the rights of immigrants and ensuring newcomers are welcomed and supported.

## Municipalities

Municipalities can take the following steps to welcome and support immigrants:

- ➔ Keep local law enforcement separate from federal immigration enforcement. Focus on community policing rather than having officers take on the duties of federal immigration enforcement.
  - ✓ Decline to honor [detainer requests](#) from ICE
  - ✓ Decline to participate in 287(g) programs deputizing local officers
  - ✓ Decline to notify ICE of release dates
  - ✓ Adopt U and T visa policies
- ➔ Don't ask for immigration status in the provision of municipal services.
- ➔ Create resource funds to support immigration legal services
- ➔ Create a municipal identification program
- ➔ Invest in language access. Provide interpretation and translation to ensure meaningful access to municipal programs and services.
- ➔ Identify a staff liaison to the immigrant community
- ➔ Consider becoming a Certified Welcoming Community

Find more information about these policies and other steps to take:

- [Local Policy Interventions for Protecting Immigrants](#)
- [MIRC Guide for Prosecutors](#)
- [Certified Welcoming program](#)

## School districts

School districts can help protect student rights. State and federal law and the Michigan and U.S. constitutions all clearly protect the rights of all children to access public education. Michigan law also requires schools to prevent discrimination and intimidation based on a child or family's national origin. Consult these resources and work with your local schools to ensure policies are in place to ensure a safe learning environment for all students.

- [Letter to school districts re: legal rights of immigrant students in Michigan schools](#), includes checklist for community advocates
- Michigan Department of Education [guidance](#) on the "Responsibility to Educate All School-Age Children Regardless of Citizenship and Immigration Status."
- Overview of [Student Rights To Access Education in Michigan](#)





# 5. Appendices

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Appendix A: Team Roles Template

Appendix B: Action Planning Worksheet

Appendix C: Media Planning

Appendix D: Questionnaire Templates

## APPENDIX A: TEAM ROLES TEMPLATE

### ***Team Coordinator***

Lead:

Backups:

### ***Community outreach & education***

Lead:

Backups:

### ***Intake***

Lead:

Backups:

### ***Detention***

Lead:

Backups:

### ***Legal services***

Lead:

Backups:

### ***Food/Shelter (basic needs)***

Lead:

Backups:

### ***Interpretation***

Lead:

Backups:

*If you have the resources to prepare for a larger-scale raid, consider the following roles:*

### ***Fundraising***

Lead:

Backups:

### ***Liaisons***

Lead:

Backups:

### ***Media***

Lead:

Backups:

### ***Volunteer Coordinator***

Lead:

Backups:



## APPENDIX B: ACTION PLANNING WORKSHEET

<p>1. <b>How will those affected by the raid reach your team for assistance?</b> Will you have people gather in person somewhere? Will you have a phone line? Consider both detained individuals and their non-detained family members or friends.</p>	
<p>2. <b>How will affected individuals know to contact your team?</b> Do you have a social media presence where updates can be posted? Will you make announcements on the radio, at local schools or faith institutions?</p>	
<p>3. <b>How will you collect and store information?</b> Will you collect over the phone, in person, and/or via a web-based form? Where will information be stored? Who will have access to it? How will you protect sensitive personal information?</p>	
<p>4. <b>How will your team coordinate?</b> How will you keep each other updated as the situation emerges (ie will you have a daily check-in in person, video conference? Who will set this up?)</p>	

<p>5. <b>What is your plan for media engagement?</b> If you have capacity, a proactive media plan can be very helpful. Even if you don't plan to engage media, they may reach out to you.</p>	
<p>6. <b>If you have a liaison role, what groups will they target to develop relationships with?</b> (ie local law enforcement, local nonprofits, community leaders, consulates, labor unions, elected officials and schools)</p>	
<p>7. <b>What other community resources do you need to have ready?</b> (ie list of organizations or faith groups that can provide emergency food and shelter, legal services that provide removal defense including private attorneys non-profits, or pro bono services, etc.)</p>	
<p>8. <b>Will you have a fundraising campaign?</b> Will you collect money to assist impacted families with costs like bond, food and housing, etc.? Who will collect the money? Consider funds may need to be distributed over the course of several months. ion.</p>	

**Has your team reviewed MIRC's *Preparing Your Family for Immigration Enforcement* guide?** Remember this includes important information to educate your community before a raid happens, as well as post-raid resources.  
<https://bit.ly/MIRCKYR>

## APPENDIX C: MEDIA PLANNING

(Excerpted and adapted from CLINIC's [Creating Emergency Plans for Raids and Mass Detentions Notebook](#))

### Media Protocol

#### For media in the language of affected community groups:

- Provide them with the phone numbers that immigrant families can call who want to find out about family members who are detained or to obtain other forms of assistance.
- Provide names and contact information of media point person
- Provide time and place for community meeting or press conference
- Prepare press release
- Obtain and provide information about who will coordinate donations
- Radio stations: Determine if 1 or 2 stations are a good fit for a call-in program immediately after the raid, to share information, and answer any questions that people may have.

#### For general/English-language media:

- Prioritize local stations – then contact others.
- Provide contact information for media point person
- Prepare press release
- Obtain and provide information about who will coordinate donations
- Provide time and place for community meeting or press conference

**Keep a list of all media contacts** to be able to reach out when appropriate. Separate by type of media: online, newspapers, newsletters, magazines, radio, television channels. Identify which ones are high and medium priority.

**If the team deems it appropriate, plan a press conference.** Identify within your partners who could provide a nice space that can be used for a press conference. Spokespersons are often community members that may have personal experience or represent in some authentic way a group or community. Spokespersons should all be able to articulate the agreed upon group message and be ready to diplomatically handle uncomfortable or even offensive questions.

### Press Release Outline (Post-Raid)

- Letterhead (with names of organizations and contact information)
- What happened?
  1. How many people were detained?
  2. Who conducted the raid (ie ICE, CBP, local police)
  3. Where was the raid? (ie type of facility, name of city, name of employer, etc)

4. Who was targeted and why?
  5. Were children involved? What has happened to them?
  6. Where are people being detained?
  7. Are ICE officers following procedures?
- What is likely to happen next?
  - Community reaction: We (who?) decry the targeted sweep by ICE against our community members and neighbors. (Why?)
  - Action steps: We invite you to a protests on XXX, at XXX. OR We urge you to attend: workshops, community meeting. OR We are asking for your help in supporting families by donating, volunteering, etc.

**TIP:** Have accessible the official descriptions of all partner organizations participating so they may be shared with media in one document and not spend time gathering the information.

## Talking Points Samples

(Note: These talking points may serve as a starting place but you should adapt them to your own voice, community and situation)

- The current focus of immigration enforcement, such as raids and the increase of ICE encounters in communities, is yet another tactic to separate families. Spouses are separated from each other, children from their parents and grandparents.
- An immigration policy that does not instill fear in our communities and deter our children from attending school is one that is fair and prioritizes the well-being of its citizens.
- Undocumented workers are active members in our society. They form part of our economy and work hard to support their families.
- We need comprehensive immigration reform that restores and respects civil rights and due process protections for immigrants, reunifies families in a timely matter and protects our community members instead of targeting them.

## Sample Post Raid Open Letter to Elected Officials

While this example is targeted to elected officials, the style of messaging could be adapted for a press release or advocacy with other decision makers. (see next page)

TENNESSEE  
IMMIGRANT  
& REFUGEE  
RIGHTS  
COALITION

About Us      Grassroots Organizing  
Issues & Campaigns      Welcoming Tennessee  
Integration Services      Get Connected

# AN OPEN LETTER TO ELECTED OFFICIALS ON THE ONE WEEK ANNIVERSARY OF THE MORRISTOWN RAID

April 13, 2018

**We write to you from Morristown, Tennessee, in the aftermath of the largest workplace raid by immigration authorities in over a decade.** As you've surely heard, on the morning of April 5th, federal agents, with the assistance of the Tennessee Highway Patrol, stormed into Southeastern Provision, a meat-processing plant in Bean Station, Tennessee. As helicopters circled above the factory and agents blocked doors, around 100 workers were rounded up and filed into buses without any opportunity to explain who they were, how long they had been there, or whether they were subject to federal immigration law at all. **54 community members living in East Tennessee for decades, some of whom had devoted over ten years of honest labor to that factory, were shipped out of the state without even a chance to say goodbye to their spouses and children.** Their families were told nothing, and were left to wonder what had happened to loved ones who never came home.

**This is a humanitarian crisis in our very own state. At least 160 children are missing a parent, nearly 600 students in a single school district have stayed home out of fear, and participation in the economy and community has been chilled.** For the past seven days, local organizations and community volunteers have operated a disaster relief center out of St. Patrick Catholic Church, addressing the urgent needs of hundreds of families whose lives have been torn apart. Children need trauma counseling, spouses and parents need powers of attorney to designate guardianship for their children in case of deportation, and families need assistance to simply feed themselves since wage-earners have been extracted from their households. *Read more from CNN.com.*

**Where is the public response from our policymakers and elected officials across the state? We urge you to recognize that this is no time for silence.** It's hard to imagine another kind of crisis that would



cause 5% of the district's children to stay home that wouldn't trigger some kind of intervention or at least public response. We invite you to join us here, in Morristown and its surrounding communities, to see for yourselves the human costs of this unconscionable abuse of power, to meet with the children devastated by this assault on their families, to hear from the thousands who are rightly afraid to go to work, take their kids to school, or even leave their homes. Come learn from teachers and school officials about how this workplace raid has turned every educator into a counselor and social worker, and how many are still working to locate the students missing from their classrooms. Come talk with leaders of faith and community-based groups, and those who have dropped everything and directed scarce resources to helping their neighbors in distress.

The disaster stemming from last week's immigration raid continues to unfold. But, we know from similar raids in previous decades that the impact on children's health, on the school system, and on the local economy can last for years to come. **The time is now for elected officials to investigate and intervene. This must be recognized for the emergency that it is and that these hundreds of children, most of whom are U.S. citizens, deserve to be seen as Tennesseans in crisis.** Please, do or say something.

Respectfully,  
The Tennessee Immigrant & Refugee Rights Coalition



♥ 4 Likes    ↩ Share

*tagged with* #HereToStayTN, #TNRaid, Morristown, Raids

Newer / Older

## APPENDIX D: QUESTIONNAIRE TEMPLATES

How to use the questionnaires:

*First select the relevant questionnaire(s) based on the type of help you are trying to provide.*

*Explain who you are the purpose for asking questions. Make clear what you will do with the information provided, who it will be shared with, and what resources/information you may be able to provide. Remember, as you collect people's sensitive, personal information, to have a plan to safely store the information you collect and limit who has access to it.*

*Make note when you are speaking to someone other than the person detained.*

### **Detainee Information**

*Collect basic information about a detained individual and their more immediate needs.*

### **Immigration / Criminal History**

*Collect information necessary to screen for common forms of immigration relief.*

### **General Raid Questionnaire - Short**

*Collect basic information about an immigration raid or enforcement action.*

### **Detention Conditions**

*Collect basic information about issues faced within a detention facility or transportation to/between facilities.*

### **In-depth Civil Rights Questionnaire Templates**

*If you are screening for civil rights violations and interviewing someone with a firsthand account, you can find [additional template questionnaires linked here](#).*

Interviewer:

Interpreter (if applicable):

Date:

If talking to someone other than the person detained note their name, relationship to the detainee, and contact information:

## Detainee Information

First Name: \_\_\_\_\_ Middle: \_\_\_\_\_ Last: \_\_\_\_\_

Other names used: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ A-Number (i.e. A 999 999 999) \_\_\_\_\_

Country of Origin: \_\_\_\_\_ Nationality (if different): \_\_\_\_\_

Where is the person detained: \_\_\_\_\_

Primary Language(s): \_\_\_\_\_ Speaks English: \_\_\_\_\_

Immigration Status, if any: \_\_\_\_\_

Proof/Documents: \_\_\_\_\_

Upcoming court dates (if any): \_\_\_\_\_

Does the detainee have a lawyer?  no  yes: \_\_\_\_\_

Family or friends/advocates who may be contacted to coordinate services (include name, relationship to detainee, language spoken, and contact info):

Are arrangements needed for child care or other family members?

What are the detainee/family's immediate concerns?

Interviewer:

Interpreter (if applicable):

Date:

If talking to someone other than the person detained note their name, relationship to the detainee, and contact information:

## Immigration / Criminal History

Have any petitions been filed for the detainee?  yes  no  unsure

If yes, what? \_\_\_\_\_ Current status? \_\_\_\_\_

How did the detainee enter the US? \_\_\_\_\_

Date of first entry? \_\_\_\_\_ Place of entry? \_\_\_\_\_

Date of most recent entry? \_\_\_\_\_ Place of entry? \_\_\_\_\_

Has detainee missed any hearings or appointments with immigration/border officials? \_\_\_\_\_

Ever been photographed/fingerprinted by INS/ICE/CBP? \_\_\_\_\_

Is there any criminal or other legal history? If yes, describe history including what happened, when, where and the disposition:

Any children born in the US?  no  yes - If yes, what are their ages? \_\_\_\_\_

Any with special needs?  no  yes - If yes, describe: \_\_\_\_\_

Any other family members who are U.S. citizens or have immigration status in the U.S.? If yes, what status do they have and what is your relationship to them:

Does detainee fear returning to home country? If yes, why:

Interviewer:

Interpreter (if applicable):

Date:

If talking to someone other than the person detained note their name, relationship to the detainee, and contact information:

## General Raid Questionnaire - Short

When did the interaction occur? Date \_\_\_\_\_ Time \_\_\_\_\_

Where was the initial interaction with ICE or other law enforcement officers?

Workplace    Residence    Car    Other: \_\_\_\_\_

Address, if known: \_\_\_\_\_

Were you personally present for this encounter?  yes  no

If no, who told you what happened? \_\_\_\_\_

Describe what you know about what happened:

If any individual arrested has immigration status, was any attempt made to present it to ICE or law enforcement? (explain)

Witnesses, if known (including contact information):

*Interviewer:*

*Interpreter (if applicable):*

*Date:*

*If talking to someone other than the person detained note their name, relationship to the detainee, and contact information:*

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## **Detention Conditions**

How was the detainee person transported to the detention center?

During transportation/booking, were you treated humanely (allowed to use the restroom, given food/water)? Did an officer accompany you/others while using the restroom?

How was the detainee processed? (Photographed? Fingerprinted?)

Has the detainee had any contact with family members? If yes, with who? how often?

Was the detainee given a list of attorneys or nonprofit organizations to contact? If yes, when? Has the detainee been permitted to contact an attorney?

Was the detainee pressured by ICE to sign a document, agree to Voluntary Departure or waive their right to see a judge? Or was the detainee given information by officers that they discovered was not true? Describe:

If the detainee has signed documents, did they understand what they signed? Do they have a copy? When did they sign it?

Are there any health concerns for the detainee? If yes, what are the concerns? Do they take prescription medicine? If yes, do they have access to medicine now?

Has the detainee experienced any physical/verbal or abuse in detention?

How long has the individual been detained? If the detainee has been released, when were they released?

Other concerns detainee has about detention conditions, or observed by interviewer?