

Purpose

Following the rescinding of Deferred Action for Childhood Arrivals (DACA) in September 2017, the Oregon Department of Education (ODE) convened a group of community leaders, higher education advocates, state agency partners, school personnel and students to create a pathway of information on this vital issue. The DACAmended/Undocumented Collaborative serves to assist, advise and engage in dialogue concerning ODE's work with and for Oregon's undocumented students.

Who are Oregon's DACAmended/Undocumented Students?

As much of the Collaborative's work centers on undocumented students, it is imperative that district and school personnel recognize the impact the rescinding of DACA and the overall misinformation about undocumented students has on both the affected student group and Oregon students as a whole. The immigrant community in Oregon is diverse, with approximately 10,000 students in Oregon being DACA recipients. These students' families are from several countries of origin from all regions of the world, including Latin America, Asia, Europe and Africa. School personnel serving all students should provide access to information and resources available that provide safety and opportunities for a healthy life, regardless of status. The infographic to the right provides the numbers on Oregon's immigrant population. More research is below.

- [American Immigration Council: Immigration in Oregon](#)
- [Profiles: Deferred Action for Childhood Arrivals Recipients](#)
- [Charting America's Dreamers](#)

Who and What is this Toolkit For?

The toolkit serves as a resource and support document for district and school personnel, and informs best and safe practices for students in Oregon. It serves as a proactive measure for district and school culture shift and a support concerning practices, resources, and factual information about and for Oregon's students.



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Why These Priorities?

ODE's DACAmended/ Undocumented Collaborative addresses concerns from Oregon's communities. These priorities are guidance for district and school personnel serving Oregon's students:

- Supporting Mixed-Status Families
- Civil Rights Protections
- Oregon's Sanctuary Law
- Access to Higher Education
- Deconstructing the Misunderstandings of Trauma
- Navigating Career Pathways

[What Immigration Means to Oregon Infographic](#)

Deconstructing the Misunderstandings of Trauma

Considerations for Policy and Practices

- **What are the assumptions and beliefs about student populations that are couched in addressing “trauma?” (Unpacking the Iceberg)**
 - How will you acknowledge and address staff-imposed biases and misinformation about traumatic experiences, or what is deemed traumatic (without evidence)?
 - What discourse are you engaged in when labeling student populations based on federal designations of school (i.e., free and reduced; Title I)? How does this result in stereotyping, low expectation, and othering of students and families?
 - **How does your district/school personnel define “trauma?” What is your staff’s shared understanding and application of the impact of trauma on student learning?**
 - If there is no common definition and understanding, plan the steps you will take to create a mechanism of shared knowledge.
 - How do your school behavior referral processes consider students who are demonstrating distress, anxiety, fear or other behaviors that may be interpreted as a disciplinary issue?
 - **How do the policies your district/school has in place perpetuate trauma or re-traumatize students and families?**
 - What does examination of your current policies entail? Complete an analysis of the following:
 - Enrollment; course placement; discipline and behavior management; attendance; homework; assessment; extra-curricular activities; volunteer opportunities; counseling supports; access to community-based partner supports and resources
 - **When newcomer/transferred students and families are served, what resources and supports are immediately available (and in languages other than English)?**
 - What additional, “below the line” information is appropriate and important to access?
 - What considerations must be made regarding student and family safety?
 - **What sources of data, both qualitative and quantitative, is your district/school using to take action concerning district building(s) and school climate?**
 - Who is collecting this data?
 - Who has access to this data, how often is it being analyzed and how is it being shared?
 - Who are the additional stakeholder groups you plan to engage in this dialogue and analysis?
 - How are you using this data to create a plan to improve district and school climate?
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Best Practices to Address this Priority

- Designate and name the staff members and contractors who have the appropriate credentials and placement/roles concerning trauma-informed care. Communicate to your district/school personnel and families who they are and how to get in contact with them.
- Create a continuous pipeline for researching and disseminating current, correct information as it develops.
- Reframe district and school perspectives, training and actions concerning trauma-informed care.
- Train and/or create learning opportunities for ALL staff/personnel.

Resources Document