

Supporting Students & Families Impacted by TPS Changes

A Resource for Educators

September 8, 2026



Changes to Temporary Protected Status (TPS) impact real people. It impacts our students, their families, and our colleagues.

The Basics - What is TPS?

- Temporary Protected Status (TPS) is a form of temporary immigration protection for people who cannot return to their countries because of unsafe circumstances like armed conflict, environmental disaster, or other extraordinary conditions.
- Historically, people with TPS have been protected from deportation and authorized to work. It has never provided a path to permanent residency or citizenship.
- TPS was created by Congress in 1990, but the current administration has been systematically ending TPS designations and dismantling the program.
- TPS termination ≠ automatic deportation! The individual will lose their employment authorization and other protections, but they may qualify for another immigration pathway (for example, many with TPS have ongoing asylum cases). However, some will face the possibility of immigration enforcement, detention, and removal proceedings.

Responding: Practical Steps for Educators

RESPECT PRIVACY

Keep information confidential. Do not ask or share details about status.

LISTEN

Create safe spaces for students and families to share if they choose to.

EMPATHIZE

Do not promise everything will be ok, but rather express "I'm sorry your family is dealing with so much uncertainty right now."

CONNECT

Link families to school and community resources.

What losing TPS can mean for some



Loss of employment or income



Loss of health insurance and access to care



Threat of losing home and stability



Fear, stress, isolation, and family separation



Difficult decisions about staying or leaving the U.S.

How it may show up in schools

- Changes in attendance or punctuality
- Difficulty concentrating or completing work
- Withdrawal, anxiety, or changes in behavior
- Hesitation to participate in school activities
- Reluctance to engage with staff

Countries Impacted

Students / families from the following countries may be impacted by changes in TPS:

Afghanistan, Burma (Myanmar), Cameroon, El Salvador, Ethiopia, Haiti, Honduras, Lebanon, Nepal, Nicaragua, Somalia, South Sudan, Sudan, Syria, Ukraine, Venezuela, and Yemen



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Case Example #1: Parent Loses Work Authorization



Your student's mother's TPS is expiring and she will lose her job and health insurance.

What might this mean for your student?

- Worry about mom
- Concerns about basic needs & the family's financial situation
- Possible changes to housing
- Added responsibility

What might you notice?

- Missed assignments
- Less participation
- Tiredness
- Tardiness
- Changing of academic and career plans

How can you respond?

- Offer flexibility
- Check-in
- Connect the family to school & community resources
- Offer empathy & patience

Case Example #2: Mixed-Status Family



Your student is a U.S. citizen. Her mom has TPS, which will soon expire, and her attorney said she has no other options to remain in the U.S.

What might this mean for your student?

- Fear of separation from mom or moving to a country she doesn't know
- Misplaced feelings of guilt
- Feelings of needing to take responsibility

What might you notice?

- Worry
- Difficulty concentrating
- Overwhelmed
- Isolated
- Begins to fall behind

How can you respond?

- Consistency with routines
- Connect the family to mental health resources
- Prepare folder with school records in case of transfer

Case Example #3: Pending Asylum Case



All members of your student's family are from Haiti and had TPS, but it was terminated. They have an ongoing asylum case, but won't know for a few years if the government will grant them asylum.

What might this mean for your student?

- Depression & anxiety over possibly needing to leave the U.S.
- Shame that the family must wear GPS ankle monitors
- Trauma resurfacing over events in Haiti

What might you notice?

- Lack of motivation to do schoolwork
- Difficulty concentrating
- Sleeping in class
- Crying
- Missed assignments

How can you respond?

- Connect the family with school & community resources, including mental health
- Regular check-ins with the school counselor
- Offer flexibility, empathy, and patience

Reflection Questions

- How can I create a classroom where students feel safe?
- What can I do to build stronger relationships with families?
- As a school, are we connected with the community resources that best support our immigrant families?
- As a school, are we working towards developing an understanding of the backgrounds (cultural, legal, educational, etc.) of our immigrant students?

Remember

- ✓ A student's right to attend school does not depend on the immigration status of the student or their parents.
- ✓ You are not an immigration attorney! Educators can provide support without giving legal advice. Refer families to legal service providers.

References: [American Immigration Council](#), [American Immigration Lawyers Association](#), [Pew Research Center](#), and [USCIS](#)

