

To: Senate Committee on Education
From: Sarah Rasmussen
Re: Support for HB 4079
Date: February 25, 2026

Dear Chair Frederick, Vice Chair Weber and members of the Senate Committee on Education,

I strongly support and urge the immediate passage of HB 4079. Schools are sacred spaces of learning and should be proactively protected from the fear and threat to safety brought by the presence of federal immigration enforcement officers. HB 4079 provides common-sense expectations and streamlined communication regarding how to advocate and intervene for students, staff, and families at risk of being targeted by immigration enforcement.

Nationwide, we have seen the recent track record of federal agents lawlessly and violently intervening in a manner that puts the safety of others at risk, terrorizes our communities, and, in some scenarios, has even resulted in death. Families are scared to leave their homes; scared to send their children to school; scared to *live*. We know that when a child experiences high levels of stress, their ability to learn is impacted.¹ Additionally, according to The U.S. Department of Education, Oregon is the state with the highest levels of chronic absenteeism.² Lacking an enforceable communication and intervention plan regarding immigration presence will only increase Oregon's pre-existing problem of non-attendance and will continue to induce stress for children and families.

Having clear protocols regarding immigration response within schools will help students feel safe to attend and focus on learning. Additionally, families can feel comfortable being on campus for conferences, meetings, and school events to support their child without the pervasive fear of violence or being targeted.

As the bill states, HB 4079 is "necessary for the immediate preservation of the public peace, health and safety."

Thank you for the opportunity to testify in support of HB 4079.

With sincerity and concern,

Sarah Rasmussen

References

- [1] Vogel, S., & Schwabe, L. (2016). Learning and memory under stress: implications for the classroom. *Npj Science of Learning*, 1(1), 16011. <https://doi.org/10.1038/npjscilearn.2016.11>
- [2] U.S. Department of Education. (2025). *Chronic Absenteeism*. <https://www.ed.gov/teaching-and-administration/supporting-students/chronic-absenteeism>