



February 17, 2026

RE: Written comment on HF3409

Dear Members of the House Education Policy Committee,

The Immigrant Law Center of Minnesota (ILCM) is a nonprofit, nonpartisan organization that provides free immigration legal services to low-income immigrants and refugees across Minnesota and in North Dakota.

ILCM is encouraged that this committee is taking time at the beginning of the 2026 session to discuss one of many issues that is being brought to the fore by rhetoric and policies that are increasingly hostile towards immigrants and refugees. Since January 2025, we have seen federal actions aimed at restricting lawful immigration pathways, halting lawful immigration processes, withdrawing humanitarian protections, and removing access to benefits for immigrants and refugees with status.

In the face of this onslaught, bedrock, constitutional rights such as due process, and the right to counsel, have had to be fought for in court. So it is both welcome and appropriate that this committee is hearing HF3409, which seeks to codify the landmark decision in *Plyler v. Doe* finding that denying public education to students based on immigration status was unconstitutional.

Codification alone likely will not prevent ongoing attacks on immigrants and refugees, nor on their constitutional, legal, and human rights. However, acknowledging that such rights exist is the first step towards protecting, defending and ultimately fully realizing those rights.

Sincerely,

Julia Decker
Policy Director
Immigrant Law Center of Minnesota



February 17, 2026

House Education Policy Committee_HF3409 support

Chair Jordan, Chair Bennett, members of the House Education Policy Committee,

We are testifying today in support of HF3409 as amended. This bill codifies existing Supreme Court law, set forth in *Plyler v. Doe* (1982); that free public education must be provided to all children regardless of their immigration status or the immigration status of their parents or guardians. This guarantee is found in the Equal Protection Clause of the Fourteenth Amendment, which applies regardless of citizenship status¹.

Yes, this is current law and yes, currently, all children have a right to public education in the State of Minnesota. However, as we have seen in recent years, Constitutional interpretation can change, which means the rights we see as foundational may now be revoked by a future court. It is important for Minnesota's elected officials to backstop this Supreme Court ruling and clearly state that public education is for everyone. It is important for Minnesota students, for our educators, and for our schools to know that this right is secure regardless of future federal judicial decisions.

Because this is already the law, this bill has no cost. And as the *Plyer* court noted "...whatever savings might be achieved by denying these children an education, they are wholly insubstantial in light of the costs involved to these children, the State, and the Nation."² Simply providing access to a free public school education raises future earnings. A high school diploma increases a worker's median income from \$36,900 to \$58,410³. By some estimates, Minnesota gains billions of dollars in increased tax revenue and increased economic gains⁴.

Minnesotans deserve to know where their elected representatives stand on public education. As *Plyler* noted, children have no control over their immigration status, and many of them will remain and attain citizenship. We all benefit when our children have access to quality, stable education.

We urge the committee to support HF 3409.

John Boehler
Policy Counsel, ACLU-MN

¹ See *Yick Wo v. Hopkins* 118 U.S. 356, 369 (1886) "The fourteenth amendment to the constitution is not confined to the protection of citizens. It says: 'Nor shall any state deprive any person of life, liberty, or property without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.' These provisions are universal in their application, to all persons within the territorial jurisdiction, without regard to any differences of race, of color, or of nationality; and the equal protection of the laws is a pledge of the protection of equal laws."

² 457 U.S. 202, 203 (1982)

³ <https://www.census.gov/library/stories/2025/09/education-and-income.html>

⁴ <https://www.fwd.us/wp-content/uploads/2025/12/The-Power-of-Plyler-in-Minnesota-v3.pdf>

To whom it may concern,

I am Dr. Blanca Caldas Chumbes and I am submitting my written testimony for HF3409 on Wednesday March 18th for the Education Policy Committee. This testimony is in support of HF3409.

Almost 44 years ago, Plyler vs Doe ensured that ALL children in the US receive equal access to a public education, free from discrimination or harm regardless of their actual or perceived citizenship or immigration status. It is time Minnesota ratified this ruling and strengthened this right by supporting the HF3409 bill. This bill will ensure that the right of education for all children living in this state is codified, ensuring healthy, stable and thriving communities and making our policies clear that schools are safe places for all. As a teacher, teacher education and educational researcher, I wholeheartedly ask you to consider supporting this bill as well.

Thanks,

Dra. Blanca Caldas Chumbes (ella/she)

Associate Professor of Multilingual & Elementary Education

Multilingual Education Program Area Coordinator (PAC)

Curriculum & Instruction Department - CEHD

Chicano & Latino Studies Affiliated Faculty

Race, Indigeneity, Disability, Gender & Sexuality Studies (RIDGS) Affiliated Faculty

University of Minnesota-Twin Cities

Anthropology & Education Quarterly Journal--Associate Editor

Bilingual Review/Revista Bilingüe--Associate Editor

Research in the Teaching of English (RTE)--Editorial Board Member



February 17, 2026

TO: Rep. Peggy Bennett, Co-Chair;
Rep. Sydney Jordan, Co-Chair;
Members of the House Education Policy Committee

FROM: Education Evolving
RE: HF 3409, Education Protection Bill

Chairs Bennett, Jordan, and Members of the Committee:

We write today in support of HF 3409. This bill safeguards the Constitutional right to public education for all students in Minnesota, and ensures our schools are safe from fear and intimidation no matter students' real or perceived immigration status. It empowers educators to keep students and schools safe in compliance with the law.

Since the start of Operation Metro Surge, Minnesota school leaders have reported the greatest disruptions to attendance and student learning since the pandemic. They have done their best to create policies to protect students' access to education in the absence of state guidance. Smaller, less-resourced districts are left in a lurch.

HF 3409 supports schools in creating policies that secure students' right to public education. It protects the integrity of school learning environments for all children, so no family is discouraged from sending their children to school.

Other committees may debate Minnesota's role in federal immigration policy and enforcement. However, this committee has the terrific charge of serving the state's public education system, and our current and future leaders—students.

Our students need to be learning. Kids belong in school.

Thank you,

A handwritten signature in black ink, appearing to read 'Dr. A. Roberson'.

Dr. Aqueelah Roberson
Policy Director

A handwritten signature in black ink, appearing to read 'A. Vitrella'.

Alex Vitrella
Program Director

On behalf of
Education Evolving



Minnesota Education Protection Bill

MN House Rep. Samantha Sencer-Mura

February 16, 2026

Purpose

This bill ensures that every child living in Minnesota has equal access to public education Kindergarten through high school, free from discrimination, intimidation, or exclusion based on actual or perceived immigration or citizenship status.

It reinforces the principle that **schools are places of learning, safety, and opportunity for all children.**

Core Principles

- Public education is a universal right in Minnesota.
- Students learn best when they feel safe and supported.
- Clear rules help schools focus on education rather than uncertainty or enforcement issues.
- Protecting student privacy strengthens trust between families and schools.

What the Bill Does

1. Protects Access to Education

- Guarantees every child the right to attend K-12 public education, regardless of immigration status.
- Prevents schools from denying enrollment or limiting educational access based on a student's or family member's status.

2. Ensures Equal Participation

- Requires that all students and families can participate fully in school programs, activities, and services.
- Prohibits policies or administrative practices that indirectly exclude students because of immigration status.

3. Safeguards Student Information

- Prevents schools from threatening to disclose or sharing immigration-related information about students or families.
- Prohibits disclosure to immigration or law enforcement agencies based on perceived or actual status.

4. Requires Local Compliance Policies that Establish Clear Rules for Immigration Enforcement on School Grounds

- Schools and districts are responsible for developing policy and procedures that ensure these protections, including:
 - Review judicial warrants and subpoenas
 - Monitor and document interactions with law enforcement
 - Gain consent from parents for students under 18 years of age

Why This Matters

- Students who feel safe attend school more regularly and perform better academically.
- Clear statewide standards protect districts from confusion and legal risk.
- Safe schools support stronger communities, a healthier workforce, and a more stable economy.

This bill strengthens Minnesota’s commitment to equal education, student safety, and clear school policies — ensuring that schools remain focused on teaching, not immigration enforcement.

Written Testimony

HF3409

Wednesday February 18, 2026

St. James high school student statement, District 21B

ICE has had a huge impact on my life and my family's. My mom is worried about me coming to school and she'd prefer I didn't. And I can't go out with my friends because of the fear of being caught.

Written Testimony

HF3409

Wednesday February 18, 2026

St. James, MN community member and parent

It has affected us mentally, economically, and physical. We live in fear of being beaten, assaulted, or abused. Since December 20th, we haven't gone to the stores to buy food in person. I canceled two months of work cleaning houses. My daughter has suffered from not being able to go out; no one came to her birthday party. Her friends were afraid to go out because they had heard stories of people being abducted. We live in fear of being watched and having to be constantly on alert, even though we have legal documents to live and work here. I work at a school and I saw fear in many children, and I also arrived and left each day in fear. I suffer from diabetes and cancer, and I had to cancel several appointments out of fear. This affects us and continues to affect us.



AUSTIN ASPIRES

Michelle Baker
Executive Director

318 North Main Street
Austin, MN 55912

📞 507.437.0920

✉ director@austinaspires.org

educational excellence from cradle to career

2/12/2026

Dear Members of the Committee,

My name is Michelle Baker, and I serve as Executive Director with Austin Aspires in Austin, Minnesota. Our work focuses on supporting students and families as they navigate school, transitions to post-secondary education, and long-term success.

I am writing in strong support of the Education Protection Bill, which seeks to amend the school code to strengthen protections related to citizenship and immigration status, access to education, equal protection, and information privacy.

At the core of our work is a simple truth: students cannot learn, grow, or plan for their future if they do not feel safe.

We work with students and families who are navigating complex barriers related to documentation status, fear of enforcement, misinformation, and concerns about how personal information is collected or shared. These fears directly impact whether families engage with schools, attend events, complete forms, or access support services.

As a service organization, we are seeing a noticeable shift in how families engage. Families are reaching out less than they used to and, in many cases, are hesitant to attend community events intended to provide support and connection. This appears driven by fear and uncertainty.

For students, this uncertainty extends into their educational experience. When students feel unsafe or unsure about what engaging with school may mean for them or their families, it impacts attendance and participation. Over time, absences create gaps in functional learning that compound and affect long-term academic success.

Maslow's Hierarchy of Needs reminds us that basic safety and security must come before learning, growth, and self-actualization. When students or families are worried about whether their personal information could be shared, whether asking for help could expose them to risk, or whether their presence in a school space is truly protected, their cognitive and emotional energy shifts into survival mode. This shows up in schools as:

- Chronic absenteeism
- Disengagement from postsecondary planning
- Reluctance to access academic or mental health supports
- Families avoid school communication.

This dynamic plays out in real time in our Aspiring Leaders of Tomorrow (ALOT) program, which serves students navigating systemic barriers to post-secondary access. ALOT is grounded in the belief that trusted relationships and a sense of safety are prerequisites to academic and future planning success. When those foundational needs are threatened, students are less able to engage in learning, goal-setting, and long-term planning.

This bill supports the foundational conditions students need to learn: safety, trust, and belonging. Codifying protections related to citizenship and immigration status in school policy matters because it sends a clear message to families that schools are safe and inclusive spaces, protects student privacy and dignity, supports educators and staff with clear guidance, and builds trust between schools and communities.

Our mission at Austin Aspires centers on ensuring students feel safe enough to show up, supported enough to engage, and hopeful enough to plan for their future. I urge you to support the Education Protection Bill and the inclusion of citizenship and immigration status protections in school code.

Thank you for your leadership and for your commitment to the well-being and future of our students.

Respectfully,



Michelle Baker, Executive Director

Written Testimony in Support of HF3409 – Education Protection Bill

February 15, 2026

Co-Chair Jordan, Co-Chair Bennett, and Members of the Committee,

Some mornings I stand in my classroom and count the empty chairs before I begin teaching, because so many of my students are too afraid to come to school.

My name is Nickie Hayes. I am a fourth and fifth grade teacher in a public elementary school in New Hope, Minnesota, and I have been teaching for sixteen years. I am writing to urge you to pass HF3409.

Over my career, I have helped students prepare for active shooter drills. I have supported children through the unrest following the murder of George Floyd. I have helped students recover from the academic and emotional impacts of COVID-19. All of these were difficult. But none compare to what I am witnessing now.

My school is a vibrant, thriving community of Mexican, Somali, Nigerian, Kenyan, Ecuadorian, Liberian, Guatemalan, and many other families. These families are hardworking, compassionate, and deeply committed to their children's education. They are part of the fabric of our school.

When immigration enforcement activity began appearing in our community, attendance began to fall. Families were simply too afraid to send their children to school. I reached out to some of these families personally, offering to bring groceries, run errands, or help in any way I could.

When I delivered food, I saw the fear on parents' faces. I remember embracing one mother, and without words, we both understood what the other was feeling. We cried together, not knowing what would happen next, not knowing if I would see her or her children again, not knowing whether the life they had struggled so hard to build here would suddenly disappear.

These are not abstract policy debates to us. These are the families we know. Many I have known for years. I have taught their siblings, their cousins. I have watched them grow.

One of my fifth grade students, whom I will call A, came to Minnesota with her family from Ecuador so her brother could receive medical treatment for spina bifida that was unavailable in their home country. A is an English learner who also receives special education services in reading and writing. She works incredibly hard and is strong in mathematics. This year, she earned a place on our Math Masters team.

Recently, her family became too afraid to send their children to school. A is now missing core instruction, English language services, special education support, and the enrichment opportunities she worked so hard to earn. When families are afraid to bring their children to school, access to education is no longer equal in practice, even if it exists in theory.

Another student, C, is a fifth grader whose family came to the United States to escape violence in El Salvador. He is behind in several subjects and requires consistent, daily intervention to make the progress he needs before middle school. Every day he misses puts him further behind, not because of lack of effort, but because fear is keeping him from the classroom.

I also have a fourth grade student, P, whose family is here on legal status. She witnessed several neighbors in her apartment building being taken into custody. Since then, she has become withdrawn and fearful and shows clear signs of trauma. This fear does not stop with undocumented families. It spreads to citizens, to classmates, and to entire classrooms.

In response to what is happening, some staff and families have formed a safety brigade to help monitor arrival and dismissal because enforcement vehicles have been present in nearby parking lots. This is not what schools should have to do. Schools should not be places where families feel watched or threatened, or where educators feel responsible for acting as a physical barrier between children and harm.

In one of my math classes, nearly half of the students have been absent at times. I stand in front of class staring at empty chairs, and I cry. My students know why. The room feels quiet, heavy, and incomplete. Children ask where their friends are. They worry about them. They worry about themselves.

This bill matters because it addresses exactly what we are experiencing.

Schools must be places where children are guaranteed access to education regardless of immigration or citizenship status. Families must know that information about them will not be used against them. Clear limits on immigration enforcement access to school property are essential to maintaining schools as safe places for learning. And districts need clear policies so educators can focus on teaching instead of navigating fear and uncertainty.

Public education is built on the promise that every child has the right to learn in safety and dignity. Right now, that promise is being eroded by fear.

I keep thinking about the empty chairs in my classroom. Each one belongs to a child who deserves to be there, learning, laughing, and growing alongside their classmates. When fear keeps a child out of school, we all lose, not just that child, but our communities and our future. Please pass this bill so those chairs can be filled again.

Thank you for your time and your commitment to Minnesota's children.

Respectfully,
Nickie Hayes
Fourth and Fifth Grade Teacher
New Hope, Minnesota

Open Letter Supporting Minnesota's Education Protection Bill to Protect All Students, Regardless of Immigration Status - HF3409

To Minnesota State Policymakers, Education Leaders, and Community Members:

As federal civil rights protections face renewed legal and political threats, Minnesota has both the authority and responsibility to act. We urge lawmakers to enact state-level protections that explicitly guarantee every child—regardless of immigration status—access to a free public K–12 education and ensure schools remain safe, welcoming places of learning.

Specifically, we call on Minnesota lawmakers to enact legislation that:

- **Guarantees access to free public K–12 education regardless of immigration status;**
- **Protects students and families from threats**, including threats related to immigration enforcement or law enforcement activity on school grounds;
- **Prohibits intimidation, coercion, or harassment** of students or families based on actual or perceived immigration or citizenship status, affirming that schools are spaces of learning not surveillance or fear;
- **Protects student and family information from collection, use, or disclosure** for immigration enforcement purposes, including prohibiting schools from requesting, collecting, or sharing information about actual or perceived immigration or citizenship status unless strictly required by law;
- **Affirms that schools are safe, welcoming spaces**, where educators can focus on teaching and students can attend without fear that their presence will place themselves or their loved ones at risk;
- **Provides clear guidance and accountability** so school staff are not placed in the role of immigration enforcement and families have meaningful remedies when violations occur.

Districts across Minnesota are experiencing serious disruptions to learning as a result of increased ICE activity. Schools have reported sharp spikes in absenteeism, rapid shifts to online learning, and heightened fear among students and families. In some districts, as many as **20 to 40 percent of students have been absent in recent weeks**, with particularly severe impacts on multilingual learners and immigrant communities. **These disruptions are not limited to immigrant students; U.S. citizen children are also missing school, losing access to in-person learning, and experiencing instability as entire classrooms and school communities are**

affected. Together, these impacts are undermining student learning, destabilizing school operations, and threatening district funding.

Minnesota's public education system serves roughly **870,000 K–12 students**, including large and growing populations of English learners and children from immigrant families. Nearly one in five Minnesota children has at least one foreign-born parent, and many districts, including Minneapolis and Saint Paul, report that **over 1 of 5 students are English learners.** These students contribute to the vitality and future of Minnesota's communities. Keeping them in school is both a moral obligation and an economic necessity.

Excluding children from education carries severe economic consequences. Declining enrollment jeopardizes school funding, staffing, and programs. Nationally, **excluding immigrant students would shrink the U.S. economy by more than \$1 trillion in lifetime earnings, reduce the workforce by over 750,000 workers, and increase health costs by \$24.2 billion.** **In Minnesota, immigrants make up approximately 11 percent of the workforce,** a share that continues to grow, underscoring how essential immigrant families are to the state's economic vitality.

With population growth slowing among younger age groups, Minnesota's future depends on educating all students. Fear-driven absenteeism erodes trust in schools and deepens inequities, particularly for English learners and students from immigrant-origin families. **Education is a proven public health investment, linked to better health outcomes, lower incarceration rates, and higher lifetime earnings.**

Minnesota prides itself on fairness, opportunity, and investing in the common good. Codifying protections for all students would reaffirm these values and ensure schools remain places of learning, inclusion, and community, not fear.

Ensuring every child has access to education is essential to Minnesota's future.

Signed,

Push Forward Minnesota Coalition & Partners:





Hope United **CDC**
A Catalyst of Hope

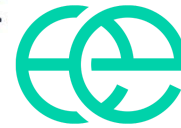


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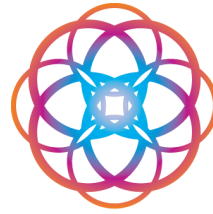


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Dominique Buffett
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Community Member
Katie Sandsmark
EL Educator
Sara Mosley-Waltz
Community Member
Thomas Rochon
Community Member
Emma Welter

Math Teacher
Jessica Hoida
Licensed Psychologist
Sara Metz
Community Member
Chauntyll Allen
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Navin Solórzano O'Brien
Lead Organizer
**Educators 4 Excellence
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Erin Sandsmark
Executive Director
**Solutions Not
Suspensions**
Emily Lauer
Community Member
Khulia Pringle
Executive Director
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Christina R Lynch
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Malaika Eban
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Legal Rights Center
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Karissa Stotts
Educator
Pang Yang
Executive Director
MN Zej Zog
BG Tucker
Executive Director

College Possible
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Kyle Parsons
Senior Programs
Officer/Advocacy
Greater Minnesota
Schools
Dr. Sabrina Edwards
Senior Student Services
Officer
Hiawatha Academies
Kate Foster
Educator
Ivette Izea-Martinez
Senior Programs Officer
Advocacy
Greater Twin Cities
United Way
Kathryn Wood
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Nafeesah Muhammad
Educator
Michelle Baker
Executive Director
Austin Aspires
Thomas Anderson
Executive Director
Students United
Jeimmy Yusty Rojas
Director of Cradle to
Carrier Initiatives
RiseUp Partnership
Anne Soto
Executive Director
Midwest

World Savvy
Kelly Sander
Community Member
Em Hodge
State Chair
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Dr. Erik Lien
Community Member
Joey Cienian
Executive Director
Minnesota Association of
Charter Schools
Charlie Tirey
Organizer
Community Member
David John Peterson
Community Member
Elba Garza
Garza Legacy Group
Alma Flores
Executive Director
Latino Economic
Development Center MN
Allison Williams
Community Member
Irma Marquez Trapero
CEO
LatinoLEAD
Alexander Delgado
Director of Policy
Esperanza United
Miriam L.D. Goodson
Executive Director
Alliance of Chicanos,
Hispanics, and Latin
Americans
Annastacia
Belladonna-Carrera
State Director
Common Cause MN

Mike Kunert

Community Member

Josh Downham

Director of Government

**Minneapolis Public
Schools**

John J. Fanning

Community Member

Anna Asendorf

Community Member

Tell MN Lawmakers: Keep Schools Safe For Every Student

We urge state lawmakers to enact state-level protections that guarantee every child in Minnesota, regardless of immigration status, access to a free public K–12 education and ensure schools remain safe, welcoming places of learning.

Minnesota has both the authority and responsibility to act. Fear is already keeping children out of school, disrupting learning, lowering attendance, and undermining trust in our classrooms. It's impacting not only immigrant students, but U.S. citizen children in mixed-status families and entire school communities.

We call on Minnesota lawmakers to pass legislation that:

- Guarantees access to free public K–12 education regardless of immigration status
- Affirms schools as safe, welcoming spaces, free from intimidation, harassment, or fear
- Prohibits immigration enforcement activity on school grounds
- Protects student and family information from being collected, shared, or used for immigration enforcement
- Ensures educators and school staff are not placed in the role of immigration enforcement
- Provides clear guidance and accountability when violations occur

Denying children an education based on immigration status harms students, schools, and society as a whole. Minnesota should codify these protections into state law to provide clarity, stability, and safety for students, families, and educators—regardless of shifting federal interpretations.

Minnesota's future depends on schools that are places of learning, inclusion, and opportunity, not fear. We urge Minnesota lawmakers to act now.

Signed,

First Name	Last Name	Organization Name	Position
Carlene	Benoit	Mattahunt Elementary School	Current preK-12 teacher
Mina	Johnson	Educators for Excellence	Education supporter
Anna	Rohde	Cristo Rey Jesuit High School	Current preK-12 teacher
Mary Fran	Schwartz	Battle Creek Elementary School	Former preK-12 educator

Raphael	Lucas	270 Meadowbrook Elem - TS	Other school-based staff
Aberdeen	Rodriguez	Nellie Stone Johnson Elementary School	Current preK-12 teacher
Sonya	Boyd	Washington Technology Magnet School	Current preK-12 teacher
Rosa	Hernandez Tirado	Las Estrellas Elementary School	Current preK-12 teacher
Marques	Robertson	Crossroads Montessori	Current paraprofessional
Jacob	Olson	North High School	Current preK-12 teacher
Craig	Anderson	Battle Creek Elementary School	Current principal
Terell	Johnson	Longfellow Alternative High School	Current preK-12 teacher
Tatrina	Lyon	Lucy Laney Elementary School	Current preK-12 teacher
LaMin	Aung	Hope Community Academy	Current paraprofessional
William	Green	Washington Technology Magnet School	Other school-based staff
Raphael	Lucas	270 Meadowbrook Elem - TS	Other school-based staff
Susan	Providence	MN_school_SPPS	Current preK-12 teacher
Ana	Duran	Las Estrellas Elementary School	Current preK-12 teacher
Lorrie	Spading	Community of Peace Academy High School	Current preK-12 teacher
Melissa	Jarvis	MN_school_nonpriorityschool	Current preK-12 teacher
Karron	Willis	North High School	Current preK-12 teacher
Kayla	Brown	Heights Community School	Current preK-12 teacher
Dolly	Mariucci	Wellstone Elementary School	Current preK-12 teacher
John	Horton	J.J. Hill Montessori Magnet School	Current preK-12 teacher
Quinn	Millibergity	Washington Technology Magnet School	Current preK-12 teacher
Jill	Christopherson	Saint Paul Music Academy	Current preK-12 teacher
Erin	Day	Benjamin E Mays Elementary School	Current preK-12 teacher
Chanel	Sasse	Hamline Elementary School	Current paraprofessional
Allison	Blau	Olson Middle School	Current paraprofessional
Marcy	Berenato	Battle Creek Elementary School	Current preK-12 teacher
Danielle	Staniter	North High School	Current preK-12 teacher
Maren	Swann	L'Etoile Du Nord French Immersion	Current preK-12 teacher
Sadie	Oraskovich	Champlin Park High School	Current preK-12 teacher

Kelly	Koehn	Wayzata High	Current preK-12 teacher
Sydney	Birkeland	Heights Community School	Other school-based staff
Dawna	Diamon	MPS Metro Education Services	Current preK-12 teacher
Sharon	Morrissey	J.J. Hill Montessori Magnet School	Current paraprofessional
Kyle	Freund	Kyle Freund Household	Current preK-12 teacher
Shawna	Asendorf	Shawna Asendorf Household	Other school-based staff
Sophia	Ballman	Sophia Ballman Household	Education supporter
Nickie	Hayes	Nickie Hayes Household	Current preK-12 teacher
Annie	Kline	Cityview Elementary School	Other school-based staff
Sara	Asendorf	Sara Asendorf Household	Current preK-12 teacher
Joe	Nelson	Joe Nelson Household	Other school-based staff
Kelly	Betzold	Kelly Betzold Household	Other school-based staff
Anna	Benker	Anna Benker Household	Education supporter
Kelsey	Thingvold	Hiawatha Northrop - Middle School	Current preK-12 teacher
Claudia	Oestenstad	Cristo Rey Jesuit High School	Current preK-12 teacher
Alicia	vera	Alicia vera Household	Education supporter
Colleen	Ruginis	Cristo Rey Jesuit High School	Current preK-12 teacher
Chelsea	Johnson	Chelsea Johnson Household	Current preK-12 teacher
BG	Tucker	BG Tucker Household	Former preK-12 educator
Qiana	Dukek	Qiana Dukek Household	Education supporter
Tonny	Pham	Tonny Pham Household	Other school-based staff
Riley	Hodin	Riley Hodin Household	Other school-based staff
Miriam	Schwartz	Miriam Schwartz Household	Education supporter
Sarah	Diamond	Sarah Diamond Household	Education supporter
Elise	Ogden	Elise Ogden Household	Education supporter
Julia	Kreger	Julia Kreger Household	Education supporter
Sarah	Halverson	Sarah Halverson Household	Education supporter
Nathaniel	Singer	Nathaniel Singer Household	Other school-based staff
Hanna	Lee	Hanna Lee Household	Education supporter
Pahoua	Vang	Pahoua Vang Household	Education supporter

Terrance	Kodluboy	Terrance Kodluboy Household	Education supporter
Emilia	Nowaczewski	Emilia Nowaczewski Household	Other school-based staff
McKenzie	Meyer	McKenzie Meyer Household	Education supporter
Jonathan	Gibbons	Jonathan Gibbons Household	Current paraprofessional
Arielle	Newfield	Arielle Newfield Household	Other school-based staff
Isabella	Cook	Isabella Cook Household	Education supporter
Catrina	Toebe	Catrina Toebe Household	Education supporter
Alexander	Sanchez Rodriguez	Alexander Sanchez Rodriguez Household	Education supporter
Minnie	Her	Minnie Her Household	Education supporter
Simon	Kigelman	Simon Kigelman Household	Education supporter
Brendan	Klein	Brendan Klein Household	Education supporter
Christopher	O'Mara	Christopher O'Mara Household	Education supporter
Anna	Nowaczewski	Anna Nowaczewski Household	Education supporter
Alexis	Lathrop	Alexis Lathrop Household	Education supporter
Kira	Lipkovsky	Kira Lipkovsky Household	Other school-based staff
Sophie	Kampmeyer	Sophie Kampmeyer Household	Education supporter
	Unknown	Unknown Household	Education supporter
Maggie	Votruba	Maggie Votruba Household	Education supporter
Zaid	Alwaisi	Zaid Alwaisi Household	Education supporter
Darbi	Renaud	Darbi Renaud Household	Education supporter
Estefania	Jauregui	Estefania Jauregui Household	Education supporter
Sydney	Summers	Sydney Summers Household	Other school-based staff
Shannon	Thao	Shannon Thao Household	Education supporter
Spencer	Wakefield	Spencer Wakefield Household	Education supporter
Lynnsey	Renaud	Lynnsey Renaud Household	Other school-based staff
Kim	Wakefield	Kim Wakefield Household	Other school-based staff
Paige	Gowen	Paige Gowen Household	Education supporter
April	Hunter	April Hunter Household	Education supporter
Jody	Jackson	Jody Jackson Household	Education supporter
Jody	Jackson	Jody Jackson Household	Education supporter

Lucy	Pedro	Lucy Pedro Household	Education supporter
Michelle	Nowaczewski	Michelle Nowaczewski Household	Education supporter
Emily	Fulton-Folwy	Emily Fulton-Folwy Household	Education supporter
Elizabeth	Gronquist	Elizabeth Gronquist Household	Former preK-12 educator
Alyssa	Newfield	Alyssa Newfield Household	Education supporter
Shannon	Nelson	Shannon Nelson Household	Other school-based staff
Katrina	Kramer	Katrina Kramer Household	Education supporter
Safron	Blais	Safron Blais Household	Education supporter
Sandy	Canseco	Sandy Canseco Household	Education supporter
Olivia	Newfield	Olivia Newfield Household	Former preK-12 educator
Collins	West	Collins West Household	Former preK-12 educator
Abby	Quade	Abby Quade Household	Education supporter
John	Horton	John Horton Household	Current preK-12 teacher
Craig	Anderson	Craig Anderson Household	Current school administrator
Laura	D'Aigle	Justice Alan Page Elementary	Current preK-12 teacher
Sandy	Canseco	Sandy Canseco Household	Education supporter
Benjamin	Marsh	Benjamin Marsh Household	Education supporter
Amy	McMillen	Amy McMillen Household	Education supporter
Perry	Petersen	Perry Petersen Household	Education supporter
Eyob	Neda	Eyob Neda Household	Education supporter
Emily	Casselman	Emily Casselman Household	Education supporter
Irwin	Flores	Irwin Flores Household	Education supporter
Ashley	Collins	Ashley Collins Household	Education supporter
Juwahn	Aran	Juwahn Aran Household	Current paraprofessional
Kalia	Vang	MN_school_nonpriorityschool	Current preK-12 teacher
Carmita	McGlory	Carmita McGlory Household	Education supporter
Marina	Medina	Marina Medina Household	Current preK-12 teacher

Written Testimony

HF3409

Wednesday February 18, 2026

Red Wing teacher statement:

When the election results were confirmed, I observed students arriving at school in visible distress, with several getting off the bus in tears.

Since the beginning of the year, many students have expressed fear about leaving their homes. In my classroom, students frequently become emotional, crying due to anxiety about their parents commuting to work during the day. Overall, students appear increasingly agitated and reluctant to engage in class activities, and I have noticed a significant rise in self-isolating behaviors.

One student shared that she was unable to celebrate her birthday or have the cake she wanted because local stores were closed due to ICE activity. These experiences are having a profound emotional impact on students. Concentration has become increasingly difficult for many of them. During quiet reading or independent thinking time, students often become restless or distressed. Since the beginning of January, the number of bathroom requests during class has increased nearly fourfold, which appears to be linked to heightened anxiety.

Additionally, after-school tutoring programs that were previously available are no longer in place, as families fear ICE encounters during the commute home after tutoring hours.

As we recently concluded the semester, I have observed the highest number of course failures in my five years in this role, which I believe is directly connected to the emotional and psychological stress students are currently experiencing.