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**IN THE UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF OREGON
EUGENE DIVISION**

PINEROS Y CAMPESINOS UNIDOS DEL NOROESTE; AUGUSTANA LUTHERAN CHURCH; OUR LADY OF GUADALUPE PARISH; SAN FRANCISCO INTERFAITH COUNCIL; WESTMINSTER PRESBYTERIAN CHURCH; NATIONAL EDUCATION ASSOCIATION; AMERICAN FEDERATION OF TEACHERS; AMY LOMANTO; HANNA MAE ANDERSON; LAUREN FONG; and CAROLINE KEATING MEDEIROS,

Plaintiffs,

v.

KRISTI NOEM, in her official capacity as Secretary of Homeland Security; U.S. DEPARTMENT OF HOMELAND SECURITY; TODD LYONS, in his official capacity as Acting Director of Immigration and Customs Enforcement; U.S. IMMIGRATION AND CUSTOMS ENFORCEMENT; RODNEY S. SCOTT in his official capacity as Commissioner of Customs and Border Protection; U.S. CUSTOMS AND BORDER PROTECTION,

Defendants.

Civil Action No.: 6:25-cv-699-AA

DECLARATION OF T-S- IN SUPPORT OF PLAINTIFFS NATIONAL EDUCATION ASSOCIATION AND AMERICAN FEDERATION OF TEACHERS' MOTION FOR STAY UNDER 5 U.S.C. § 705

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I, T [REDACTED] S [REDACTED] (“T-S-”), upon my personal knowledge, hereby declare under penalty of perjury as follows:

1. My name is T-S-. The facts set forth in this declaration are based on my personal knowledge, unless otherwise indicated, and, if called as a witness, I could and would testify thereto. I am over eighteen years of age and of sound mind to declare to the facts stated herein.
2. I currently serve as a special education and world history teacher in a Pennsylvania high school.
3. I hold a bachelor's degree in education.
4. I am a member of the National Education Association (NEA). I have also served as the building representative for my local union, which is part of the NEA.
5. In my high school, about 10% of the students are English as a Second Language (ESL) students, and many of them have recently immigrated to the United States.
6. Before January 2025, I was aware of the 2021 sensitive locations memo, and understood and relied upon the policy that immigration enforcement would not occur at our school.
7. I learned about the rescission of the sensitive locations memo shortly after it occurred in January 2025.
8. I have seen the impact of students' fear of immigration enforcement at my school. Since the rescission of sensitive locations memo, Hispanic students are afraid to engage in classroom conversation, don't discuss their home lives, and are more conscious about their accents. In the spring semester, students who could be subject to immigration enforcement began attending class less regularly. It is my understanding that this fear, reluctance to speak up and decrease in attendance has occurred because of the fears of students and their families that immigration enforcement will occur at or near our school.

9. One Hispanic student, AB, was a sophomore and a recipient of special education services, including access to one-on-one academic support, the school's resource room, a case manager, and a counselor. AB was also learning English as a second language, giving him access to a dual language paraprofessional aid. AB stopped attending school after the revocation of sensitive locations protections, and he failed to attend school for the remainder of the spring semester.
10. Because AB was a student requiring special education, several Individualized Education Program (IEP) meetings were held after he stopped coming to school. He and his mother indicated in those meetings that he stopped coming to school because he is too afraid to leave his house given the increased threat of immigration enforcement, including at and around school. I tried to move AB to a cyber learning platform after their family requested that change, but it was a difficult process because part of the school district's criteria for the cyber learning platform required good attendance at school.
11. The school eventually agreed to move AB to online learning for the rest of the semester after they continued to express a fear of deportation and ICE enforcement at our school, but his family did not have access to WiFi at home and the school would not provide it as a special education service. Because of his fear of attending school, AB did not receive any instruction for the remainder of the spring semester. Consequently, AB did not pass any of his classes in Spring 2025, and he was not advanced to junior status because of his lack of attendance.
12. In Fall 2025, AB was dropped from my school's rolls due to his continued failure to attend school. We held an IEP meeting in October 2025, with AB's mother participating by phone. She indicated that their situation had not changed and so AB would not be attending school in person. The school indicated that it still could not make WiFi available to AB, so AB still was unable to participate in online classes.

13. Another of my students, John Doe, was a junior during Spring 2025. John has an undocumented immediate family member. Even though he previously had good attendance at school, following the revocation of the sensitive locations memo, he missed between twelve to twenty class days during the spring semester because they were afraid to come to school. John said they were afraid to come to school and I could often see the anxiety and fear on his face.
14. I have seen how my students' fear of immigration enforcement at school impacts their learning and development. In my classroom, I have witnessed increased failure to attend classes, talking back to teachers, decreased academic attention, and other rule breaking. All of this disrupts my teaching and the learning environment not only for the students fearful of immigration enforcement, but for the class as a whole.
15. I have observed that my students who are newcomers are tired in class and are very quiet, and don't talk about their home life at all. These students are less engaged in class and fail to complete assignments, making my job much more difficult. In writing assignments they do complete, these students discuss their fears related to immigration enforcement.
16. Since January 2025, I have noticed that more parents of newcomers have failed to attend IEP meetings, which negatively affects the planning for the delivery of instruction and services for their children because the parents cannot provide information about what is needed to help their child be successful. It is my understanding that parents are fearful of attending these meetings because of their fear of immigration enforcement occurring at or near our school.
17. The overall fear of immigration enforcement among my students and their families has greatly increased my stress at work and has made my work as an educator much more difficult and time-consuming.
18. I am afraid that members of my community, members of the public, or my employer will

retaliate against or harass me and my family if my identity becomes public in connection with this lawsuit. I am also afraid that federal law enforcement may target me, my school, or my students as a result of my participation in this lawsuit.

I declare under penalty of perjury and under the laws of the United States that the foregoing is true and correct to the best of my knowledge.

Executed in [REDACTED], PA on 2/06/26.

[REDACTED]
[REDACTED]

[REDACTED] [REDACTED]

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