

## SB 1572 STAFF MEASURE SUMMARY

### Senate Committee On Education

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**Meeting Dates:** 2/12

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#### WHAT THE MEASURE DOES:

The measure requires a school district's procedures to allow teachers and administrators to immediately remove a disruptive student from the classroom and prohibit that student from returning to the classroom until they receive the teacher's written consent. It requires a student to demonstrate Essential Learning Skills in reading, writing, and math before receiving a high school diploma or modified diploma. It requires each school district to provide immediate and intensive reading instruction to students in grades K-3 who are found to be below grade level in reading, and to prohibit a student who has not achieved third-grade reading proficiency from advancing to the next grade level. The measure takes effect on July 1, 2026.

#### Detailed Summary

- Adds disruptive behavior to conduct for which a student can be disciplined, suspended, or expelled
- Requires a placement review committee of one administrator, one teacher, and one parent to consider certain factors and to develop a written plan for a student who has not received written consent to return to their classroom
- Prevents a school administrator, teacher, or other school employee from being held criminally or civilly liable for disciplining a student in compliance with state and federal law
- Requires discipline requirements to take effect for the 2026-2027 school year
- Defines Essential Learning Skills and requires the State Board of Education to adopt proficiency standards and assessment options for reading, writing, and math
- Requires that academic content standards for language arts use teaching strategies derived from the science of reading and writing beginning in the 2029-2030 school year
- Allows the State Board of Education to adopt rules that allow a student who has not achieved third-grade reading proficiency to advance to the next grade level only for good cause, which cannot include the student's age

*Fiscal impact: May have fiscal impact, but no statement yet issued*

*Revenue impact: May have revenue impact, but no statement yet issued*

#### ISSUES DISCUSSED:

#### EFFECT OF AMENDMENT:

No amendment.

#### BACKGROUND:

Requirements in ORS 339.250 that district school boards develop policies to manage students who threaten violence or harm in public schools, including immediately removing any student who threatened to injure another person or to severely damage school property, have been in state law since the passage of House Bill 3444 (1999). Changes to the statute since 2011 have largely attempted to limit the use of physical force, restraint and seclusion, and the use of suspension or expulsion for students in elementary school or to address truancy. Reports of increasing disruptive behavior in classrooms date back to at least 2019 in Oregon, when the Oregon Education Association (OEA) published its report on "[A Crisis of Disrupted Learning](#)."

Assessment of Essential Learning Skills is codified in Oregon administrative rule, rather than state statute (OAR 581-022-2115). Senate Bill 744 (2021) required the Oregon Department of Education (ODE) to review state requirements for high school diploma options and analyze the effectiveness of the Essential Learning Skills, and suspended the Essential Learning Skills requirements through the 2023-2024 school year. The resulting [report](#) from ODE recommended retaining and updating the list of Essential Skills. In October 2023, the State Board of Education [suspended](#) the Essential Skills diploma requirement until the 2027-2028 school year.

House Bill 3198 (2023) established Oregon's Early Literacy Success Initiative, Birth Through Five Literacy Plan, and Early Literacy Success Community Grant program, which required grant recipients ensure that literacy assessments, tools, curricula, and resources were culturally responsive and based on the science of reading and writing.

**PRELIMINARY**