



To: Chair Lew Frederick and Vice-Chair
Suzanne Weber
Senate Education Committee

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

On behalf of the Oregon Family Support Network (OFSN), we submit this testimony in strong opposition to Senate Bill 1572.

OFSN is a family-run, peer-led organization that has supported Oregon families for more than 35 years. We provide one-on-one peer support through certified Family Support Specialists—parents and caregivers with lived experience raising children with complex behavioral health, developmental, and system-involved needs. We also provide statewide training, workforce development, and system-level advocacy grounded in family voice. The families we represent are the families most likely to be harmed by the provisions of SB 1572.

From a family and disability justice perspective, SB 1572 moves Oregon in the wrong direction and should not advance.

Disability-related behavior is often misinterpreted as “disruption.” Children with developmental disabilities, mental health conditions, and trauma histories frequently communicate distress, unmet needs, or sensory overload through behavior. These behaviors are not willful misconduct or intentional interference with learning—they are communication. SB 1572 allows students to be removed from classrooms based on subjective determinations of repeated interference, rather than triggering assessment, accommodation, and support.

Although SB 1572 asserts that discipline policies must comply with state and federal disability laws, including the Individuals with Disabilities Education Act (IDEA), this assurance does not reflect the reality families experience. Implementation of Individualized Education Programs (IEPs) is often inconsistent, and many children have not yet been identified or evaluated when behavioral concerns first arise. Under SB 1572, these children are punished for unmet needs rather than offered a pathway to assessment, services, and inclusion. This creates a punitive pathway of exclusion at precisely the moment intervention is most needed.

SB 1572 gives too much power to a single adult by allowing one teacher to remove a student and block their return. This concentrates authority in ways that increase the risk of bias and exclusion and removes meaningful checks on decisions that profoundly affect a child’s access to education.



Children with developmental disabilities, mental health needs, and trauma histories are already disciplined at disproportionately high rates. SB 1572 would exacerbate these inequities by expanding exclusionary responses rather than addressing unmet support needs.

Removal from the classroom often results in lost instructional time without guaranteed access to appropriate behavioral or mental health supports. In practice, removal frequently means sitting in offices, being sent home, or missing school altogether, placing additional strain on families and increasing the likelihood of crisis.

Decades of research and lived experience demonstrate that exclusionary discipline escalates problems rather than solving them. It undermines inclusive, trauma-informed education practices and pushes students further from academic success.

As a family-run peer organization, OFSN believes it is essential to oppose policies that harm the children and families we serve. SB 1572 prioritizes adult authority over child inclusion and fails to address the real needs driving classroom challenges. We urge the Senate Education Committee to not move SB 1572 forward.

Thank you for the opportunity to submit this testimony and for your consideration of the perspectives of families across Oregon.

Respectfully submitted,

Tammi S. Paul, Executive Director