

Submitter: Anthony Miller
On Behalf Of:
Committee: Senate Committee On Education
Measure, Appointment or Topic: SB1572

Chair and Members of the Committee,

I am writing in support of SB 1572. This bill takes important steps to restore effective learning environments, strengthen literacy outcomes, and ensure that Oregon diplomas reflect meaningful academic achievement.

Teachers need the ability to maintain functional classrooms.

SB 1572 gives teachers clear authority to remove a student who repeatedly interferes with instruction and learning. This is not about punishment — it is about protecting the learning environment for every student in the room. When persistent disruptions go unaddressed, the students who most want to learn are the ones who pay the price.

At the same time, the bill requires structured processes for returning students to the classroom and mandates placement review when removal occurs. That balance is critical. It supports teachers while still ensuring that students who struggle with behavior receive appropriate review and placement decisions rather than being ignored or pushed aside.

It prioritizes literacy using evidence-based standards.

Requiring academic standards for language arts that are grounded in the science of reading and writing is long overdue. Decades of research show that explicit, systematic instruction in foundational reading skills is essential, particularly for students who do not pick up reading intuitively. Aligning standards with proven methods gives teachers clearer guidance and students a better chance at long-term success.

The third-grade reading proficiency provisions are also important. Third grade is a widely recognized milestone: students transition from learning to read to reading to learn. Allowing students to move forward without basic reading skills makes every subsequent year harder. Identifying gaps early and intervening before students fall further behind is a more humane and effective approach than allowing silent failure to compound over time.

Diplomas should signal real readiness.

Requiring students to demonstrate proficiency in essential learning skills before earning a standard diploma helps restore the value and credibility of that credential. Employers, colleges, and the public should be able to trust that a high school diploma

represents a meaningful level of preparation. Providing a modified diploma option maintains flexibility while still being honest about academic readiness.

Clear expectations benefit everyone.

Students do better when expectations are consistent and transparent. Teachers do better when they have clear authority and clear standards. Families do better when they understand what schools are working toward. SB 1572 moves Oregon toward a system where learning, safety, and academic achievement are the central focus.

This bill does not solve every challenge facing our schools, but it addresses several core issues directly: classroom disruption, early literacy, and diploma integrity. Those are foundational. Without them, other reforms struggle to take hold.

I respectfully urge you to support SB 1572.

Thank you for your time and consideration.

Anthony Miller
Rogue River, OR