



February 11, 2026

To: Senator Frederick, Chair, and Members of the Senate Committee on Education

From: Oregon Developmental Disabilities Coalition

RE: Senate Bill 1572 (Oppose)

To Chair Frederick, Vice-Chair Weber, and Members of the Committee:

The Oregon Developmental Disabilities Coalition (“DD Coalition”) is strongly opposed to Senate Bill 1572. In Oregon, every child deserves access to Free Appropriate Public Education. The proposal before you is one that threatens equal access to educational opportunities for children with intellectual and developmental disabilities (IDD).

The problems identified with the bill include the following:

1. The requirement that school districts develop a policy to exclude students who “repeatedly disrupt” the teacher or other students will target students with disabilities.
2. The poorly defined procedures for returning excluded students to the classroom will deprive students with disabilities access to education for lengthy periods of time.
3. Sweeping immunity from any local laws for claims tied to disciplinary actions taken within the school are unjustifiable.

SB 1572 requires school districts to develop a writing policy for “discipline, suspension, or expulsion” that must allow teachers to immediately remove from the classroom students alleged to have “repeatedly interfered” with a teacher’s ability communicate with students or students’ ability to learn. The standard of “repeated interference” is exceedingly vague and will lead to over-exclusion from learning for students with IDD. Bad interpretations about what constitutes repeated interference are likely to lead to arbitrary enforcement against students exhibiting unintentional disability-related behaviors.

Additionally, the requirement that teachers and administrators must establish a “placement review committee” upon any removal without teacher’s written consent for return means students with IDD will lose access to education for extensive periods of time. While there is a minimum requirement to “convene” the committee within three days, there is no specified timeline for finalizing a plan to return the child to the classroom. As a result, placement decisions will drag on forever.



It also is unclear how the law's placement review committee will meet federal requirements to provide individualized supports and positive behavioral interventions when behaviors are disability-related. Nor does the bill address the issue of interim placements or provide any assurances that equitable access to the curriculum or other supports aligned with a special education student's Individualized Education Plan (IEP) will continue. Temporary removal—even for several days—interrupts crucial learning particularly for students who rely on structure and consistency such as those with autism and other developmental disabilities.

Unless “good cause” is shown, reading proficiency standards require retention of third grade students who do not achieve those standards. That is also likely to be unfairly and perhaps unlawfully applied to students with disabilities. With no guidance as to what constitutes “good cause” for a student with disabilities, the increased likelihood of retention is likely to drive higher dropout rates without improving outcomes. As FACT Oregon noted in its testimony, “IDEA does not require students with disabilities to be at grade level in order to access general education classrooms,” raising legal concerns.

Finally, the total immunity for school officials who take disciplinary action seems to apply to any local law related to civil and criminal liability. Smaller community-based concerns will become harder to address. Local disciplinary rules that unfairly impact students will be harder to challenge. All disputes will become relegated to state or federal courts, even when it may have been more cost efficient to resolve under local laws.

For the above-stated reasons, the DD Coalition strongly urges Committee members to **vote “no” on SB 1572.**

The Oregon Developmental Disabilities Coalition is a group of approximately 30 organizations across Oregon that promote quality services, equity, and community integration for Oregonians with intellectual and developmental disabilities (I/DD) and their families. Our members include the Oregon Self-Advocacy Coalition (a statewide coalition of people with I/DD or “self-advocates”), peer-based family support organizations, support services brokerages, advocacy organizations, and developmental disability providers.