

Submitter:

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On Behalf Of:

Committee:

Senate Committee On Education

Measure, Appointment or Topic:

SB1572

As a current high school educator working directly in student discipline and behavioral response, I recognize the need for meaningful change that protects instructional time and supports teachers' ability to effectively teach. I see firsthand the impact that repeated classroom disruption has not only on teachers, but on the majority of students who come to school ready to learn.

I support the intent of this bill. However, I urge careful consideration of the implementation details that will ultimately determine whether this legislation strengthens schools or creates additional unintended challenges.

Specifically:

- What is the required plan for a student once they are removed from class?
- What is the protocol if a student refuses to comply with removal?
- How will removal time be tracked and monitored to prevent excessive exclusion from instructional minutes?
- At what threshold does repeated removal trigger a structured intervention plan?
- What guidance will districts receive to ensure consistency across grade levels?

My questions go beyond this, but I bring to you the lens of someone who works with behaviorally struggling students daily and feels the wheels spinning beneath me as lawsuits become more commonplace and behaviors continue to grow.

In high school settings, we are increasingly seeing students refuse directives they disagree with. Additionally, some students already avoid classes they find challenging. Without a clearly defined response structure, removal alone may not change behavior and may instead contribute to further disengagement.

I also encourage lawmakers to consider the legal landscape districts are navigating. When legislation states that students with repeated behavioral issues will be removed, but does not provide a specific procedural framework, districts become vulnerable. By the time students reach secondary discipline systems, families often understand procedural loopholes. Without clarity, schools risk inconsistency, inequity, and litigation.

For this bill to be effective, educators need a clearly outlined, developmentally

appropriate framework that includes:

- Defined removal procedures (that consider the parent and the need for shared responsibility)
- Structured re-entry expectations (that consider the harm to the teacher and classroom community)
- Tiered intervention supports (that are realistically applied and manageable)
- Clear limits and safeguards around instructional exclusion (or alternate pathways)

Teachers deserve tools that protect learning environments. Students deserve systems that respond to behavior in ways that are consistent, fair, and supportive of growth. I respectfully urge the Senate to include detailed implementation guidance so this bill results in sustainable, equitable practice across Oregon schools.

Thank you for any consideration