My son could not advocate for himself. He depended on adults to understand that behavior is communication — especially when language is not available.

When I read SB 1572, I worry — not just as a mother, but as an educator who understands Oregon's history.

Native children in this state were once removed from their families and placed in boarding schools for being who they were — for speaking their language, for expressing their culture, for existing outside a narrow norm.

Removal has a history here.

Today, Native students remain disproportionately disciplined, suspended, and excluded from classrooms in Oregon public schools. Students with disabilities face similar disproportionality.

When we expand immediate removal authority without explicit equity and disability safeguards, we must ask: who will bear the weight of that discretion?

Policy does not operate in a vacuum. It operates in a system with a history.

As an educator, I understand classroom strain. Teachers need support. But discretion without accountability can produce disparity — even when intentions are good.

For Native students, removal compounds generational trauma tied to exclusion from education.

For nonverbal autistic students, removal can escalate dysregulation and deepen stigma.

My son is gone. I cannot protect him anymore.

But I can stand here and ask you to ensure that difference — whether cultural or neurological — is not mistaken for disruption.

If this bill moves forward, I urge you to:

Require disaggregated discipline reporting by race and disability.

Mandate alignment with IDEA manifestation determination protections.

Ensure repeated removals trigger IEP team review.

Pair any removal authority with investment in trauma-informed and culturally responsive supports.

We cannot fix classroom strain by widening the doorway out.

We must build systems strong enough to hold every child inside.

Thank you