

# House Bill 2108

Sponsored by Representative WRIGHT (Pre-session filed.)

## SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure **as introduced**. The statement includes a measure digest written in compliance with applicable readability standards.

Digest: Directs ODE to contract with a third party to conduct a study of options to promote the good use of classroom time. (Flesch Readability Score: 69.1).

Requires the Department of Education to contract with a third party to conduct a study to determine how to promote the effective use of instructional time for the purposes of achieving positive learning outcomes and promoting a positive classroom learning environment. Directs the department to submit findings to the interim committees of the Legislative Assembly related to education not later than September 15, 2026.

Sunset on January 2, 2027.

Takes effect on the 91st day following adjournment sine die.

## A BILL FOR AN ACT

1 Relating to effectively using instructional time in grades K-12; and prescribing an effective date.

2 Whereas we must always do what is in the best interest of our children; and

3 Whereas the classroom teacher is responsible for providing effective instructional time that is  
4 in the best interests of our children and that is supported by school district administrators and staff;  
5 and  
6

7 Whereas effectively using instructional time is crucial for successful school programs, positive  
8 student outcomes, maximizing student engagement and learning, helping to meet teaching goals and  
9 individual student needs, developing habits of wise and productive use of time and providing more  
10 opportunities for learning and assessment preparation; and

11 Whereas recent research suggests that maximizing or extending instructional time can play an  
12 important role in accelerating student learning particularly for schools with shorter school days and  
13 school years; and

14 Whereas there are interruptions from outside the classroom and not under the direct control  
15 of the classroom teacher; and

16 Whereas there are interruptions from inside the classroom and under the direct control of the  
17 classroom teacher; and

18 Whereas negative interruptions by students inside the classroom can cause learning to be lost  
19 by the student and by other classroom students; and

20 Whereas every student is entitled to a public education, and no student is entitled to disrupt the  
21 ability of others to learn in the classroom; and

22 Whereas regular classroom teachers and staff are not normally trained behavioral or mental  
23 health professionals or counselors; and

24 Whereas negative interruptions and interactions with a student may cause the student to nec-  
25 essarily be removed from the classroom for remediation or for the student's safety and the safety  
26 of other students, teachers and staff; and

27 Whereas there has been limited funding and support provided to district schools for an alter-

**NOTE:** Matter in **boldfaced** type in an amended section is new; matter *[italic and bracketed]* is existing law to be omitted. New sections are in **boldfaced** type.

1 native student placement with trained behavioral or mental health professionals, counselors and  
2 supportive materials; and

3 Whereas there has been limited funding and support provided to school districts for positive and  
4 successful research-based classroom management programs and training, funding earmarked to hire  
5 additional trained staff or support for implementing successful research-based and school-wide be-  
6 havior management programs; now, therefore,

7 **Be It Enacted by the People of the State of Oregon:**

8 **SECTION 1. (1) The Department of Education shall contract with a third party to con-**  
9 **duct a study to determine how to promote the effective use of instructional time for the**  
10 **purposes of achieving positive learning outcomes and promoting a positive classroom learn-**  
11 **ing environment.**

12 (2) As part of the study, the third party shall:

13 (a) Consider the following options to promote the goal described in subsection (1) of this  
14 section:

15 (A) Fully fund and support successful research-based classroom behavioral programs,  
16 including programs that provide support for students with an individualized education pro-  
17 gram or an education plan developed in accordance with section 504 of the Rehabilitation Act  
18 of 1973, 29 U.S.C. 794;

19 (B) Employ additional trained support staff, including trained counselors and mental and  
20 behavioral health professionals;

21 (C) Provide necessary support materials; and

22 (D) Implement schoolwide behavior management programs as an option for all schools  
23 to provide safety for the students, teachers and staff.

24 (b) Identify any state or federal laws, regulations, policies or procedures that prevent the  
25 effective use of instructional time that can lead to the achievement of positive learning  
26 outcomes and the promotion of a positive classroom learning environment. The obstacles  
27 must be identified through discussions with classroom teachers, classified staff, school ad-  
28 ministrators, students and parents and guardians who represent five rural schools and five  
29 urban schools that are in:

30 (A) Different school districts; and

31 (B) Each of the congressional districts of this state.

32 (c) Provide an estimate of the amounts that would need to be distributed to school dis-  
33 tricts through the State School Fund to implement the options identified in paragraph (a)  
34 of this subsection.

35 (3) The department shall submit a report of the findings of the study in the manner  
36 provided by ORS 192.245, and may include recommendations for legislation, to the interim  
37 committees of the Legislative Assembly related to education no later than September 15,  
38 2026.

39 **SECTION 2. Section 1 of this 2025 Act is repealed on January 2, 2027.**

40 **SECTION 3. This 2025 Act takes effect on the 91st day after the date on which the 2025**  
41 **regular session of the Eighty-third Legislative Assembly adjourns sine die.**