

Submitter: Megan Robertson
On Behalf Of:
Committee: Senate Committee On Education
Measure: SB736

Chair Dembrow, Vice Chair Webber, Members of the Committee:

I am writing in support of bill #736. I am a parent to three Oregon students in grades 5, 7 and 10. All three are twice-exceptional, or 2E, meaning they are intellectually or academically highly capable and also have one or more learning differences, such as ADHD, autism, dysgraphia or clinical anxiety. As their parents, we've been keenly aware from their first entry into public school that without daily lessons designed to support their rate and level of learning, it is challenging for them to even attend school. Moreover, even through each of our kids is different from the next, they do not stand out to their schools as needing extra supports. They are well-behaved, respectful, quiet and perform above benchmark as a general rule. But they do not receive growth opportunities and feel unvalued.

I support the need for an initial study into how to increase access to advanced instruction in public schools in Oregon. In my own district, an array of opportunities exists, but is not consistent from school to school, at elementary, middle or high school. Students have to be lucky or resourced enough to live in the right neighborhood for the educational resources they need. Transfer options are quite limited and, even if transfer is approved, this introduces another set of challenges in separating students from their local communities and burdening families with logistic and transportation challenges. This is inequitable at best and can be very detrimental to a vulnerable population like 2E students.