

Submitter: Megan Robertson
On Behalf Of:
Committee: Senate Committee On Education
Measure: SB596

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

I am writing in support of bill 596. 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 though 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 transparency around TAG identification and effectiveness of provided services. It is impossible to determine the utility and equity of districts' efforts unless you collect, analyze, and publish demographics. Some districts look great on paper but their students are floundering or the equity divide is deepening as parents apply outside resources. Other districts are showing great outcomes and could serve as a model, if their data and approaches were available.