

Submitter:

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On Behalf Of:

Committee:

Senate Committee On Education

Measure, Appointment or Topic:

SB933

As parents of a bright and curious child in the Portland Public School system, our experience has been so disappointing. The teachers and administration are well-intentioned but overwhelmed. My son has 24 children in his kindergarten class, and his teacher has no aide or staff support, aside from volunteers like myself who take time away from work or family to help out in the classroom. Rather than support each child in realizing their full potential, resources are currently exhausted on those with the most profound deficits, and parents with means are pulling their kids out and enrolling in private school. SB 933 is one small step toward a solution. By requiring annual reporting on TAG students, including transparency on demographics, funding, and services, we at least make this underserved group visible - a necessary step toward identifying and providing the support they direly need. I firmly believe that TAG students ARE special education students, with their own unique and crucial needs. Many of these TAG children are "twice exceptional" with neurodivergent learning styles. Their outcomes are greatly impacted by the interventions available, just like other children requiring special education. Why are we not treating this population as such?