

I'm in favor of this bill because in my experience as the parent of two TAG-identified children, there is no meaningful benefit of that identification. We need teachers and schools who value and understand appropriate instruction for these students. This bill comes too late for my children - one is in college and one will graduate from high school this June. But I hope that it will help the next generation of underserved TAG kids.

I remember one of my children asking me "when does TAG start" when he was young and had been identified. There was no difference in his education experience after identification. The same was true with my other child. Aside from a pullout once a week for a few weeks one year, which they both loved, there was nothing. I had to tell multiple teachers that giving my kids harder homework in addition to the same homework all the other kids got wasn't TAG. I had to tell teachers that my first grader was acting out because expecting him to "sit quietly and wait for the other to catch up" wasn't an appropriate educational plan. I had to listen to my children tell me how boring school was, and how slowly things moved. I had to fight for a compacted math class in middle school because they were going to have one child repeat a year of math instead of offering him an appropriate placement. I could go on.

Children shouldn't have to create their own learning experiences, find ways to engage outside of school, or have parents who can afford to provide them with experiences and classes to augment the deficiencies of the schools.

TAG students need to be prioritized the same way under-performing students are prioritized.

Thank you.