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I am writing in support of SB 2419 introduced by Representative Julie Parrish. Oregon school districts are already legally obligated to allocate resources from the general fund to TAG student services on a per capita basis. But they don't. In spring 2012, it was articulated in the report "The Quiet Crisis"(1) that fully 37.4% of Oregon school districts reported identified TAG students at rates of 0-2%. Districts have long received a clear message that they don't have to serve this high needs group of students, to the extent that they haven't even identified who belongs in the group. SB 2419 ensures mandatory fund allocation from existing funds to support already mandated services.

According to The Marland Report on gifted children delivered the US Congress in 1972, 'because the majority of gifted children's school adjustment problems occur between kindergarten and fourth grade, about half of gifted children became 'mental dropouts' at around 10 years of age.' I have seen this in my own children's struggles to learn in a standard neighborhood school. Due to a chronic mismatch of both rate and level, my eldest, at eight years old, told me she really wished school were a place where she could learn things. She was already reading at a 9th grade level and had developed a real dislike for math (despite great aptitude and early enthusiasm) because she'd never been introduced to anything new. My middle, now seven years old, has begun telling me the same things and shows even greater potential. My youngest will enter Kindergarten next fall. As a parent, I am in a race against the clock to get my three kids into appropriate learning environments before they give up on school entirely.

I know that my kids' teachers are working around the clock and desperately want to serve every kid. They have neither the training nor the resources to serve asynchronous kids whose high aptitudes and/or competencies fall one or more standard deviations above the grade-level norms. Kids whose aptitudes and/or competencies fall one or more standard deviations below grade-level norms receive mandated resources and trained staff allocation. Kids all along the continuum have a right and a need to learn. In passing SB 2419, Oregon can develop services for the 7+% of its students that have been languishing.

Thank you so much for your consideration.  
Megan Robertson  
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(1) Report to the Interim Legislative Education Committees, October 1, 2012, submitted by the Task Force on the Instruction of Talented and Gifted Children as required by Senate Bill 330 (2011).