

Good afternoon. I want to express my support for this bill. Our family has struggled in PPS with trying to receive instruction at our TAG student's rate and level of learning. Teachers should be supported in their efforts to meet all students where their educational needs are. Differentiation is for everyone, not just struggling kids.

Generally speaking, the experience we've had seems like a complete systems failure. For all of the testing and assessments that are performed, it seems that there is limited differentiation that occurs within the classroom, especially at the beginning of each new year/new classroom. Inevitably my student has been given below-grade-level review work for many weeks to months, and it takes a tiring amount of communication, parent involvement and advocating to move the needle even slightly. It seems by final few weeks of each school year, despite TAG designation and assessment results, my student's teachers finally get around to recognizing my son's rate and level of learning.

Any successful teaching program starts with teacher planning and curriculum support. Each teacher should be required to review individual students' test scores (not just the TAG kids') and be supplied with a complete range of materials to meet the variety of learning needs within their classroom PRIOR to the start of the school year. My son is now 12 years old and has been TAG identified in both math and reading for many years. He is 2E with an ADHD diagnosis. It makes me sad to look back on his learning career in public school and think about the one or two teachers who made an effort to meet his rate and level of learning (he was lucky enough to get the school's TAG coordinator for a teacher), and the remaining years that have been a struggle. Our schools and teachers need the training, support, materials and accountability to be able to provide differentiated instruction for all students, TAG and special needs included.

Thank you for your time.