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On Behalf Of:
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Measure: SB736

Although my son is a graduate (barely) of the Oregon school system, getting him there was emotionally traumatic for our entire family. He excelled in proficiency for all grade-level goals and was labeled “profoundly gifted” in the first grade. (A combination of early school screening and extensive private evaluation which, unfortunately, is also not available for all students.) As an advanced option, he was guided to participate in the Reading First curriculum since this ESL program offered more advanced reading from the benchmark of letter recognition being taught in his classroom. I would like to make clear that English is our native language, and our boy was reading chapter books by age 5. Thus began our 12+ years of frustration. Being told again and again that since he was gifted, “he would be just fine, unlike children with actual special needs.” True advanced learning was not available until high school, and even then, mostly in the form of online college courses. What he learned was to despise structured education because it was too restrictive. These kids have brilliant and unique ways of seeing the world and solving problems. EVERY student deserves to be heard and taught in an environment that meets their needs.