



Dayton School District #8

Plan for Talented and Gifted Education

Table of Contents

Section 1: Introduction	3
Key Terminology	4
Section 2: School District Policy on the Education of Talented and Gifted Students	4
Local School Board Policies	5
Implementation of Talented & Gifted Education Programs and Services	5
Section 3: Identification of TAG-Eligible Students	5
District TAG Identification Practices	5
Universal Screening/Inclusive Considerations	7
Portability of TAG Identification	7
Section 4: Instructional Services and Approaches	8
Instructional Programs and Services for TAG Students	8
Advanced Placement (AP) Course Offerings	8

International Baccalaureate (IB) Course Offerings	9
Teacher's Knowledge of TAG Students in Class	9
Instructional Plans for TAG Students	10
Option/Alternative Schools Designed for TAG Identified Students	10
TAG Enrichment Opportunities	11
Section 5: Plan for Continuous Improvement	12
District Goals	12
Professional Development Plan: Identification	12
Family Engagement	13
Section 6: Contact Information	15
Appendix: Glossary	16



- Section 1: Introduction**
- Section 2:**
School District Policy on the Education of Talented and Gifted Students
- Section 3: Identification of TAG-Eligible Students**
- Section 4: Instructional Services and Approaches**



**Section 5:
District Goals - Plan for
Continuous Improvement**



**Section 6:
Contact Information**



**Appendix:
Glossary**

Section 1: Introduction



Talented and Gifted (TAG) students are an important part of every school community across Oregon. In Oregon, districts and schools must plan for how they will meet the academic and social-emotional needs of TAG students, specific to their local context, and communicate these plans to the students and families they serve.

District-level Talented and Gifted Education Plans serve as an integral communication tool to district educators, families, and community partners. Districts are required to submit their TAG plans to the Oregon Department of Education (ODE) every year, provide copies upon request to schools within their district, and post a copy on their district website. (OAR [581-022-2500 \(2\)\(a\)\(A\)](#))

Oregon laws that govern Talented and Gifted Education include both Oregon Revised Statutes (Oregon laws passed by the State Legislature, abbreviated as ORS) and Oregon Administrative Rules (requirements that are adopted by the State Board of Education to support Oregon Revised Statutes, abbreviated as OAR). Statutes provide legal definitions and broad guidelines specific to gifted education. The Oregon Administrative Rules outline the specific requirements districts implement to meet the minimum standards for identification, parents rights, and programs and services. Specific statutes and OARs are referenced throughout this TAG plan.

Key Terminology

Talented and Gifted Students in Oregon: Students who require special educational programs or services, or both, beyond those normally provided by the regular school program, in order to realize their contribution to self and society. These are students who demonstrate outstanding ability or potential in one or more of the following areas:

- (a) General intellectual ability (often referred to as, Intellectually Gifted).
- (b) Academic ability (often referred to as, Academically Talented) in one or more academic areas (including, but not limited to: reading, mathematics, science, and social science).
- (c) Creative ability in using original or nontraditional methods in thinking and producing.
- (d) Leadership ability in motivating the performance of others either in educational or noneducational settings.
- (e) Ability in the visual or performing arts, such as dance, music or art.

Oregon Revised Statutes (ORS): Oregon laws passed by the State Legislature.

Oregon Administrative Rules (OAR): Rules adopted by the State Board of Education to support statutes (ORS).

Rate of Learning: The pace at which the student is successfully progressing through instructional materials and experiences after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.

Level of Learning: The instructional level where the student will encounter new knowledge and skills. It involves depth and complexity in thinking.

Historical reference of District TAG Plans: House Bill (HB) 2180 (2011) and Senate Bill 486 (2021).

Section 2: School District Policy on the Education of Talented and Gifted Students



Legal references: aligned to [ORS 343.397](#) (1)(a) and [OAR 581-022-2500](#)

A. Local School Board Policies

- Talented and Gifted Program-IGBB
- Talented and Gifted Students Identification- IGBBA
- Appeal Procedure for Talented and Gifted Student Identification and Placement- IGBBA-AR
- Identification - Talented and Gifted Students among Nontypical Populations**-IGBBB
- Talented and Gifted - Programs and Services**-IGBBC
- Complaints Regarding Talented and Gifted Program- IGBBC-AR
- Parent Notification and Participation**-IGBD

B. Implementation of Talented & Gifted Education Programs and Services

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students.

District's Mission Statement: The Dayton School District's mission statement is "A district with heart...developing minds." Dayton School District is committed to identifying and providing for the unique intellectual, social, and emotional needs of Talented and Gifted students.

Talented and Gifted Education Philosophy: Dayton School District believes Talented and Gifted students are those who may require special programs and/or services, beyond those normally provided by the regular school program, in order to realize their contribution to self and society. Dayton School District believes that Talented and Gifted students exist in all ethnicities, socio-economic levels and academic subgroups.

Instruction for TAG Students:

Instructional Services	Elementary School	Middle School	High School
Ability Grouping in Math	X	X	X
Ability Grouping –Walk to Math			

Ability Grouping in Reading	X	X	
Ability Grouping – Walk to Reading	X		
Acceleration above grade level in Math	X		X
Acceleration above grade level in Reading	X		
Acceleration through grade skipping	X		
Advanced Placement			
International Baccalaureate			
Dual Credit			X
Choice Assignments	X	X	X
Cluster Grouping			
Credit by Examination			
Curriculum Compacting	X	X	X
Differentiated Instruction in Math	X	X	X
Differentiated Instruction in Reading	X	X	X
Distance Learning		X	X
Flexible Grouping	X	X	X
Homogeneous Grouping			
Honors Classes			X

Independent Study Projects	X	X	X
Interdisciplinary Units		X	
Learning Contracts			
Mentorships			
Portfolio Assessment for Placement			X
Pre-Test for placement			X
Pull-Out Programs	X		
Scaffolding or Tiered Instruction	X	X	
Telescoping			

Curriculum Adoption: Edmentum, Prodigy

Instructional Frameworks or Models: PowerUp extension activities at the Grade School level, CTE pathways at the High School level

Section 3: Identification of TAG-Eligible Students

Legal References: aligned to ORS 326.465; ORS 343.395; ORS 343.397; ORS 343.407; OAR 581-022-2325; OAR 581-022-2500



A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
TAG Identification Process Overview <i>Aligned to OAR 581-022-2325[1]</i>	<p>Each student's eligibility for TAG will be considered using a multiple measures approach. Information will be collected on each student which will minimally include:</p> <ul style="list-style-type: none"> ● Behavioral Data- this information may be collected using the parent/teacher referral form, interviews and file review. ● Classroom Performance- information will be collected regarding the student's performance in the instructional program. Classroom performance information will consider the level (placement in instructional materials) and the student's rate of learning. ● Test Scores- <ul style="list-style-type: none"> ○ Academically Talented: <ul style="list-style-type: none"> ■ Academic achievement tests- a score of 97% or above on a nationally standardized achievement test in the composite area of reading and/or math. ○ Intellectually Gifted: <ul style="list-style-type: none"> ■ Mental abilities tests- a score of 97% or above on a nationally standardized test of mental abilities of intelligence <p>Dayton School District recognized the potential to perform at the 97th percentile.</p>
Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325[2]/[b]/[c]</i>	<p>Determination of potential to perform in Dayton Schools include such factors as:</p> <ol style="list-style-type: none"> 1. Repeated referrals

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>Culturally responsive practices specific to identification.</p> <p><i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)/A-E</i></p>	<p>The district will provide information about the TAG program and identification process in the home language of families. The district will also work to assess the student in the home language when additional information is needed and necessary.</p> <p>The district will ensure that all students are assessed for eligibility and remove barriers that may be hindering access to the TAG program.</p> <p>Dayton School District will work to identify biases in our identification system and examine strategies to reduce or eliminate these biases. We will work to reduce the bias of the value that proficiency in English is a characteristic of giftedness. Our TAG identification teams will monitor our program for students that represent traditionally underrepresented populations.</p> <p>Dayton School District utilizes the Naglieri Nonverbal Ability Test-3rd Edition (NNAT3) for screening and identification purposes. The purpose of the NNAT-3 is to measure general ability using abstract designs which are accessible to a wide variety of students including those with limited educational experiences, those who come from diverse cultural, socioeconomic, or linguistic backgrounds, and those who have language disabilities, autism spectrum disorder or are deaf or hard of hearing.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	Dayton School District is committed to using multiple measures and teacher feedback to identify students for the TAG program. We will work to ensure that assessment information is one piece of the identification material and is not the deciding factor.
Universal Screening/Inclusive considerations	The NNAT3 items are pictorial with minimal verbal instructions. NNAT3 has great utility as part of the process of identifying students for gifted/talented educational programs, especially for members of groups that have been underrepresented.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	We will use national norms in our assessments for identification purposes. We have not established local norms. One of our goals is to establish local norms and then work towards a system that utilizes both national and local norms.
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	We use teacher observation data, classroom work samples and academic performance as part of the evaluation. We also have parents participate in the identification and planning meetings and use their input as well as any evidence they provide.
A tool or method for determining a threshold of when preponderance of evidence is met.	Our method of deciding when a preponderance of the evidence is met is to have the TAG identification
TAG Eligibility Team	The TAG Eligibility Team consists of teacher(s), counselor, administrator, parent, and student, when appropriate.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	A student's Cumulative Record File contains: Referral Form, Consent to Test Form, Eligibility Form, TAG Plans.

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	We use STAR reading and STAR math as our universal screeners in grades 1-8.
What is the broad screening instrument and at what grade level is it administered?	<p>The district analyzes the Oregon Statewide Assessment scores in grades 3-8 and 11 compared to the percentile conversion tables to flag students who may be performing above the 97th percentile.</p> <p>Naglieri Nonverbal Abilities Test 3 (NNAT-3) at 2nd Grade</p> <p>Other Instruments Used</p> <ul style="list-style-type: none"> WISC Woodcock-Johnson Cognitive Abilities Test Woodcock-Johnson Test of Academic Achievement Universal Nonverbal Intelligence Test
How is the screener used in the identification process (i.e. what percentile threshold, if any, is used to initiate the eligibility process; and how are percentiles used to promote, rather than extinguish, eligibility)?	The percentile threshold is the 97th percentile to initiate the eligibility process. Students who do not score at the 97th percentile may be identified using other factors such as local norms once those have been established.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes. If a transfer student was previously identified as a gifted student, the receiving district reviews the CUM file and routes TAG plan to appropriate staff members. TAG case manager would schedule a TAG plan review meeting as needed.
Does your district accept TAG identification from other states?	Yes. If a student transfers in from another state, the same process as described above would apply.
Do local norms influence the decision to honor identification from other districts and states?	No

Section 4: Instructional Services and Approaches

A. Instructional Programs and Services for TAG Students

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Ability Grouping	Math and reading in grades K-5, Math and English language arts in grades (6-12)
Dual Credit Classes	Grades 9-12 many subjects such as math, English language arts, science, and social science
Differentiated instruction	All grade levels all subjects
Subject acceleration (above grade level course)	Determined by district subject acceleration policies.

Instructional Programs and Services (OAR 581-022-2500)		Evidence and Explanation of Implementation: Grade Level and Content Area
work)		
Whole grade acceleration (grade skipping)	In accordance with district policy	

B. Advanced Placement (AP) Course Offerings

C. International Baccalaureate (IB) Course Offerings

D. Teacher's Knowledge of TAG Students in Class

Key Questions	District Procedure
What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?	TAG Plans are distributed to teachers in September (K-12), and at the beginning of a new term in grades 6-12.
What procedures are in place to ensure classroom teachers K – 12 know where they can get support if needed specific to the TAG services the district offers?	Each fall teachers are notified of designated staff responsible for TAG program coordination at the building and district levels.

Key Questions	District Procedure
How do teachers determine rate and level needs for students in their classrooms?	Teachers may consult with the students' previous teachers and are able to use local, state, and national assessment results. They will also use their own observations and classroom experience with the student to establish rate and level needs of individual students.

E. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	Personal Education Plans are required for grades 6-12.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Math and Language Arts (6-12) are required to have instructional plans. Instructional plans are optional for other subject areas (6-12)
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	At the beginning of each school year families are invited to a meeting where the instructional plans will be discussed and created.

F. Option/Alternative Schools Designed for TAG Identified Students

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Dayton School District has after school enrichment clubs and internships available to all students, not just TAG identified. The after-school enrichment clubs are: FBLA, FFA, SMILE, and Robotics Club.	These after school activities are open to anyone. Dayton School District does not have any after school activities that are exclusive to TAG students or that require an application.

Section 5: Plan for Continuous Improvement

A. District Goals



Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
Goal 1. The Dayton School District will provide/ attend professional development regarding TAG policies, processes and the best instructional practices throughout the 23-24 and 24-25 school years.	The district will provide professional leave and provide substitutes for Staff.	The 2023 -2024 and 2024-2025 School years.	This goal will be measured by documentation of professional development and teacher implementation of best practices by June of 2025.	The success of this goal will be measured by professional development documentation and through teacher professional needs survey results with 100% of our teachers reporting that TAG PD has met their needs.
Goal 2- The Dayton School District will use the growth model to assess appropriate academic growth of the TAG subgroup.	The district will provide TAD staff to review assessment results and determine if students have shown	Throughout the 23-24 school year.	TAG student growth on state and local assessments by June of 2024.	Success on this goal will be determined by 90% or more of our TAG students making appropriate academic

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
	appropriate academic growth.			growth.

Goal 3 - The Dayton School District will update and revise the TAG plan to reflect appropriate Local norms by the end of the 2023-2024 school year.

The Dayton School District TAG Coordinator will attend training and seek guidance from ODE to establish appropriate local norms for TAG identification.

Throughout the 2023-2024 school year.

Success will be measured by documentation of attendance at training and consultation with ODE.

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in	Required statewide training	Oregon Department of Education	As offered by ODE

Who	What	Provided by	When
your district Sierra Nordahl			
All district licensed educators who are responsible for identification	Training on Identification	Sierra Nordahl, Special Programs Director	September
Staff who have already been trained in previous years (include if offered)	OPTIONAL: Refresher Identification training [Enter "N/A" if refresher training is not provided]	N/A	N/A

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Parents are informed of staff concerns about advanced academic or intellectual abilities. If further testing is identified as necessary, parents must sign written consent for testing.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Universal Screening/Testing grade levels	Notifications are sent home about testing schedules. Universal screenings are conducted in the Spring of 2nd grade.
Individual and/or group testing dates	Notifications are sent home about testing schedules.
Explanation of TAG programs and services available to identified students	TAG plan posted on website.
Opportunities for families to provide input and discuss programs and services their student receives	Parents are invited to a meeting to review all information gathered regarding possible TAG eligibility and if eligible to review possible TAG services, modifications and opportunities.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Parents are a valuable member of the TAG team and are provided opportunities to provide input in an annual meeting and through a parent survey that is available.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Parents are invited to a meeting to review all information gathered regarding possible TAG eligibility and if eligible to review possible TAG services, modifications and opportunities. the district also offers a brochure explaining services and parents right
TAG informational events (middle school) - where parents learn about	Each building TAG case manager meets with the previous building case manager to review TAG

Comprehensive TAG Programs and Services	Date and/or method of Communication
TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from elementary to middle school, etc.	eligible students. the new TAG manager then facilitates the scheduling of an annual TAG plan review meeting.
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from middle to high school, etc.	Each building TAG case manager meets with the previous building case manager to review TAG eligible students. the new TAG manager then facilitates the scheduling of an annual TAG plan review meeting.
Notification to parents of their option to request withdrawal of a student from TAG services	When parents are notified of the need to schedule an annual meeting, parents are notified that they can refuse services. this right to withdraw a student from TAG services is also outlined in our TAG brochure provided to parents upon eligibility and offered at the annual meeting.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Both district TAG Policy and Board Policy offer parents the right to file a complaint. This right to file a complaint is also outlined in our TAG brochure provided to parents upon eligibility and offered at the annual meeting.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Designated district or building contact to provide district-level TAG plans to families upon request	Sierra Nordahl, Special Program Director sierra.nordahl@dayton.k12.or.us 53-864-2217

Section 6: Contact Information



Legal reference: [ORS 343.397](#) and [OAR 581-022-2500](#)

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
District TAG Coordinator/Administrator	Sierra Nordahl	sierra.nordahl@dayton.k12.or.us	520-864-2217
Person responsible for updating contact information annually on your district website	John Bixler	john.bixler@dayton.k12.or.us	503-864-2217
Person responsible for updating contact information annually on the Department	Steven Sugg	steven.sugg@dayton.k12.or.us	503-864-2215
Person responsible for sending copies of the district-level TAG	Sierra Nordahl	sierra.nordahl@dayton.k12.or.us	503-864-2217

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
plans to building-level personnel (TAG coordinators, principals, etc.)			
TAG contact for Dayton Grade School	Dana Symons	dana.symons@dayton.k12.or.us	503-864-2217
TAG contact for Dayton Junior High	Richard Ceder	richard.ceder@dayton.k12.or.us	503 -864-2273
TAG contact for Dayton High School	Richard Ceder	richard.ceder@dayton.k12.or.us	503 -864-2273

* [District directions: Add lines as needed to include a building-level contact for each school in the district.]



Appendix: Glossary

Term	Definition
Acceleration (subject)	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
Acceleration (whole-grade)	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).

Term	Definition
Acceleration (standards)	Working ahead on grade-level standards (considerations include: pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course.
Advanced Placement (AP)	College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Choice Assignments	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand.
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
Depth of Knowledge (DOK)	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.

Term	Definition
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Formative Assessment as a Process	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
Independent Learning Contracts	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of all TAG identified students in a particular course. Typically utilized at the secondary level.
International Baccalaureate(IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.

Term	Definition
Level of Learning	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning</p> <p>The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.</p>
Option Schools	<p>Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon.</p>
Oregon Administrative Rule (OAR)	<p>Rules adopted by the State Board of Education to support statutes (ORS).</p>
Oregon Revised Statute (ORS)	<p>Oregon laws passed by the State Legislature.</p>
Personal Education Plans (PEPs)	<p>A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level.</p>
Pull-Out Programs	<p>Students attend specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs.</p>
Rate of Learning	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.</p> <p>Addresses the measure of the pace at which the student is successfully progressing</p>

Term	Definition
	through the curriculum after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.
Scaffolding or Tiered Instruction	An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.

Dayton School District 8

Code: IGBB
Adopted: 8/11/15
Revised/Readopted: 6/14/22

Talented and Gifted Program

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

The Board directs the superintendent to develop a written identification process for identifying academically talented and intellectually gifted students in grades K through 12.

A written plan shall be developed that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students and provides an opportunity for the student's parents to discuss with the district the programs and services available to the student and to provide input on the programs and services to be made available to the student.

The plan will be provided at the school or the district office when requested and on the district's website. The website shall also provide the name and contact information of the district's coordinator of special education and programs for talented and gifted.

END OF POLICY

Legal Reference(s):

[ORS 343.391](#) - 343.401
[ORS 343.407](#) - 343.413

[OAR 581](#)-022-2325
[OAR 581](#)-022-2330

[OAR 581](#)-022-2370
[OAR 581](#)-022-2500

Dayton School District 8

Code: IGBBA
Adopted: 5/01
Revised/Readopted: 8/11/15; 6/14/16; 9/08/20
Orig. Code: IGBBA

Talented and Gifted Students - Identification**

In order to serve academically talented and intellectually gifted students in grades K through 12, the district directs the superintendent after due consideration of the input of staff, parents and the community to establish a written identification process.

This process of identification shall include as a minimum:

1. Use of research based best practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.
2. Behavioral, learning and/or performance information.
3. A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.
4. A nationally standardized academic achievement test of reading or mathematics on the Smarter Balanced Assessment for assistance in identifying academically talented students.

Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified.

If a parent is dissatisfied with the identification process or placement of their student, they may appeal the decision through Board policy KL - Public Complaints.

After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARS upon request.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.411](#)

[OAR 581-021-0030](#)
[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

Cross Reference(s):

IGBBB - Identification – Talented and Gifted Students among Nontypical Populations
IGBBC - Programs and Services – Talented and Gifted
IGBBD - Parent Notification and Participation

Dayton School District 8

Code: IGBBA-AR
Revised/Reviewed: 9/08/20
Orig. Code: IGBBA-AR

Appeal Procedure for Talented and Gifted Student Identification and Placement**

The Board has established an appeal process for a parent to utilize if they are dissatisfied with the identification process and/or placement of their student in the district program for talented and gifted (TAG) students, and wish to request reconsideration. The district's desire and intent is to reach satisfactory solutions during the informal process:

Informal Process

1. A parent will contact the district's TAG coordinator to request reconsideration.
2. The TAG coordinator will confer or meet with the parent, and may include any additional appropriate persons (e.g., principal, counselor, teacher, etc.), within five working days of the request. Information pertinent to the selection or placement will be shared.
3. If an agreement cannot be reached, the parent may initiate the Formal Process.

Formal Process

1. A parent shall submit a written request for reconsideration of the identification and/or placement to the TAG coordinator within five working days of the conference identified above.
2. The TAG coordinator shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment to the superintendent.
3. The TAG coordinator and other appropriate administrator shall review the student's file and earlier decisions within 10 working days of the original request presented in the previous step. Additional data may be gathered to support or change the earlier decision. The parent may be provided an opportunity to present additional evidence.

If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures.

4. A decision will be made by TAG coordinator within 20 working days after receipt of the written request for reconsideration from the parent. The parent shall be notified of the decision in writing and the decision shall be forwarded to the superintendent.
5. The decision may be appealed to the Board through procedures found in IGBBC-AR - Complaints Regarding the Talented and Gifted Program.

-
-
-
-
-
6. If the parent is still dissatisfied, the parent may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

Identification – Talented and Gifted Students among Nontypical Populations**

The district will make an effort to identify talented and gifted students from special populations such as:

1. Ethnic minorities;
2. Economically disadvantaged;
3. Culturally different;
4. Underachieving gifted;
5. Students with disabilities.

Careful selection of appropriate measures and a collection of behavioral or learning characteristics shall be used.

The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process of their student for the district program for talented and gifted students and wish to request reconsideration.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.411](#)

[OAR 581-022-1310 to -1330](#)
[OAR 581-022-1940](#)

Cross Reference(s):

IGBBA - Identification – Talented and Gifted
IGBBC - Programs and Services – Talented and Gifted
IGBBD - Parent Notification and Participation

Dayton School District 8

Code: IGBBC
Adopted: 5/01
Revised/Readopted: 8/11/15; 11/10/20
Orig. Code: IGBBC

Talented and Gifted – Programs and Services**

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist which restrict a student's access to appropriate services and will develop program and service options. These options may include, but are not limited to, the following:

1. Early Entrance;
2. Grade Skipping;
3. Ungraded/Multi-age Classes;
4. Cluster Grouping in Regular Classes;
5. Continuous Progress;
6. Cross Grade Grouping;
7. Compacted/Fast-Paced Curriculum;
8. Special Full- or Part-Time Classes;
9. Advanced Placement Classes;
10. Honors Classes;
11. Block Classes;
12. Independent Study;
13. Credit by Examination;
14. Concurrent Enrollment;
15. Mentorship/Internship;
16. Academic Competitions;

The Board has established an appeal process for a parent or guardian to utilize if they are dissatisfied with the programs and services recommended for their student that has been identified as talented and gifted,

and wish to request reconsideration. The appeal process is identified in administrative regulation IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement.

The Board has established a complaint procedure to utilize if a person who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted. This complaint procedure, IGBBC-AR - Complaints Regarding the Talented and Gifted Program, is available at the district's administrative office and on the home page of the district's website. The complainant may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of these OARs upon request.

END OF POLICY

Legal Reference(s):

[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

Cross Reference(s):

IGBBA - Talented and Gifted Students - Identification
IGBBB - Identification – Talented and Gifted Students among Nontypical Populations
IGBBD - Parent Notification and Participation

Dayton School District 8

Code: **IGBBD**
Adopted: 5/01
Readopted: 8/11/15
Orig. Code(s): IGBBD

Parent Notification and Participation**

The district shall inform parent(s)/guardian in writing of the identification of their student as talented and gifted. The district shall further inform parents of program or service options available and provide them an opportunity to participate in selecting those programs or options most appropriate for their student. The district will inform parent(s)/guardian that they may request, at any time, withdrawal of their child from talented and gifted programs or services. Written notification will also inform parent(s)/guardian(s) of their right to file a complaint regarding talented and gifted services.

END OF POLICY

Legal Reference(s):

OAR 581-022-1310 to -1330

Cross Reference(s):

IGBBA - Identification – Talented and Gifted
IGBBB - Identification – Talented and Gifted Students among Nontypical Populations
IGBBC - Programs and Services – Talented and Gifted



Whole Grade Acceleration

(Guidance for Families)

Eligibility

Students in kindergarten through 7th grade are eligible to apply for Whole Grade Acceleration (WGA).

Process

Application Window: April 17 - May 15 for WGA in the next school year

Anyone who seeks grade acceleration for a student must begin the conversation as a team at the school. This should include parent/s, teacher/s, other appropriate school staff, and the principal. The school team meets initially and completes all but the final section of the application. If the decision is to move forward, the following steps will be completed:

1. Contact the TAG department to initiate testing and data collection
2. The TAG department will schedule and administer tests
3. The TAG department will review documentation, evaluate test results, and document the placement decision.
4. The TAG Department notifies school(s) and family of the final decision.
5. Records are updated to reflect the change if applicable by June 15.

Assessment

For Whole Grade Acceleration, the TAG department uses the Iowa Acceleration Scale (IAS), 3rd edition. This includes the use of the Cognitive Abilities Test (CogAT) for Intellectual testing, and the Iowa Test of Basic Skills (ITBS) for Reading and Math testing.

Decision Rules

Multiple measures are used to determine student readiness for whole grade acceleration. The IAS scale assigns points to a multitude of data points and information, including:

- **School Team:** Conversation as a team about the student, and logistics such as where the child will be moved to, any issues this may create, such as transportation, etc.



DAYTON
SCHOOL DISTRICT #8

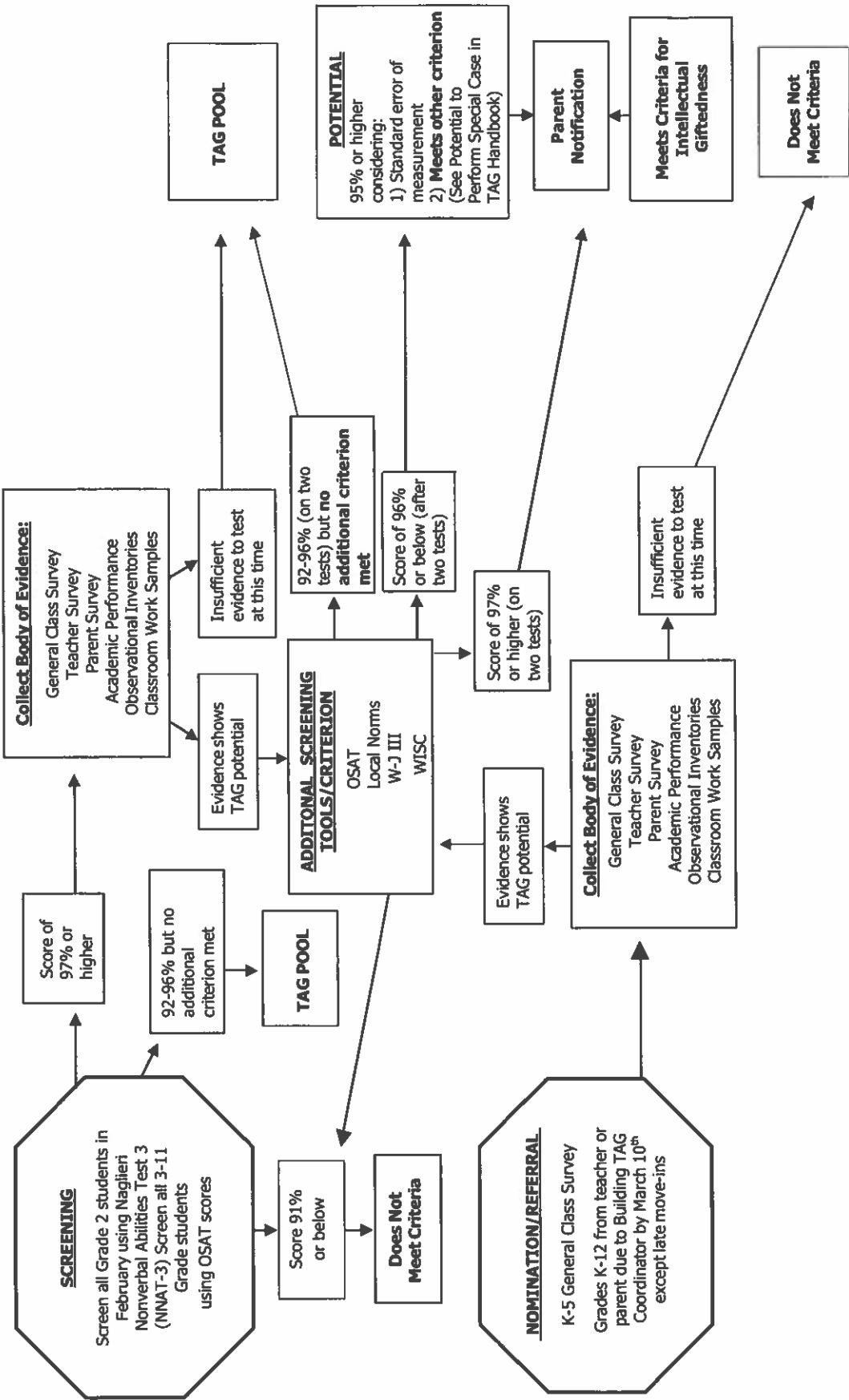
"A district with heart . . .
developing minds"

- **Assessment Data:** IAS scale uses assessment data as an indicator of Academic Ability, Aptitude, and Achievement based on composite scores from the CogAT and ITBS assessments
- **Teacher Questionnaire:** The current classroom teacher answers questions pertaining to the whole child, including developmental and social/emotional readiness

**Contact classroom teacher to begin Whole Grade
Acceleration Process**

Dayton School District Talented and Gifted Program

Assessment Flow Chart for Academically Gifted (Grades K - 12)



Talented and Gifted Identification Eligibility Determination - Preponderance of Evidence

Purpose: Students identified as talented and gifted require differentiated instructional services and/or programs designed to address their strengths and needs. This tool is designed to organize collected data that will be used to determine TAG eligibility and services.

Student Information:

Student Name:	IEP or 504 Plan:	Yes	No
Grade:	Heritage Language:		
Underrepresented Population:	Yes No	Other Identifying Information:	

Eligibility Team Members:

Name	Role	Trained or endorsed in gifted education
1.		Yes No
2.		Yes No
3.		Yes No
4.		Yes No
5.		Yes No

Learner Profile**What are the learner's observed strengths (academic, affective, school and non-school based)?**

Student	Family	Teacher	Other

What are the learner's interests (both in and outside of school)?

Student	Family	Teacher	Other

What considerations (age, environment, experiences, language, opportunities to learn, culturally relevant indicators of ability, etc.) have been made for this learner when selecting appropriate assessments and reviewing the data/learning evidence collected?

Assessment Selection

Which area of strength is being considered for Talented and Gifted identification? If multiple areas of strengths are being considered, please ensure that the assessment selection aligns with each strength. Reminder: For each area of strength, multiple types of data need to be collected in addition to assessment data.

<input type="checkbox"/>	Reading	<input type="checkbox"/>	General Intellectual Ability
<input type="checkbox"/>	Writing	<input type="checkbox"/>	Performing Arts
<input type="checkbox"/>	Math	<input type="checkbox"/>	Visual Arts
<input type="checkbox"/>	Science	<input type="checkbox"/>	Leadership
<input type="checkbox"/>	Social Science	<input type="checkbox"/>	Creativity

Levels of Performance Review of assessment and other sources of data gathered	Assessment results and other data collected	Type of Assessment	Norming Information What evidence does this provide regarding the student's need for TAG programs and/or services
		<ul style="list-style-type: none"> ● Ability ● Achievement <ul style="list-style-type: none"> ○ Grade Level ○ Off Grade Level ● Observation ● Performance ● Other: ● 	<ul style="list-style-type: none"> ● Norm Referenced <ul style="list-style-type: none"> ○ National ○ Local ■ District ■ School ■ Group ● Criterion Referenced ● Qualitative Data
		<ul style="list-style-type: none"> ● Ability ● Achievement <ul style="list-style-type: none"> ○ Grade Level ○ Off Grade Level ● Observation ● Performance ● Other: ● 	<ul style="list-style-type: none"> ● Norm Referenced <ul style="list-style-type: none"> ○ National ○ Local ■ District ■ School ■ Group ● Criterion Referenced ● Qualitative Data

	<ul style="list-style-type: none"> ● Ability ● Achievement <ul style="list-style-type: none"> ○ Grade Level ○ Off Grade Level ● Observation ● Performance ● Other: 	<ul style="list-style-type: none"> ● Norm Referenced <ul style="list-style-type: none"> ○ National ○ Local ■ District ■ School ■ Group <ul style="list-style-type: none"> ● Criterion Referenced ● Qualitative Data 	
	<ul style="list-style-type: none"> ● Ability ● Achievement <ul style="list-style-type: none"> ○ Grade Level ○ Off Grade Level ● Observation ● Performance ● Other: 	<ul style="list-style-type: none"> ● Norm Referenced <ul style="list-style-type: none"> ○ National ○ Local ■ District ■ School ■ Group <ul style="list-style-type: none"> ● Criterion Referenced ● Qualitative Data 	
	<ul style="list-style-type: none"> ● Ability ● Achievement <ul style="list-style-type: none"> ○ Grade Level ○ Off Grade Level ● Observation ● Performance ● Other: 	<ul style="list-style-type: none"> ● Norm Referenced <ul style="list-style-type: none"> ○ National ○ Local ■ District ■ School ■ Group <ul style="list-style-type: none"> ● Criterion Referenced ● Qualitative Data 	

Review present levels of social emotional need- including the student's strengths and challenges.

Describe how the student's abilities and social emotional needs affect their involvement in the general education curriculum/classroom.

After reviewing academic baseline data and affective data does everyone agree that this preponderance of evidence accurately describes the student's strengths? If no, document why not.

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No, please document:

Does the data and evidence provide information to identify specific programming and/or instructional service needs? If no, explain what additional data is needed to be able to determine programming needs. This must be added to the body of evidence

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No, please document:

Determination of Eligibility

After reviewing academic and affective data, do we have enough information to make a determination for the need for gifted services and identify programming needs?

Yes	<p>The preponderance of evidence supports TAG identification</p> <p>Document the specific programs and/or services the student will receive as a result of TAG identification:</p>
-----	--

Undecided	<p>Additional information is needed to determine TAG eligibility</p> <p>Please list what additional information is needed and establish a timeline for the eligibility team to review the updated data and evidence gathered.</p>
-----------	---

No	<p>The preponderance of evidence does support TAG identification at this time</p> <p>Please list evidence that shows student's needs are being addressed in the regular classroom and no additional instructional services or programs are required:</p>
----	--

Family Communication
Date:
Attach a Copy of the Determination Letter
Date of Initial Meeting to Discuss Programs and/or Services:

Dayton School District
TAG Instructional Plans
Grades 6-12

Name _____		School Year _____	Grade _____	School _____
		Date _____	Programs: <input type="checkbox"/> Spec. Ed. <input type="checkbox"/> ELL/ELD <input type="checkbox"/> Math <input type="checkbox"/> LA <input type="checkbox"/> IG <input type="checkbox"/> PTP	
Area of Eligibility _____				
Differentiated Instruction—the following differentiated instruction will occur on a regular basis				
Subject	Rate of Learning (check all that apply for each subject)			
Math Teacher _____ _____ _____ _____ _____	<p>Student:</p> <p><input type="checkbox"/> completes work quickly & accurately <input type="checkbox"/> grasps new concepts quickly & easily <input type="checkbox"/> is highly motivated <input type="checkbox"/> needs few repetitions to master a new concept</p> <p>Compared to peers, student is working:</p> <p><input type="checkbox"/> at a slower pace <input type="checkbox"/> at the same pace <input type="checkbox"/> at a faster pace</p>	<input type="checkbox"/> Acceleration <input type="checkbox"/> Differentiated Assignments <input type="checkbox"/> Curriculum Compacting <input type="checkbox"/> Complex/Abstract Materials <input type="checkbox"/> Time Management/Study Skills <input type="checkbox"/> Enrichment <input type="checkbox"/> Small Group Activities <input type="checkbox"/> Independent Study Activities		
Language Arts Teacher _____ _____ _____ _____ _____	<p>Student:</p> <p><input type="checkbox"/> completes work quickly & accurately <input type="checkbox"/> grasps new concepts quickly & easily <input type="checkbox"/> is highly motivated <input type="checkbox"/> needs few repetitions to master a new concept</p> <p>Compared to peers, student is working:</p> <p><input type="checkbox"/> at a slower pace <input type="checkbox"/> at the same pace <input type="checkbox"/> at a faster pace</p>	<input type="checkbox"/> Acceleration <input type="checkbox"/> Differentiated Assignments <input type="checkbox"/> Curriculum Compacting <input type="checkbox"/> Complex/Abstract Materials <input type="checkbox"/> Time Management/Study Skills <input type="checkbox"/> Enrichment <input type="checkbox"/> Small Group Activities <input type="checkbox"/> Independent Study Activities		
Other Teacher _____ _____ _____ _____ _____	<p>Student:</p> <p><input type="checkbox"/> completes work quickly & accurately <input type="checkbox"/> grasps new concepts quickly & easily <input type="checkbox"/> is highly motivated <input type="checkbox"/> needs few repetitions to master a new concept</p> <p>Compared to peers, student is working:</p> <p><input type="checkbox"/> at a slower pace <input type="checkbox"/> at the same pace <input type="checkbox"/> at a faster pace</p>	<input type="checkbox"/> Acceleration <input type="checkbox"/> Differentiated Assignments <input type="checkbox"/> Curriculum Compacting <input type="checkbox"/> Complex/Abstract Materials <input type="checkbox"/> Time Management/Study Skills <input type="checkbox"/> Enrichment <input type="checkbox"/> Small Group Activities <input type="checkbox"/> Independent Study Activities		
<input type="checkbox"/> Higher Order Questioning Strategies <input type="checkbox"/> Fast-Paced Grouping <input type="checkbox"/> Individual Instruction <input type="checkbox"/> Modification as Warranted <input type="checkbox"/> No Modification Needed <input type="checkbox"/> Other _____ <input type="checkbox"/> Higher Order Questioning Strategies <input type="checkbox"/> Fast-Paced Grouping <input type="checkbox"/> Individual Instruction <input type="checkbox"/> Modification as Warranted <input type="checkbox"/> No Modification Needed <input type="checkbox"/> Other _____ <input type="checkbox"/> Higher Order Questioning Strategies <input type="checkbox"/> Fast-Paced Grouping <input type="checkbox"/> Individual Instruction <input type="checkbox"/> Modification as Warranted <input type="checkbox"/> No Modification Needed <input type="checkbox"/> Other _____				

Opportunity for Parent Input	Phone Contact to parent/Guardian Date _____	Parent invited to meet via <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Virtual <input type="checkbox"/> In Person	Copy of written plan sent home Date _____

Signatures

Parent/Guardian _____ Date _____

Student _____ Date _____

Counselor _____ Date _____

CC: Teacher, File

PLEASE RETURN SIGNED COPY TO SCHOOL COUNSELOR

GRADUATION REQUIREMENTS

CLASS OF: 2026

Oregon Department of Education Graduation Requirements

Name:

Dates Updated:

Credit Requirements - Standard/Honors Diploma

[ODE Credit Requirements](#)

Dayton High School Class of 2025 and beyond

DHS Standard Diploma		DHS Honors Diploma
Courses	Required	All requirements of a Standard PLUS below:
Language Arts	4 Credits	*B's or better in all core classes (LA, MA, SS, SC, SL)
Math	3 Credits	
Science	2 Credits	
Advanced Science	1 Credit	*Cumulative GPA of 3.5 or better (as of S1 of Senior year)
Global Studies	.5 Credit	
U.S. History	1 Credit	
Government	.5 Credit	*Earn 2.0 DHS credit Dual Credit/Honors classes
Economics	.5 Credit	
Social Studies Elective	.5 Credit	
Physical Education	1 Credit	
Health	1 Credit	*Meet or exceed all statewide assessments required by the State of Oregon
Second Language	2 Credits	
Career Tech	1 Credit	
Fine Arts	1 Credit	
Electives	8 Credits	

Personalized Learning Plan

[ODE Personalized Learning Requirement](#)

Include the information below:

9th Grade	10th Grade	11th Grade	12th Grade
Complete Personal Education Interests/Goals Below	Resume Update Personal Education Interests/Goals Below	Update Resume Update Personal Education Interests/Goals Below	Update Resume Update Interests/Goals Interview
Begin Personal Awards, Accomplishments, Experiences & Skills	Update Personal Awards, Accomplishments, Experiences & Skills	Update Personal Awards, Accomplishments, Experiences & Skills	Update Personal Awards, Accomplishments, Experiences & Skills
Begin Resume	CRLE (Career Related Learning Experience) &	Complete CRLE (Career Related Learning)	Complete Senior Contact below
Introduce CRLE (Career			

Related Learning Experience) & Reflection	Reflection	Experience) & Reflection	
---	----------------------------	--	--

Personal/Educational/Career Interests & Goals Interview

Personal/Career Interests & Goals		Education/Learning Plan	Reflection
What are my personal interests, strengths, skills, talents?		What courses will I take during high school to help me reach my goals? Any College Credit classes?	Have my personal/career interest, education/learning plan changed since I last reviewed my plan?
What are my personal goals?		What Career Related Experiences can help me reach my goals? Internship? Job Shadow? College/ Career Fair? Other?	How am I doing academically? What do I need to do in the coming year to stay on or get back on track?
What actions will I take to reach my goals?		What education or training will I need after high school to reach my goals?	What am I doing to help me accomplish my goals?
What are my career interests and goals? What options will I explore?			
9th			
10th			
11th			
12th	Describe your After High School Plan:		

My 4 Year High School Plan

What classes to plan to take to meet your Life After High School goals?

9th Grade	10th Grade	11th Grade	12th Grade
Link your plan here			

Personal Awards, Accomplishments, Experiences, and Skills

	9th Grade	10th Grade	11th Grade	12th Grade
Student Leadership				
Student Clubs				
Athletics				
Awards/Honors				
Employment				

Training/ Certificates				
Community Service				
Other Activities				

Postsecondary Planning Goal (Highlight)

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
4-year college or university			
Community college	Community college	Community college	Community college
Career/Trade/Training	Career/Trade/ Training	Career/Trade/Training	Career/Trade/Training
Workforce	Workforce	Workforce	Workforce
Military	Military	Military	Military
Other:	Other:	Other:	Other:
Comments:	Comments:	Comments:	Comments:

Career Learning Experiences

Year	Describe Experience	Reflection of Experience

Scholarships and Financial Aid	Completed
<u>FAFSA</u> The Free Application for Federal Student Aid is a form completed by current and prospective college students in the United States to determine their eligibility for student financial aid. The FAFSA should not be confused with the CSS Profile, which is also required by some colleges	
<u>Oregon Promise</u> Oregon Promise is a state grant that helps cover <u>most</u> tuition costs at any Oregon community college. Student must: <ul style="list-style-type: none">● Have a 2.5 cumulative high school GPA or higher● Plan to attend at least half-time at an Oregon community college within 6 months of high school graduation or GED completion● Be an Oregon resident for at least 12 months prior to college attendance	
<u>Office Student Access and Completion (OSAC)</u> The Office of Student Access and Completion (OSAC) is an office of the Higher Education Coordinating Commission (HECC) committed to assisting Oregonians in their pursuit of higher education awarding grants and scholarships.	
<u>Other Planning and Paying for College Resources</u>	

Senior Contact Information

Student Phone Number:

Student Non-School Email: