

## Glossary

**2% - 5%** - Services for gifted and talented. Percentages refer to guidelines through which the top 2% - 5% of the population are considered gifted and would require further consideration in planning for their programming. (Maria Katsaros-Molzahn, 835-4544)

**AODA** – Alcohol and Other Drug Abuse. A program designed to educate the community in the area of alcohol and drug abuse as well as supporting positive attribute building and family connections to the education community.

**Artist in Residence** – An artist who works extensively with our children to develop additional skills in their area of expertise. Past artists in residence have taught dance, papermaking, music/performance and painting.

**At Risk Program** – Preventative and remedial educational practices aimed at students that have been identified as significantly “at risk” for low student achievement.

**BOAT** – Building Our Assets Together (BOAT) is a group comprised of parents, police, health community providers, faith community, school, village government, business, social services and community recreation. The purpose of the committee is to create more opportunities for Oregon youth to develop assets that support a healthy life style.

**BET** – Building Effectiveness Team consisting of representatives from each grade level, special education, support staff and administration. The BET is a planning and information group whose mission is to facilitate communication and decision making regarding building issues, such as scheduling, planning, trouble-shooting and general operating operations.

**CGI** – Cognitively Guided Instruction. A method of instruction for mathematics in which problem solving takes center stage.

**Cooperative Learning** – An instructional practice involving designed groups that encourages teamwork and individuals contributing their strengths to the completion of a group task.

**Curriculum Coordinating Council** – A committee made up of staff and administration that coordinates the planning, delivery and evaluation of curriculum on a district basis.

**Destination Imagination** – A program for students that encourages creative problem solving. It is organized by the Gifted and Talented Program and run by trained parent volunteers.

**Developmental Guidance** – A program that serves all students through classroom instruction provided by the school counselors and supported by classroom teachers. The emphasis of the program focuses on the prevention of problems by providing students with age appropriate information, skills and goals with the intent of lowering the rate of crisis students experience. (Dawn Donner, 835-4507)

**Dimensions of Learning** – A course completed by many of our teaching staff that instructs participants in the latest programs and practices used in the Oregon School District. Veteran teachers participated in an earlier version called Skills for Effective Teaching.

**District Exit Outcomes** – The skills and knowledge that the Oregon School District expects each student will acquire by the time he/she graduates. The current set of exit outcomes was developed January 11, 1994 by groups of parents, students, staff and community members

representing At Risk students, students in Special Education, Gifted and Talented, pre-school, community service, senior citizens, multicultural, the Curriculum Coordinating council, Board of Education, all six school buildings, high school students and bus drivers.

**D.O.L.** – Daily Oral Language, also referred to as D.E. - Daily Edit, an intentional approach to grammar improvement used in many classrooms. It becomes part of the daily classroom routine and provides considerable practice with language arts skills.

**Early Childhood Program** – A mandated program for children ages 3-5 who demonstrate developmental delays. The program also provides a peer preschool program for children ages 3-5 who can model appropriate skills. (Liz Starkman, 835-4530)

**Early Childhood Screening** – The Oregon School District provides the opportunity for all preschool age children to be tested for age appropriate speech patterns and overall development prior to Kindergarten. (Liz Starkman, 835-4530)

**E.E.N.** – Exceptional Educational Needs. As we experience a change in terminology you may still see this abbreviation used. This refers to what is now called Special Education. (Sarah Dimick, 835-4556)

**E.L.L.** – English Language Learner, a program offering support to students and their parents when English is not their language of birth. (Denise Anderson, 835-4245)

**Friends of the Orchestra** – A group of interested parents and teachers who work to enhance the orchestra experience for students, grades 4 through high school. (835-4195)

**Gifted and Talented Services** – People and programs joining to provide specially designed educational opportunities for students identified as significantly advanced in one or more of the following areas: performing/visual arts, creativity, intellectual, leadership or commitment to task. These experiences could be “in class” or pullout involving individuals or groups. (Maria Karsaros-Molzahn, 835-4544)

**Guidance Groups** – Group counseling provided by the pupil services team regarding family change, grief, friendship, etc. (Dawn Donner, 835-4507)

**HELP Team**—consisting of classroom and special education teachers, psychologist, guidance counselor, and principal; the team meets to discuss concerns regarding specific students. These concerns might be related to their learning, behavior and or social/emotional well being. This is an opportunity to brainstorm possible solutions before a Special Education referral is made.

**Inclusion** – A philosophical and programmatic orientation toward placement in the least restrictive environment regardless of a student’s special education categorical label.

**John Muir Academy** – A staff development opportunity for teachers involving innovative instruction in many areas with a math, science and technology focus.

**Knowledge and Concepts Examinations** – These tests, formerly called the WSAS test, now are one instrument used within the Wisconsin Student Assessment System, (WSAS). Given in fourth, eighth and tenth grades, they are one measure of student achievement in curricular areas.

**Leveled Book Reading Program** – A reading program for K-4 students that allows classroom teachers to be differentiate reading instruction within their classrooms. Students progress through

a series of books “leveled” (or arranged in progressive levels of difficulty) in vocabulary and comprehension skills. Teachers are involved as reading coaches to model a variety of reading strategies.

**Multiple Intelligences** – An instructional practice of both presenting material and having students work through their learning activities by addressing individuals’ differing learning styles including verbal, visual, rhythmic, logical/mathematical, kinesthetic, interpersonal, interpersonal and the naturalist.

**Parent Share** – A volunteer organization that works to promote the sharing of parenting experiences and ideas, and to create a sense of belonging to the parent community. (Marilyn Bauer 835-1813 and Barb Kopski 835-3272)

**P.A.C.** – Performing Arts Center, an auditorium facility located at Oregon High School that is used as both a school and community performance venue. (Dee Baldock, 835-4492)

**P.A.W.S.**- The purpose of P.A.W.S. is to build inclusion and connections, which leads to academic and social success. Each group consists of first through fourth graders and meets twice a month. Students participate in community service opportunities each year through this program. P.A.W.S. stands for Positive Attitude+Work= Success.

**Pupil Services Team** – A team of professionals, which included the guidance counselors and school psychologist. (Dawn Donner, 835-4507)

**Reading Plus and Reading Recovery** –Programs offering services to students who need extra help in reading and qualify under district guidelines. For grades K-4, a combination of in-class assistance and individualized/small group help is provided. (Kris Radcliffe, 835-4574, Karen Irwin, 835-4514))

**SAC** – Subject Area Committee. A committee of staff facilitated by the curriculum coordinator that designs, aligns, and evaluates district curriculum on a subject-by-subject basis, i.e. math, language arts, foreign language.

**SEP**- Seminars of Effective Practice: Classes our new teachers take their first year in the Oregon School District.

**Site Council** – A group of parents, teachers, support staff, and administrator that meet with the mission of improving student achievement. The members review and prepare materials for the School Profile document, are instrumental in goal setting and evaluation, and encourage and support appropriate budget development.

**Special Education Services** – People and programs joining to provide specially designed educational experiences for students identified as physically, academically or emotionally challenged. (Candace Weidensee, 835-4004)

**STAR Bags Reading program** – Sharing Time and Reading. An “At Home” reading program consisting of back packs filled with books and other “treasures” aimed at encouraging both reading and family interactions. At this time the second graders participate in this program with back packs being sent home for two-week periods throughout the school year. (Mary Kay Gillespie, 835-4518)

**Transitional Academy** – A program offering additional teaching support to students not able to complete grade level outcomes in the allotted time. Currently offered as a part of summer school, this program offers identified students and opportunity for concentrated effort with teacher assistance. (Stacy Sergent, 835-4079)

**“Tribes” strategies** – Team building strategies based on the Tribes class completed by many of the district staff incorporating the ideas of “family”, respect and cooperation.

**WKCE-CRT – Wisconsin Knowledge and Concepts Examination – Criterion Referenced Test** – Beginning in the fall 2005, components of the WKCE-CRT will be administered to the 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grade students.

**WSAS – Wisconsin Student Assessment System.** Prior to 1998 WSAS referred to standardize testing administered in fourth, eight, tenth grade and the district reported WSAS test results as such.