

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.

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.

BLT – Building Learning 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.

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

Choral Boosters – A group of interested parents and teachers that work together to enhance the choral music experience for all students.

Cooperative Kids Group – A committee made up of staff, parents and administration that works to develop school climate through development and implementation of a positive discipline model. They also plan building wide activities designed to foster responsible behavior and a healthy, safe building climate.

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.

Dimensions of Learning – A course completed by all recently hired 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.

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.

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.

E.S.L. – English as a Second Language, 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.

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.

Guidance Groups – Group counseling provided by the pupil services team regarding family change, grief, friendship, etc.

Homeroom – A Parent Share connection center. Parents, grandparents, and childcare providers along with their children can drop in and play together. (Kara Baldus, 835-6938)

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. (Marilyn Murphy, 835-4104)

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 – An “At Home” reading program for first graders in which students progress through a series of books “leveled” (or arranged in progressive levels of difficulty) in vocabulary and comprehension skills.

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 and Barb Kopsenski 835-1813)

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)

Peer Mediation – A conflict resolution strategy voluntarily used by students to settle differences.

Pupil Services Team – A team of professionals, which included the guidance counselors and school psychologist.

Reading Plus – A program 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.

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.

Service Learning Opportunities – The fourth grade Developmental Guidance Curriculum places an emphasis on Service Learning. Students learn how to identify community needs and then work together to find ways to meet those needs through community service. In addition to the fourth grade emphasis there are several opportunities for all our students to respond to other needs around us throughout the year. Students have contributed toys through Operation Joy, food to the Oregon Food Pantry, collected money for UNICEF, and are involved with other projects when there is a need. Individual classes have on-going relationships with the Oregon Manor, a local nursing home, and with the Oregon Senior Center. Classes participate in a spring clean up of litter in the vicinity of the school.

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.

SPARC – 4th Grade Science and Social Studies themed “bags” much like the STAR Reading Program.

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 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 and third graders participate in this program with back packs being sent home for two-week periods throughout the school year.

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.

“Tribes” strategies – Team building strategies based on the Tribes class completed by many of the Netherwood Knoll 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 3rd, 4th, 5th, 6th, 7th, 8th and 10th grade students.

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