Administrative Bulletin

V-13  11.7.13

1. **ACCESS TO PAYROLL RECORDS = EMPLOYEE ACCESS**

In an effort to reduce costs and wastes, effective with the 1st pay in January 2014 (January 3, 2014) East Allen County Schools will no longer issue Deposit Advices (pay stub). East Allen County Schools has implemented "Employee Access" which allows employees a secure method to view and print pay records, employee benefits, tax data, and current leave balances. Employees can access the system at home or at work. Employees are allowed to use EACS owned equipment to view and print payroll records.

To receive detailed instructions on how to access your on-line payroll records and activate your account, please contact Nena Klotz at nklotz@eacs.k12.in.us or ext. 1010

Kirby W. Stahly, ext. 1005

2. **TECHNOLOGY INFORMATION**

The Technology Department would like to inform all staff that WebDAV Nav, the app that allows administrators, teachers, and students access to their H:drive and their shared drive is now up and working again for iPads updated to iOS 7. The address is still https://netstorage.eacs.k12.in.us/oneNet/NetStorage, just like it has always been; it has not changed.

Keith Madsen ext. 3125


Again this year, the LDP is available through Purdue University. Program participation is only available through a nomination basis, and LDP is available in the following three areas: Special Needs (June 2-8); Career Education (June 9-13); and Generalizable Skills instruction (June 16-20). If you know of someone you would like to nominate to be a participant in this LDP, simply complete a nomination form and submit it by the April 7, 2014 deadline. Details are described in **Enclosure #1**.

Rose Fritzheimer, ext. 3161
4. **BUILDING LEVEL WELLNESS COMMITTEE:** (Policy 6400; Section 5. Individual School Wellness Committee)

- Each school building must have an “in house” wellness committee to serve as the building liaison for nutrition and wellness communication and resources for students, parents and staff and monitor their school plan.

- This school wellness committee shall consist of (at a minimum) the Principal, Food Service Manager, School Nurse, a P.E. teacher, a classroom teacher, and a student representative. The *school wellness committee shall meet at least twice per year.*

- In addition, *the Principal shall hold one staff meeting* for the entire staff of the school to discuss the individual school’s wellness plan and the goals.

- One or more members of each School Wellness Committee shall attend an annual collaborative meeting with the EACS Wellness Advisory Council. At the annual collaborative meeting with the Council, School Wellness Committees representatives shall be asked to report on their in-house meetings held during the school year.

  **Annual School Wellness Collaboration Meeting is scheduled on May 8, 2014**  
  
  Wendy Walker, ext. 3321

5. **EACS RETHNK YOUR DRINK DAY**

On November 19 EACS will hold the first Rethink Your Drink Day! See **Enclosure #2** for more details.

  Eric Manor, ext. 1003

**Special Note:** *November is Pancreatic Cancer Awareness Month.* To support this cause, EACS will host “**Purple Out**” Day and $5 Jean Day on **Friday, November 22**. This is not mandatory; however your donation will support Cancer Services of Northeast Indiana! 

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**DREAM IT. DO IT.**
TO: Teachers, Counselors, Coordinators, Supervisors, Directors, Administrators, and other Colleagues
FROM: James P. Greenan, Director, Professor, and Chair
SUBJECT: 2014-15 Leadership Development Program (LDP) Information, Nomination Forms, and Funding Opportunities
DATE: October 15, 2013

The Leadership Development Program (LDP) will enter its 26th year, during the 2014-2015 school year. Enclosed are abstracts describing the field-based professional development programs entitled, Leadership Development Program (LDP) in (a) Special Needs (June 2-8), (b) Career Education (June 9-13), and (c) Generalizable Skills Instruction (June 16-20). The major goal of these 12-month, 9 or 12 semester hour programs is to provide in-depth training for local leadership personnel to develop and implement career and technical education programs and support services for youth and adults. Each LDP includes the following major components: (a) two, one week summer (2015) sessions (one week in June, one week in July [14-18]); (b) one, one-day final meeting in May, 2015; and (c) planning, implementation, and evaluation of a local program improvement project. Specifically, the Special Needs LDP has four sessions/components, and the Career Education and Generalizable Skills Instruction LDPs have three sessions/components. Each LDP program has a session in June (foundations) and a session in July (leadership development). There are one (i.e., Career Education and Generalizable Skills Instruction LDPs) or two (i.e., Special Needs LDP) sessions (workshops, internships) beginning in August through May. Additionally, the credits accrued in the LDP may be applied to a variety of certifications, license renewals, endorsements, and degrees.

The program tuition for all semester hours during summer session and fall semester, 2014 and spring semester, 2015 for the selected participants can be covered by using Perkins, Career Pathways/Tech Prep, Special Education (e.g., IDEIA), or other available local and regional sources of funds. As you are aware, the Perkins IV Act emphasizes highly professional development activities, and permits funding long-term activities; the LDP model, activities, and outcomes are scientifically-based, long term, and results-oriented. As a leader in the field, I am inviting you to nominate, support, and fund a staff/faculty member, or a team of personnel during the 2014-2015 LDP program. The projected cost to fund one participant in one session in an LDP during 2014-2015 is approximately $1,100. The Career Education and the Generalizable Skills Instruction LDPs each have three sessions; the Special Needs LDP has four sessions. The 2014-2015 LDP year is June 1, 2014 through May 31, 2015. The LDP transcends two consecutive Perkin’s fiscal years; this likely needs to be taken into account when planning, budgeting and allocating funds to support persons in your district. The nominating and sponsoring agencies will be expected to support their LDP participants with resources that they determine necessary to plan, implement, and evaluate their local program improvement projects. Resources may include but are not limited to curriculum resources, substitute teachers, office supplies, instructional materials, clerical assistance, software, communication, printing, and/or in-state travel. The LDP staff will continue to seek sources of potential funding.

After reviewing the enclosed abstracts, I am certain you will develop a more complete understanding of the LDP goals and activities. You are encouraged to contact previous sponsoring directors and/or LDP alumni regarding their program improvement and professional development activities and experiences. Please share this information with your teachers, supervisors, administrators, and other colleagues.

Enclosed are nomination forms for you to recommend persons in your local agency who are outstanding candidates for the LDP. Interagency teams (e.g., career/technical educator and content area [e.g., science, technology, engineering, mathematics, language arts, social studies] educator, counselor and career/technical educator, and other agency team combinations) are encouraged to participate in the program. Your assistance in recommending outstanding candidates for the LDPs is very important. Upon receiving your nomination(s), I will forward a letter and copy of the detailed program description, information, and application to the nominee(s). However, I must receive applications by Monday, April 7th, 2014. Only complete applications with all required supporting materials can be considered. Since enrollment (and funding) are limited, early nominations and completed applications are highly recommended.

If you have any questions or would like additional information, please do not hesitate to contact me. Thank you for your assistance.

Enclosures: Abstracts Nomination Forms

College of Education
Beering Hall of Liberal Arts and Education • 100 N. University St. • West Lafayette, IN 47907-2098 (765) 494-4755 • Fax (765) 496-2210 • jgreenan@purdue.edu • www.edcl.purdue.edu
Professional Development Programs

In

Career Education
Generalizable Skills Instruction
Special Needs Education

in the

College of Education
Purdue University
West Lafayette, IN 47907

James P. Greenan
Program Director
Leadership Development Program

In

Career Education

A Professional Development Program

in the

College of Education
Purdue University
West Lafayette, IN 47907

James P. Greenan
Program Director
Leadership Development Program (LDP) in Career Education

ABSTRACT

Career education and Career pathways have gained increased emphasis over the past decade in Indiana and across the nation with respect to effective school to college and career preparation and readiness. This emphasis has been stimulated by Federal and state initiatives, such as educational reform, Technology Preparation (Tech Prep), STEM, career pathways, school-to-work force transition and the Perkins Act. Additionally, career clusters and pathways have become the new organizational structure for curriculum and instruction in education, and in particular CTE. There is, however, a critical need to prepare educational professionals with the knowledge and skills in career awareness, orientation, exploration, and preparation to work effectively with learners. Further, there is a need to prepare personnel to develop and implement programs in alignment with the Indiana vision and model of career pathways. Therefore, a critical and ongoing need exists for new and experienced leadership personnel to become updated with respect to contemporary knowledge, best practices, and programming related to career education. The major goals of the LDP program, therefore, include: (a) prepare personnel with the knowledge and skills to plan, implement, and evaluate highly effective career education programs, and career pathways and (b) improve career education instruction and support services for youth and adults including special needs and non-traditional learners. This field-based Leadership Development Program (LDP) will provide the participants with in-depth knowledge and expertise in regard to developing, implementing, evaluating, improving, and expanding effective career education and pathways programs. The LDP has a particular focus on critical, emerging Indiana initiatives such as end of course assessments, career pathway assessments, dual credit courses/program opportunities, and STEM pathways and programs. Use application, and integration of technology in classrooms are emphases in the leadership development session, topical seminar and throughout the program.

Objectives

1. Identify a cadre of local career, technical, special, counseling, academic, career academies/career pathways, Tech Prep, STEM, and other related educational leadership personnel at all levels who can initiate and facilitate ongoing professional development and program improvement activities related to career education and career pathways within their regions and agencies.

2. Deliver instruction and provide mentoring and technical assistance to participants and their personnel.

3. Develop, implement, and evaluate program improvement activities related to career awareness, orientation, exploration, and preparation and career pathways within the schools of program participants.

4. Initiate and/or enhance interagency agreements and collaboration at the local and regional levels among agencies and schools.

5. Expand the networking capabilities of personnel across the state in regard to collaboration, program improvement, exemplary programs, and best practices.

6. Evaluate the adequacy, quality, and effectiveness of the program improvement projects (PIPs).

Major Activities

1. A cadre of agency/school-endorsed personnel will be selected to participate in the program.

2. Participants will enroll in two, 3-semester hour sessions during the summer, 2014 session, (a) EDCI 55000: Career Education (3 s.h.), and (b) EDCI 55300: Leadership Development in Career and Technical Education (3 s.h.). Participants will conduct an agency (region, district, school) needs assessment and develop a program improvement project proposal. Use, application, and integration of technology in classrooms are primary foef in the leadership development session, the topical seminars, and throughout the program. Additionally, training on the Indiana Pathways model will place special attention on end of course assessments, end of program/pathways assessments, dual credit opportunities, and the common core in technical subjects with English language arts and math in CTE.

3. Participants will enroll in EDCI 69500: Internship in Education: Program Improvement Project - Career Education (3 s.h.) during the fall, 2014 and spring, 2015 semesters. They will receive graduate level credit for implementing and evaluating the PIPs in their agencies. The LDP staff will provide the required technical assistance and mentoring, and facilitate the necessary interagency collaboration and networking activities to successfully implement and evaluate the PIPs. The participants will attend four (evening) technical assistance and mentoring seminars (twice each semester) and a one-day final meeting in May, 2015 to deliver their PIP presentations and submit their final reports and products. The reports, products, and outcomes in all LDP programs will be shared using a variety of dissemination strategies by the participants with personnel in the field.
Leadership Development Program (LDP) in Career Education

Nomination Form

Please identify, contact, and inform individuals who are excellent candidates for the LDP. Self-nominations are also appropriate. Use additional forms if necessary. Upon receipt of this form, the nominee(s) will receive the program description and information, and an application from the LDP staff. All nominations must be received by Monday, April 7th, 2014. Early nominations are recommended.

Name: ____________________________________________
Address: __________________________________________

Telephone: __________________ Fax: __________________
E-mail: ____________________________________________

Name: ____________________________________________
Address: __________________________________________

Telephone: __________________ Fax: __________________
E-mail: ____________________________________________

Name: ____________________________________________
Address: __________________________________________

Telephone: __________________ Fax: __________________
E-mail: ____________________________________________

Nominated by:

________________________________________
Address:

________________________________________

Telephone: ( ) __________________
E-mail: _______________________


Leadership Development Program

In

Generalizable Skills Instruction

A Professional Development Program

in the

College of Education
Purdue University
West Lafayette, IN 47907

James P. Greenan
Program Director
Leadership Development Program in Generalizable Skills Instruction

ABSTRACT

Generalizable (transferable) skills (i.e., mathematics, communications, interpersonal relations, reasoning) are those core skills that are common among, necessary for success in, and transferable across all career clusters, career pathways, and occupations in the workplace. These skills are essential for successful school to college and career preparation and readiness. Generalizable skills will be introduced using integrated, contextual instructional strategies. The purpose of the Generalizable Skills Program is to provide training to academic, special, career, and technical educators and other related personnel to develop, implement, and evaluate generalizable skills instructional programs and support services for youth and adults. The target audiences for the program include; however, they are not limited to secondary and post-secondary personnel; academic educators (e.g., science, technology, engineering, mathematics, language arts, and other subject areas); special educators; guidance and counseling personnel; career and technical educators; career pathways personnel; Tech Prep; alternative education program personnel; and professionals in instructional, supervisory, and/or administrative roles. The common core in technical subjects is introduced with special emphasis and training on areas such as English language arts and math in CTE applications for STEM and other career pathways. Use, application, and integration of technology in classrooms are primary foci in the leadership development session and the topical seminars.

Objectives

1. Identify a cadre of academic, special, and career and technical education; and other related leadership personnel who can initiate and facilitate ongoing professional development and program improvement activities related to generalizable skills instruction and support services within their regions, districts, and schools.

2. Deliver instruction, mentoring, and technical assistance to personnel.

3. Develop, implement, and evaluate program improvement activities related to generalizable skills instruction within the agencies/schools of program participants.

4. Initiate and/or enhance interagency agreements and collaboration at the local and regional levels among schools.

5. Expand the networking capabilities of personnel across the state in regard to effective generalizable skills instruction program improvement, collaboration, exemplary programs, and best practices.

6. Evaluate the adequacy, quality, and effectiveness of the generalizable skills instruction program improvement projects.

Major Activities

1. A cadre of agency/school-endorsed personnel will be selected to participate in the program.

2. Participants will enroll in two 3-semester hour sessions during summer, 2014 session, (a) EDCI 55200: Generalizable Skills Instruction in Career and Technical Education (3 s.h.), and (b) EDCI 55300: Leadership Development in Career and Technical Education (3 s.h.). Participants will conduct an agency (region, district, school) needs assessment and develop a program improvement project proposal.

3. Participants will enroll in EDCI 69500: Internship in Education: Program Improvement Project: Generalizable Skills Instruction (3 s.h.) during the fall, 2014 and spring, 2015 semesters. They will receive graduate level credits for implementing and evaluating the PIPs in their schools. The LDP program staff will provide the required technical assistance and mentoring, and facilitate the necessary interagency collaboration and networking activities to successfully implement the PIPs. The participants will attend four (evening) technical assistance and mentoring seminars (twice each semester) and a one-day final meeting in May, 2015 to deliver their PIP presentations and submit their final reports and products. The participants will share their products and reports with educators in the field using a variety of effective dissemination strategies.
Leadership Development Program in Generalizable Skills Instruction

Nomination Form

Please identify, contact, and inform individuals who are excellent candidates for the LDP. Self-nominations are also appropriate. Use additional forms if necessary. Upon receipt of this form, the nominee(s) will receive the program description and information, and an application from the LDP staff. All nominations must be received by Monday, April 7th, 2014. Early nominations are recommended.

Name: ________________________________
Address: ________________________________

Telephone: __________________ Fax: __________________
E-mail: ________________________________

Name: ________________________________
Address: ________________________________

Telephone: __________________ Fax: __________________
E-mail: ________________________________

Name: ________________________________
Address: ________________________________

Telephone: __________________ Fax: __________________
E-mail: ________________________________

Nominated by:

______________________________
Address: ________________________________

Telephone: ( ) __________________ E-mail: __________________
Leadership Development Program

In

Special Needs Education

A Professional Development Program

in the

College of Education
Purdue University
West Lafayette, IN 47907

James P. Greenan
Program Director
Leadership Development Program (LDP) in Special Needs Education

ABSTRACT

Several studies and reports have indicated the necessity for school-to-college/career transition instruction and support services for special needs youth and adults in career and technical education training, and employment settings. Effective services are required in Perkins’ Funding and essential to ensure access to, and equity in, career and technical education and employment-related programs. The National Longitudinal Transition Study-2 and the Indiana Comprehensive System for Personnel Development, evaluation results, and needs assessment data, however, indicate clearly a shortage of adequately prepared personnel who can effectively deliver school-to-career/college transition and college readiness instruction and support services. The purpose of the Leadership Development Program is, therefore, to provide leadership development training to special needs personnel (career and technical education, special education, rehabilitation, employment and training, subject content, and other related personnel) for improving and expanding career, technical, training, and employment opportunities and support services for special (needs) populations youths, and adults and non-traditional learners in the state of Indiana. Use, application, and integration of technology in classrooms are emphases in the leadership development session, topical seminars, and throughout the program.

Objectives

1. Identify a cadre of local career and technical education, special education, rehabilitation, transition, employment and training, and other related leadership personnel who can initiate and facilitate ongoing professional development and program improvement activities related to career and technical instruction and support services within their schools, regions, and agencies.

2. Deliver instruction and provide mentoring, topical seminars, and technical assistance to participants and their personnel.

3. Develop, implement, and evaluate program improvement activities within the agencies/schools of program participants.

4. Initiate and/or enhance interagency agreements and collaboration at the local level among agencies.

5. Expand the networking capabilities of personnel across the state in regard to program improvement, collaboration, exemplary programs, and best practices.

6. Evaluate the adequacy, quality, and effectiveness of the program improvement projects (PIPs).

Major Activities

1. A cadre of agency-endorsed personnel will be selected to participate in the program.

2. Participants will enroll in two, 3-semester hour sessions during summer, 2014, (a) EDCI 54400: Career and Technical Education for Special Needs Learners (3 s.h.), and (b) EDCI 55300: Leadership Development in Career and Technical Education (3 s.h.). Participants will conduct an agency needs assessment and develop a program improvement project proposal.


4. Participants will enroll in EDCI 69500: Internship in Education: Program Improvement Project - Special Needs (3 s.h.) during the fall, 2014 and spring, 2015 semesters. They will receive graduate level credits for implementing and evaluating the PIPs in their agencies and schools. The LDP program staff will provide the required technical assistance and mentoring, and facilitate the necessary interagency collaboration and networking activities to successfully implement and evaluate their PIPs. The participants will attend four (evening) technical assistance seminars (twice each semester) and a one-day final meeting in May, 2015 to deliver their PIP presentations and submit their final reports and products. The participants will design effective strategies to disseminate their reports, products, and outcomes to colleagues in the field.
Leadership Development Program (LDP) in Special Needs Education

Nomination Form

Please identify, contact, and inform individuals who are excellent candidates for the LDP. Self-nominations are also appropriate. Use additional forms if necessary. Upon receipt of this form, the nominee(s) will receive the program description and information, and an application from the LDP staff. All nominations must be received by Monday, April 7th, 2014. Early nominations are recommended.

Name: ________________________________
Address: ________________________________

Telephone: ___________  Fax: ______________
E-mail: __________________________________

Name: ________________________________
Address: ________________________________

Telephone: ___________  Fax: ______________
E-mail: __________________________________

Name: ________________________________
Address: ________________________________

Telephone: ___________  Fax: ______________
E-mail: __________________________________

Nominated by:

______________________________________
Address: ________________________________

Telephone: ( ) ____________________
E-mail: ________________________________
EACS Employee Wellness Program

EACS Rethink Your Drink on Tuesday, November 19\textsuperscript{th}

Take the Pledge to Rethink Your Drink: Go H2O

It is now widely accepted that sugary beverages are the most fattening of all forms of calories. Did you know that 20-oz. of soda contains 22 packets of sugar and the average American drinks 50 gallons of soda and other sugary drinks each year? This equals almost 40 pounds of sugar or well over 70,000 extra calories per year.

\textbf{Why drink fewer sugary drinks?} Of all the things you could do to lose weight, dumping sugary beverages appears to provide the single greatest return for your efforts! Sweet liquids like soda, fruit drinks, and dessert coffees tip the scale in the wrong direction.

\textbf{Why drink more Water?} Water is your body’s principal chemical component and makes up about 60 percent of your body weight. \textbf{EVERY SYSTEM} in your body depends on water. For example, water flushes toxins out of vial organs and carries nutrients to your cells. Lack of water will lead to dehydration. Even mild dehydration will drain your energy and make you tired!

Take the 24-hour pledge to replace ALL DRINKS with WATER!

The EACS Employee \textit{Rethink Your Drink Day} will be on \textbf{Tuesday, November 19\textsuperscript{th}}

Two Ways to take the Pledge: Submit your Pledge by \textbf{Monday, November 18\textsuperscript{th}}

\textbf{Option 1:} Complete the attached pledge form and email it back to Eric Manor at emanor@eacs.k12.in.us or send it via EACS courier to Eric Manor in the Administration Building.

\textbf{Option 2:} Simply email Eric and let him know you’re taking the pledge.
EACS Employee Wellness Program

EACS Rethink Your Drink on Tuesday, November 19th

Take the Pledge to Rethink Your Drink: Go H2O

I pledge to drink water only on Tuesday, November 19th 2013

Printed Name: ________________________________ Date: ____________

Signature: _____________________________________