

# Administrative Bulletin

**VII-15** 11.19.15

**Note:** *The Administration Offices will be closed November 26 & 27 in observance of the Thanksgiving Holiday. Have a wonderful and safe holiday!*

## 1. AFTER-SCHOOL TUTOR OPPORTUNITY FOR TEACHERS

**Where:** Tutoring takes place in either Leslie House or Noel House. These are residential homes located in southeast Fort Wayne - near our former Village Elementary School.

**When:** Tues, Wed, & Fri from 4:00 pm-5:00 pm (can be one or all of the days based on teacher availability)

**What:** After-school tutors mainly provide support in middle school and high school English/Language Arts and math, but are also available to help students with homework in other subjects, as needed.

**Eligible:** Must have a valid Indiana's Teacher License. **Rate:** \$24.32/hour paid through Title I funds

If teachers have any questions or need additional information on how to become a tutor at Leslie House and/or Noel House, they should contact Brigid Funk directly by email [brigid.funk@parkcenter.org](mailto:brigid.funk@parkcenter.org) or by telephone at Park Center: 260/482-9125 ext. 2425.

Rose Fritzinger, ext. 3161

## 2. ENERGY CONSERVATION PROGRAM

As a reminder, EACS has adopted an Energy Leadership Program. Kurt Van Horn as our Energy Leader, has started the process of auditing our facilities for compliance to our Energy Conservation Program. Please refer to **Attachment #1** regarding our Energy Leadership Program requirements.

Kirby Stahly, ext. 1005

## 3. ELEMENTARY CURRICULUM CONNECTION

The Curriculum Connection contains upcoming information regarding assessments, curriculum updates, video clips, instructional websites, and more. Please see **Attachment #2** for specific **elementary** information.

Marilyn Hissong, ext. 3124

#### 4. SECONDARY CURRICULUM CONNECTION

The Curriculum Connection contains upcoming information regarding assessments, curriculum updates, video clips, instructional websites, and more. Please see **Attachment #3** for specific middle and high school information.

Deborah Watson, ext. 3151

#### 5. CONGRESSIONAL APP CHALLENGE

Established by the US House of Representatives in 2013, this 10-week competition allows high school students to create and submit their own app. Students may participate as individuals or in teams of up to four. Winning students will have their apps featured on a display in the Capitol Building, and will be honored by their Member of Congress. See **Attachment #4** for more details.

Tamyra Kelly, ext. 1050

#### 6. **REMINDER:** CPR/AED Training

Classes are offered free of charge twice a month through the end of the school year. Classes are held at PAUL HARDING Jr. in the staff development room starting at 4:15 p.m. Class size is limited and requires pre-registration, email or call Wendy Walker, Health Services Coordinator at extension 7309.

##### **November & December 2015 Class Schedule**

December 10 (Thursday)

December 15 (Tuesday)

Certification is through the American Heart Association and lasts for two years. Any employee interested in, or needing certification renewal may participate in this training.

Wendy Walker, ext. 7309

# DREAM IT. DO IT.

## Energy Leadership Program Introduction

*The purpose of the EACS Energy Leadership program is to effectively implement EACS Administrative Guideline #3416 – Energy Conservation and Building Temperature Control. The purpose of the guideline is to reduce the School Corporation’s energy consumption through active efforts of staff and students.*

The effect of this increased energy conservation will be both a cost savings and a positive environmental impact. We are asking all of you to help us reduce or eliminate wasted energy by doing the following. The Energy Manager will perform regular building audits in order to ensure program compliance.

- Turn lights on only when truly needed.
- All lighting shall be turned off in unoccupied areas. Staff shall turn lights off whenever they are leaving an unoccupied classroom, office, or multiuse area.
- All common area and corridor lights should be turned off when the students and staff leave for the day. Custodians shall operate lights only in the areas in which they are working.
- All office and instructional equipment should be properly turned off and shut down at the end of each day by the faculty and staff before they leave. This includes computers, printers, monitors, speakers, projectors, interactive white boards, etc. All equipment should be set to utilize its energy saver mode if capable.
- All copiers shall be left on at all times but set for Energy Saver mode.
- Appliances, other than those operated by the food services, should be limited to staff workrooms and staff lounges.
- All interior and exterior doors shall remain closed when the HVAC system is in occupied operation. Many doors separate conditioned spaces from unconditioned spaces, and if they are kept open the effectiveness of the HVAC system serving the conditioned space will be significantly reduced.
- All windows shall remain closed when the HVAC system is in mechanical cooling mode or in mechanical heating mode. There are only a few and rare times throughout the year when neither system is in operation. The Energy Manager will notify the faculty and staff when the utilization of operable windows is acceptable.

Additionally, specific instructions for proper shut down during extended school breaks will be sent to all faculty and staff prior to the school break.

**Inspiration:** Good teaching is more a giving of RIGHT QUESTIONS than a giving of RIGHT ANSWERS.  
 ~ Josef Albers

# Curriculum Connection

Elementary 11/18/15

IMPORTANT DATES	
Thanksgiving Break	11/26/15 – 11/27/15
8 Step B3 Assessment	12/14/15 – 1/8/15

## Question Answer Relationships (QAR)

- The purpose of QAR instruction is to give students and teachers a shared language to make visible the largely invisible process underlying reading comprehension. The shared language of QAR allows the shift from teacher-generated questions to student-generated questions.
- Teachers who use QAR strategies promote higher-level thinking in their students, which improves the types of thinking they are requiring of their students.
- QAR teaches students how to ask effective questions about their reading and where to find the answers to them.

### *In the Book*

<u>Right There Questions</u>	<u>Think and Search Questions</u>
Literal questions whose answers can be found in one place in the text. Often the words used in the questions are the same words found in the text.  Ex. What type of house did the first pig build? Who sent the pigs off to live on their own?	The answer is in the text, but cannot be found in just one place. Answers are gathered from several parts of the text and put together to make meaning.  Ex. What did the wolf say at each of the pigs' homes? What type of houses did the second and third pigs build?

### *In My Head*

<u>On My Own Questions</u>	<u>Author and Me Questions</u>
These questions do not require the student to have read the passage, but the student must use their background knowledge to answer the question.  Ex. How would you feel about living alone in your own house? How does it make you feel when someone is mean to you?	The answers are based on information provided in the text, but the students are required to relate it to their own experiences. The reader uses personal experiences and background knowledge to interpret and infer. Although the answer is not stated directly in the text, the student must have read it in order to answer the question.  Ex. How is the home you live in the same or different than the three pigs' homes? How do you think the pigs felt at the end of the story?

## EL (English Learner) CORNER

**WIDA GUIDING PRINCIPAL #6:** Students use language in functional and communicative ways that vary according to context.

**TIP:** Be understanding of common EL errors, but correct them in ways that won't make students uncomfortable.

### **Common EL Errors (and examples):**

- Overgeneralization of Rules (ex: adding "ed" for all past tense verbs, such as "teached")
- Restricting Rules (ex: double-meaning words such as "table")
- Homophones (ex: there/their/they're)
- Hypothesize False Concepts (False Latin cognates and mis-relating words such as "queer" and "query")
- Formal vs. Informal (ex: saying "sucks" during a speech)
- Transfer (not using "s" for plural words – some languages say "Two apple" whereas we say "Two apples")

# Curriculum Connection

## Important Dates

Bundle 3 Assessment  
Thanksgiving Break

11/12-11/25  
11/26-11/27

Secondary: Middle School &  
High School

November 20, 2015

### DOK (Depth of Knowledge)

= Depth and Complexity

≠ Difficulty

### Key Considerations for DOK 3:

### What my student's brain will do.....

- Rank
- Prioritize
- Predict outcomes to hypotheticals by referencing facts
- Judge similarities and differences and decide next steps based on findings
- Remove steps from a flow chart and provide reasoning
- Rationalizing sequencing
- Tell story or event from the different perspective with facts
- Read 3 different texts on same content and summarize
- Describe potential effects (based upon causes given) with evidence
- Describe potential causes (based upon effects given) with evidence
- Evaluate items/events/people based on matrix, with reasoning
- Create criteria and evaluation system for a rubric
- Compare multiple resources for a central theme
- Rewrite a text by adding 2 new perspectives, with evidence to needed changes
- Examines and evaluates motivations from different perspectives, by citing evidence
- Connects people and themes logically by synthesizing 3+ elements

### **EL (English Learner) CORNER**

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### Common EL Errors (and examples):

1. Overgeneralization of Rules (ex: adding "ed" for all past tense verbs, such as "taached")
2. Restricting Rules (ex: double-meaning words such as "table")
3. Homophones (ex: there/their/they're)
4. Hypothesize False Concepts (False Latin cognates and mis-relating words such as "queer" and "query")
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6. Transfer (not using "s" for plural words – some languages say "Two apple" whereas we say "Two apples")

### Web Based Resources—Test Prep

<https://prc.parcconline.org/assessments/parcc-released-items>

<http://parcc.pearson.com>

**Literature Units:** Is there a novel you are getting ready to use and would like some additional resources? The curriculum office may have a literature unit for it. You can check with your Instructional Coach for a list available. Also, if there is one you think the district should have, let them know as well.

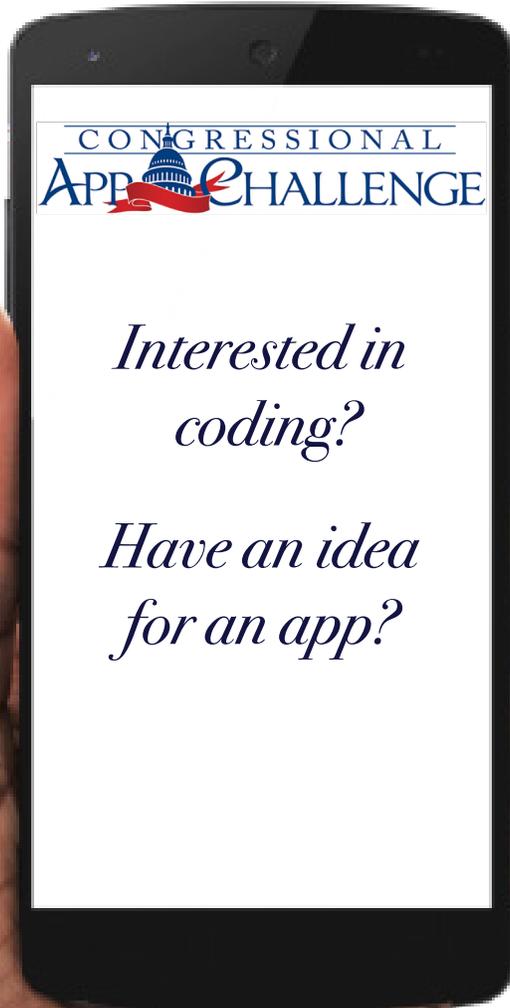
Questions or Concerns about the Bundles?

Please make sure you fill out a bundle feedback form located on the district shared drive.

# CONGRESSIONAL APP CHALLENGE

*Hosted by*

**Congressman Marlin Stutzman  
IN-03**



You are invited to participate in the 2015 Congressional App Challenge!

Established by the US House of Representatives in 2013, this 10-week competition allows high school students to create and submit their own app. Students may participate as individuals or in teams of up to four. Winning students will have their apps featured on a display in the Capitol Building, and will be honored by their Member of Congress.

**November 9, 2015 - January 15, 2016**

For more information, visit  
**[CongressionalAppChallenge.us](http://CongressionalAppChallenge.us)**

**Questions?**

Contact Kathie Green at  
[kathie.green@mail.house.gov](mailto:kathie.green@mail.house.gov) or  
call 260-424-3041.

**Deadline  
January 15, 2016**

# Contest Guidelines

## Student Eligibility

1. Members of Congress must opt-in for their district to participate in this competition. If a Member does not opt-in, constituents in their district will be ineligible to participate.
2. The Competition is open only to high school students who reside in a participating district or who are eligible to attend public high school in that district. Individuals submitting on behalf of teams must meet the eligibility requirements for individual contestants.
3. Participants must be at least 13 years old as of November 9th, 2015.
4. Participants may compete individually or in teams of up to 4 students. If students attend school outside of their home congressional district, they may compete in either their home district or their school district. If competing as a team, 2 members of the team must qualify in the the same district they are applying in.
5. The Competition is subject to all applicable United States federal laws and regulations. Participation constitutes entrant's full and unconditional agreement to these Official Rules.
6. A student may only submit one application, either as an individual or as part of a team. They may only submit an app in one district.

## When Can Students Enter the Challenge?

Students may begin working on their apps as soon as they like, but the "Competition Submission Period" will start at 12:00 PM (noon) Eastern Daylight Time ("EDT"), NOVEMBER 9TH, 2015 and be closed at 11:59 PM Eastern Standard Time ("EST") JANUARY 15TH, 2016.

Administrator's computer is the official time keeping device for this Competition.

## How do Students Enter their App?

### **Register on Challenge.gov:**

Students must register and submit their apps on Challenge.gov. Make sure to find the correct Challenge page specific to their Member of Congress and district. To verify eligibility, students must also fill out basic contact info on the link found on the Challenge page.

# Recognition Bulletin

VII-15 11.19.15

## 1. BEST OF LUCK...

To all individuals, teams, bands headed to semi-state/state competitions!

**CONGRATULATIONS!**

## 2. CHEERLEADER AND COACH OF THE YEAR

**Thet Soe**, senior at Woodlan Jr. Sr. High was one out of twelve named as a 2015 Indiana Cheerleader of the Year! **Mrs. Julie Lebamoff**, coach for Woodlan Jr. Sr. High was named the 2015 Indiana Cheer Coach of the Year!

**CONGRATULATIONS THET SOE, MRS. JULIE LEBAMOFF &**

**WOODLAN JR. SR. HIGH**



**DREAM IT. DO IT.**