

NEWS

To provide high quality, cost effective, life-long education programs and services to students, schools, school systems and communities.

Welcome Back to School Letter from RESA 4 Executive Director



August 2014

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There truly is a yearly renewal in education. Students, parents, and staff members are all given fresh opportunities to change and improve, and to develop new relationships. There are new groups of students and teachers, new staff assignments, new activities, and new supplies and equipment. Even the buildings and grounds are in a state of newness; ready for the burst of energy about to rush through the front doors.

Summer was a great time to relax and to recharge those academic batteries for the new year, and now everyone is ready to “get going” again. Administrators, teachers, and other members of the teaching team have been involved in staff development during the summer. Many have attended university classes, seminars, and district-wide workshops to improve their job skills.

Parents are key players on the educational team, and each year they, too, are filled with new hopes and expectations. They know it is up to them to send their children to school each day with adequate rest, good nutrition, encouragement, and support. At home, parents are challenged to provide a quiet place for studying, to set aside homework time, and to maintain an attitude that says, “Your education is important.”

All members of the educational community, whether they are students, administrators, teachers, or parents, should seize the opportunities that have been given them to make this new school year the best ever.

Have a great year!

In Education,

David Warvel

RESA 4 Executive Director

Administrators Leadership Institute

On August 1, 2014, educational leaders attended the RESA 4 Administrators Leadership Institute. The institute was held at the Summersville Arena and Convention Center. Session topics included Recent Legislation and Legal Developments Affecting Public Education, presented by attorney **Rebecca Tinder**, Bowles, Rice, McDavid, Graff, Love & Associates. Also, presented was information on recent decisions from the West Virginia Supreme Court of Appeals and from the West Virginia Public Employees Grievance Board.

The afternoon presenter, **Phil Sorentino**, a humor consultant, developed a program to work smart, have fun, and create loyalty for our principals. Phil's value as a profitable and enjoyable "conoach" which means part coach, and part consultant, is the same value as a teacher, parent, or community member, and it's our value at whatever we do for our schools. Our core competency is we make great people. Our greatest asset is our desire to learn from each other. Phil gave great advice to our principals: have a sense of humor, unconditional love, sense of community, and regular exercise. We worked on developing a sense of community within our schools and try to understand the differences of one another. Phil's main bullet points are to have action steps, living longer and happier, high performance humor, self-motivation, enjoy a servant's attitude, and then do a loyalty inventory. This self-reflection piece was great for our principals so they, in turn, could use this with their staff. The staff then can use this information to help with our students' needs. Is my school a place where kids want to come? We need to model the behavior for our students if we would like to see the desired results.

1. Know the people you would help - seek to understand their strengths and areas of improvement.
2. Practice good human relations - criticize only constructively with a solution and in private.
3. Learn how to use the basic self-motivators - people naturally want to achieve, be recognized, participate and grow.
4. Master the 5 basic skills for managing people - accentuate the positive, provide recognition, be flexible, delegate responsibility, and help people set lifelines.

A quote from Phil. "What we really teach is the challenge, the power, and yes, if you want it to be, the fun of free will. Wherever you are in life, someone has had it worse and made it, and someone has had it better and blown it."



Kristina Frame, RESA 4's School Improvement Specialist, has recently accepted the position of principal at Summersville Middle School. Also, **Travis Windon** has recently resigned as our Computer Repair Technician to accept a position with West Virginia Department of Education, Office of Technology. We will miss you. Best wishes in your new jobs!

RESA 4 TEACHERS PARTICIPATE IN SPI ACADEMY

Throughout the month of July, several RESA 4 teachers participated in the Support for Personalized Instruction (SPI).

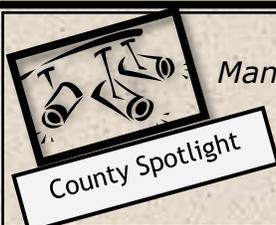
The WVDE Office of Special Programs in partnership with RESA based staff developed Support for Personalized Instruction (SPI) as a sub-set of Support for Personalized Learning (SPL) to specifically address the quality of the interactions that have been found through research to most directly move individual learners from where they are to where they need to be. This challenge of personalizing learning requires individuals at every level of our educational system to invest in adjusting practices to more efficiently and effectively align with the real demands of our rapidly changing world; including acknowledging that education, today, must extend beyond acquisition and expression of information to the development of dispositions and capacities necessary for managing one's own lifelong learning. These goals led the SPI design team, with representation from all RESAs, to develop twenty one hours of professional learning experiences to support teachers in acquiring expertise that is relevant to their needs and the needs of ALL their students.



The SPI model incorporates and articulates the interaction of the following elements:

- **4 researched-based instructional practices:** Universal Design for Learning (UDL), Differentiated Instruction (DI), Scaffolding and Cognitive Strategies Instruction (CSI)
- **2 content elements** –NxG Standards and instructional focus points
- **5 processes** – integrated technology, integrated vocabulary, problem-solving, professional collaboration and informative assessment processes.

This summer's academy heavily focused upon UDL, DI, Informative Assessment and becoming a reflective teacher. The remaining areas will continue to be the focus of professional development opportunities in the near future.



Many thanks to Beverly Kingery, Superintendent, and Barb Taylor, Board representative, both retiring from Nicholas County Board of Education, after many years of dedicated service.

Best wishes in your new endeavors!

RESA 4 Educators Celebrate a Summer of Professional Learning



Teachers and instructional coaches gathered at the Summersville Convention Center to experience cooperative and collaborative learning strategies shared by John Strebe.



Marlinton Middle faculty worked together to plan and practice strategies designed to increase student engagement.



Project WEEMS teachers continued their journey toward earning an elementary mathematics specialization endorsement. Online and face-to-face instruction occurred throughout the summer. The cadre will continue coursework during the fall and spring semesters.



Middle level mathematics and science teachers from RESA 1 and RESA 4 experienced learning tasks designed to integrate mathematics and science.



Ansted Elementary teachers spent an additional week at their school to strengthen implementation of Next Generation Mathematics Content Standards and Objectives. Teachers worked at their grade level and across grade levels to deepen their understanding of the mathematics content, Standards for Mathematical Practice, and learning progressions. Instructional strategies were modeled throughout the training.



Glade Elementary and Webster Springs Elementary spent a day at Camp Caesar engaged in teambuilding activities.



RESA 4 Receives Two New 21stCCLC Afterschool Program Grants

On July 16, 2014, the WVDE announced that RESA 4 would receive two grants to provide 21st Century Community Learning Center afterschool programs in three elementary and four high schools. One \$220,000 grant, called BLAST (Building Learning After School Hours), will be used to provide academic tutoring and enrichment, homework help, positive youth behavior/healthy lifestyles courses, counseling, and visual and performing arts instruction at Flatwoods Elementary School (Braxton County), Ansted Elementary School (Fayette), and White Sulphur Elementary School (Greenbrier). The programs will run four days per week for 25 weeks beginning September 29, 2014.

The second grant, also for \$220,000, is called SUCCESS (Schools Utilizing College and Career Education for Student Success). It will also provide academic tutoring and enrichment, homework help, positive youth behavior/healthy lifestyles programs, counseling, visual and performing arts instruction, and opportunities for vocational education. Schools being served by the SUCCESS grant are Braxton County High School (Braxton), Valley High School (Fayette), Nicholas County High School (Nicholas), and Webster County High School (Webster). The SUCCESS grant will run three days per week for 25 weeks beginning September 29, 2014.

RESA 4 currently has two additional 21stCCLC Afterschool Program grants that will be continued this year.

The SPLASH (Supporting Personalized Learning After-School Hours) grant will begin its second year at Braxton Middle School (Braxton), Richwood Middle School (Nicholas), Marlinton Middle School (Pocahontas), and Webster County High School 7th and 8th grade (Webster). The FAST (Fayette AfterSchool Time) grant will begin its fourth year. The three sites in this grant are Ansted Middle School, Collins Middle School and Oak Hill High School, all in Fayette County.

Funding for all 21st Century Community Learning Centers is provided wholly or in part by a grant from the United States Department of Education under the Elementary and Secondary Education Act, Title IV Part B, with grant administration carried out by the West Virginia Department of Education.



The four programs are directed by **Mr. Dana Thomas**. For information about BLAST, SUCCESS, SPLASH, or FAST, please contact Mr. Thomas at 304-872-6440, ext. 27, or by email to dethomas@k12.wv.us.

The **WV Standards for High Quality Schools** are the foundation for empowering schools to see the important connections between the many, small pieces and the big picture of continuously moving schools forward. Developing a culture of high quality and high expectations is one of the most powerful predictors of student success. Below is a list of some of the resources available with the purpose of improving student learning.

- WVDE Office of School Improvement: <http://wvde.state.wv.us/schoolimprovement/>
- WVDE Office of Special Programs: <http://wvde.state.wv.us/osp/>
- McRel International: <http://www.mcrel.org/>
- School Improvement Network: <http://www.schoolimprovement.com/>
- National Association of Secondary School Principals: <http://www.nassp.org/school-improvement>
- U. S Department of Education: www.ed.gov
- RESA 4: <http://resa4.k12.wv.us/>

Special Education Department

I hope all has been well for everyone over the past few months. It is hard to believe that schools are back in session for the fall. It has been very busy for all of our six counties as participants attended various Professional Development trainings which included Math Academies, Support for Personalized Instruction (S.P.I.), Co-Teaching, and Positive Behavior Intervention and Support (P.B.I.S.) over the summer months. It is the desire of RESA 4 that the participants and their respective schools and students benefit from the valuable experiences that came from the Professional Development and the various Academies.

The focus of the Special Education Department at RESA 4 for the 2014-15 school year will be "Results Driven Accountability." The Crisis Prevention Intervention (C.P.I.) trainings will continue at RESA 4 with the first one scheduled to take place on September 15th here in our conference room. The Special Education Department at RESA 4 hopes everyone's school year gets off to a great start.

Scott Cochran, RESA 4 Special Education Director



RESA 4 Staff at the
Jostens Renaissance Conference



RESA 4 employees enjoyed a Cranberry Tour, on Sunday, June 22, courtesy of Rick Green, Cranberry Adventures and Outfitters. Family members were treated to a fun-filled wagon ride pulled by mules. Some enjoyed fishing, biking and hiking in the beautiful scenery. A cook-out was included. Thanks to Rick for a great trip!



WVEIS – Back to School Edition

Welcome to the 2014-2015 school year! Here are some notes from Karen & Nicole as we start the new school year:

DROPPING STUDENTS AS OF THE FIRST DAY OF SCHOOL

To drop a student as of the first day of school (*i.e. student moved over summer*), **STU.301T** is used a little differently than usual. In WOW, follow the procedures below for students that did not return to your school in FY 15.

- In **STU.301T** (WOW), enter the student ID and select **DROP**.
- Change the '**AS OF DATE**' to your school's first day of student attendance. Do not use the 2nd day of student attendance. This falsely reports in WVEIS that the student was present at your school on the first day. Select **NEXT**.
- Under *Enrollment History*, you must edit the first line of data and delete all of the data in the 2nd line. Manually change the **ENROLLMENT CODE** from E8 to the corresponding Transfer Code (*i.e. T1, T2, T3*). You will not be able to use the hand selector in this procedure as it will only show enrollment codes, not transfer/drop codes. Edit the **COMMENT** field as needed. Delete any data located in the **LOAD** field.
- Delete any and all data defaulted in the fields on the 2nd line. This includes the **DATE, REGISTER, COMMENT, LOAD, SCHOOL & DISTRICT** fields. Select **NEXT**.
- **Warning: This transaction data is not typically left blank** – will appear at the top and 2nd line fields will appear in yellow. Simply select **NEXT** again to bypass this warning.
- Advance through the subsequent screens by selecting **NEXT** after entering any necessary data.
- Select **FINISH** to successfully complete the transfer.

The process for dropping students as of the 1st day of school in Green Screen is very similar. Simply change the E8 Enrollment Code to the corresponding Transfer Code on the first line of the Registration Screen, while leaving the **DATE** and **REGISTER** as is. Edit the **COMMENT** field as needed. Delete any data in the **LOAD** field, while leaving the **SCHOOL & DISTRICT** fields as is. Delete ALL data defaulted in the fields on the 2nd line. This includes the **DATE, REGISTER, COMMENT, LOAD, SCHOOL & DISTRICT** fields.

WVEIS SUPPORT PAGE

The WVEIS Support Page can be found online at <http://wveis.k12.wv.us/wveis2004/support.htm>. It is dedicated to providing useful PDFs & documentation on the Student Management, Attendance, Grading & Scheduling Systems in WVEIS. The 2014-2015 Course Code Manual can be found here, along with the TeamViewer download link for remote support. While we don't want you to ever stop calling us, there are many helpful documents and links that can be found on this site that could help you if you are unable to reach us.

(Continued on next page.)

continued...WVEIS – Back to School Edition

VPN REQUESTS

VPN (Virtual Private Network) connections are provided to WVEIS users who are administrators and teachers and need access to WVEIS or applications restricted to the K-12 network. These connections allow access to the secure state network from a location outside of the network (such as from home).

Most counties allow their employees to request VPN accounts online at <https://wveis.k12.wv.us/vpn/>. If your county does not participate in the online VPN request process, simply contact your WVEIS County Contact directly. Contact your county technology department for technical questions about VPN connection.

DATA COLLECTION DATES FOR FY 2014-2015 SCHOOL YEAR

The September 1 Collection (*formerly the 1st Month Report*) will be due on September 8, 2014. This is to be submitted by the County Superintendent. Reported data will be as of September 1. All Summer Graduates need to be included in this data.

All data collection dates and certification instructions for FY 2014-2015 can be found online at <http://wveis.k12.wv.us/wveis2004/calendar.htm>. These dates will be constant year after year, but may shift slightly to account for Saturdays, Sundays, and holidays when a submission is required.

Please do not hesitate to call us if you need assistance of any kind. We are here to serve and if we cannot answer your question, we will help you find the person who can!

WVEIS Staff – Karen Turner and Nicole Workman – 800-251-7372 or 304-872-6440, ext. 6



With the coming changes of the season as we start to transition into the beautiful fall scenery, Medicaid is also experiencing some new changes. We recently had our Medicaid meeting in July. One item for discussion was that Molina is doing away with span billing services. In order to bill, we must submit our services as a daily billing date. In addition, we are only able to bill for Specialized Transportation services when another Medicaid service has occurred on the same day.

We have been given four new speech codes that we are now able to bill for, and a nice reimbursement rate to go along with them. I am sure there will be more changes to come as the school year goes on, and I would like to thank all my counties for their help and understanding, and to wish them a great new school year.

Misty Carpenter

RESA 4 Substitute Teacher Training Program

The RESA 4 Substitute Teacher Training Program provides the opportunity for our counties to have qualified substitute teachers in their schools. Participants in the program are first recommended by a county. They then receive ten hours of online training which is followed by two hours of face-to-face training and an assessment. Those who successfully complete the twelve hours of instruction and assessment have their paperwork submitted to the WVDE to get their official certification as a substitute teacher. In the past few months, about 30 substitute teachers have earned their certification through the RESA 4 program.

If you have any questions about the RESA 4 Substitute Teacher Training program, please feel free to contact **Sherri Sparks-Francisco** at 304-872-6440, ext. 10 (ssparks@k12.wv.us) or **Dana Thomas** at 304-872-6440, ext. 27 (dethomas@k12.wv.us) for more information.

BOOK SETS (Sign out by individual book or by sets)

Math, ELA Professional Development, 2014

Next Generation (NxGen) CSOs (Common Core)

ADAPT YOUR LESSON PLANS OR DEVELOP NEW LESSONS WITH

**QUICK-START GUIDES IN THE UNDERSTANDING THE
COMMON CORE STANDARDS SERIES (ASCD, McREL)**

| <i>Number</i> | <i>Title/Description</i> |
|---------------|--|
| 1034.01 | <u>Common Core Standards for Elementary Grades K-2 Math & English Language Arts: a Quick-Start Guide</u> (Evenson, McIver, Ryan, Schwols) - 28 per set – Part I – Presents organizational overview of ELA standards and key focus areas. Standards are examined for expectations per grade level, with examples of how standards relate to each other and connect across grade levels and content. Part II – Overview of Mathematics standards ; implementation advice; and reviews by content area with examples for integrating the practice standards in subject areas and grade levels. Part III – Lesson Planning and Sample Lesson Plans (3 for ELA, 3 for Mathematics). Additional resource references for each lesson. |
| 1034.02 | <u>Common Core Standards for Elementary Grades 3-5 Math & English Language Arts: a Quick-Start Guide</u> (Evenson, McIver, Ryan, Schwols) - 29 per set – Part I – Presents organizational overview of ELA standards and key focus areas. Standards are examined for expectations per grade level and for connections across grade levels and content areas. Part II – Overview of Mathematics standards and implementation advice; “Conceptual Pathway Through the Grades” for each subject area and grade level to describe connections between standards. Part III – Lesson Planning and Sample Lesson Plans (3 for ELA, 3 for Mathematics). Additional resource references for lessons. |
| 1034.03 | <u>Common Core Standards for Middle School Mathematics: a Quick-Start Guide</u> (Schwols, Dempsey) - 29 per set – General overview and implementation advice precede content standards examined by subject area and grade level. “Conceptual Pathway Through the Grades” section reviews how the standards connect from grade to grade; “Connections to the Standards for Mathematical Practice” section yields examples of integrating practice standards with course content. This guide concludes with detailed instructional planning guidance; step-step lesson development; and three sample lessons (one each for Grades 6, 7, and 8). Additional resource references for lessons. |
| 1034.04 | <u>Common Core Standards for High School Mathematics: a Quick-Start Guide</u> (Schwols, Dempsey) - 28 per set – General overview and implementation advice precede five chapters which examine the content standards by categories, and review how standards relate across grade levels and content. <i>Mathematical Practice Standards</i> are noted throughout with examples of their integration with the subject areas. The concluding chapter focus is instructional planning, lesson development by steps, and three sample lessons (#1- Growth Models; #2- Understanding Conditional Probability; #3- The Unit Circle and Trigonometric Functions). Additional resource references for lessons. |

- 1034.05 Common Core Standards for Middle School English Language Arts: a Quick-Start Guide (Ryan, Frazee) **30 per set** – Presents organizational overview of ELA standards and an in-depth review of each, with examples of connections across grade levels and content areas. This guide’s concluding focus is instructional planning, lesson development in detail, and three sample lessons (one each for Grades 6, 7, and 8). Graphic organizers and additional resource references included for each lesson.
- 1034.06 Common Core Standards for High School English Language Arts: a Quick-Start Guide (Ryan, Frazee) **30 per set** – Presents organizational overview of standards and an in-depth review of each, with examples of connections across grade levels and content areas. The guide’s concluding focus is instructional planning, lesson development in detail, and three sample lessons (1 for Gr 9-10 and 2 for Gr 11-12). Graphic organizers and additional resource references included for each lesson.

STRATEGIES – ALL CONTENT AREAS

- 1034.07 20 Literacy Strategies to Meet the Common Core: Increasing Rigor in Middle & High School Classrooms (Elaine K. McEwan-Adkins, Allyson J. Burnett, **2013**, Solution Tree) **18 per set** – A practical guide for implementing standards for teaching reading comprehension of informational literacy text in all content areas. Preparation and lesson plans, activities, organizers, and tools.
- 1034.08 Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners - **includes DVD of 7 video teaching stories** (Ron Ritchhart, Mark Church, Karin Morrison, 2011) **18 per set** - *Visible Thinking* routines, strategies designed to be embedded into a teacher’s classroom practice (any grade level, all content areas), encourage a culture of thinking and skill development for learning. Teaching experiences with the strategies are highlighted in *A Picture of Practice* sections, described as “the heart of the book” by the authors.

The RESA 4 Technology Staff is wrapping up a very busy summer. The technology staff completed jobs in all six counties over the summer. RESA 4 helped Greenbrier and Fayette Counties with camera installations at Rupert Elementary and Collins Middle. The staff also worked with Nicholas County installing network cables in several different schools, including Richwood Middle, Nicholas County High and Summersville Middle. Also several smartboards were installed at Webster County High School. The Technology Department looks forward to continuing its service to its counties. Please contact **Aaron Williams** at 304-872-6440 ext. 37 with any questions regarding the Technology Department and its staff.



RESA 4's Bus Operator Training Program

Bus operator training has been provided recently in all six of our RESA 4 counties: Braxton, Fayette, Greenbrier, Nicholas, Pocahontas and Webster. Trainers being utilized are Fritz Deuly, Leon Shrewsberry, James Perkins, Gary Hornsby, Gary Hedrick, Herbert Shuck, Terry McGuire, Jimmie Ryder, Jr., and Roy Garvin. We are happy to share pictures of some of the students who have successfully passed certification examinations.



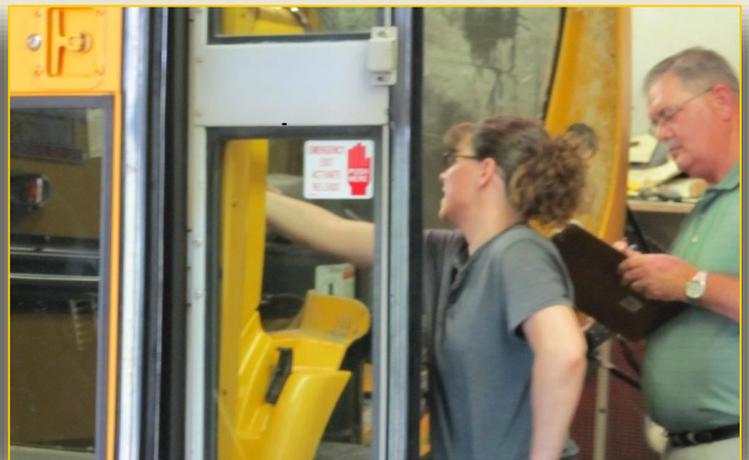
Faye DeQuasie,
Fayette County



Leon Shrewsberry, Examiner, and
Pocahontas County bus operator student,
David Vandevender, Jr.



Nicholas County bus operator class being
conducted at RESA 4 by Terry McGuire.



George Brooks, Examiner, and Christine Dean, Braxton County student,
successfully passing certification examination.



Child and Adult Care Food Program—CACFP

Contact Vickie Johnson
CACFP Coordinator
304-872-6440, ext. 24



The Nicholas County Early Childhood Conference was held at the Summersville Conference/Arena on May 28, 2014. RESA 4 Child and Adult Care Food Program was represented by **Vickie Johnson**, Coordinator, and **Missie Harris**, Monitor.

A CACFP display was set up to highlight the many benefits of the program, and materials were provided to explain enrollment and guidelines.

All adults should avoid inactivity. Some physical activity is better than none, and adults who participate in any amount of physical activity gain some health benefits. For substantial health benefits, adults should do at least 150 minutes (2 hours and 30 minutes) a week of moderate-intensity, or 75 minutes (1 hour and 15 minutes) a week of vigorous-intensity aerobic physical activity, or an equivalent combination of moderate- and vigorous intensity aerobic activity. Aerobic activity should be performed in episodes of at least 10 minutes, and preferably, it should be spread throughout the week. For additional and more extensive health benefits, adults should increase their aerobic physical activity to 300 minutes (5 hours) a week of moderate intensity, or 150 minutes a week of vigorous-intensity aerobic physical activity, or an equivalent combination of moderate- and vigorous-intensity activity. Additional health benefits are gained by engaging in physical activity beyond this amount. Adults should also do muscle-strengthening activities that are moderate or high intensity and involve all major muscle groups on 2 or more days a week, as these activities provide additional health benefits.

Falling into Fitness



Summer is a time to relax for parents and children, and routines go out the window. Now that Fall is around the corner, and school is back in session; it is time to get back into normal routines. As parents, administrators, and teachers we need to set good examples for our children, students, and all youth to follow. Most people are unaware of the amount of physical activity we should do. According to the 2008 Physical Activity Guidelines for Americans Summary:

Children and adolescents should do 60 minutes (1 hour) or more of physical activity daily. It is important to encourage young people to participate in physical activities that are appropriate for their age, that are enjoyable, and that offer variety. Most of the 60 or more minutes a day should be either moderate-or-vigorous-intensity aerobic physical activity, and should include vigorous-intensity physical activity at least 3 days a week. Children and adolescents should include muscle-strengthening physical activity, and bone-strengthening on at least 3 days of the week.

When older adults cannot do 150 minutes of moderate-intensity aerobic activity a week because of chronic conditions, they should be as physically active as their abilities and conditions allow. Older adults should do exercises that maintain or improve balance if they are at risk of falling. Older adults should determine their level of effort for physical activity relative to their level of fitness. Older adults with chronic conditions should understand whether and how their conditions affect their ability to do regular physical activity safely.

With physical activity included in daily routines, people will realize how important it is, and what a difference it does make. It will help this school year to pass more smoothly.

WISHING YOU A PHYSICALLY ACTIVE SCHOOL YEAR.

Jody LeRose
Regional School
Wellness Specialist



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 Phone: 304.872.6440 x 27

Dr. Sarah Lee, TA Support Specialist

Email: slee@k12.wv.us
 Phone: 304.872.6440 x 36

Braxton County

David Dilly, *Superintendent*
 Kathy Parker, *Board Representative*

Fayette County

Dr. Serena Starcher, *Int. Superintendent*
 Lou Jones, *Board Representative*

Greenbrier County

Sallie Dalton, *Superintendent*
 Bob Toothman, *Board Representative*

Nicholas County

Dr. Keith Butcher, *Superintendent*
 Bob M. O'Dell, *Board Representative*

Pocahontas County

Dr. Don Bechtel, *Superintendent*
 Emery Grimes, *Board Representative*

Webster County

Dr. Martha Dean, *Superintendent*
 Harold Carpenter, *Board Representative*

WV Dept. of Education

Sterling Beane, *Chief Technology Officer*

Higher Education

Dr. Louis Watts, *Marshall University*

WV Board of Education

Thomas Campbell

RESA 4

David Warvel, *West Virginia Board of Education, Executive Director*

Main Phone Numbers

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 (800.251.7372)**

**Telephone 'Help Desk'
 Lines**

**WVEIS 304.872.6440 ext.
 11 and 12**

**Substitute Calling
 System**

**304.872.6440,
 ext. 37 and 29
 (available from 6:00 am
 until 2:00 pm)**