

RESA 6

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Spring 2015

Principal Regional Institute



RESA 6 presented the Spring 2015 Principal Regional Institute (PRI) at the White Palace, Wheeling Park on March 4 & 23. Jim Harris, Associate Director of the WV Autism Training Center at Marshall University, WVDE Office of Special Programs, presented PBIS: Positive Behavior Intervention Support "What & Why."

WVDE School Improvement Specialist, Christy Miller, presented a review of upcoming topics happening with WVDE. The PRI was well attended and well received by regional administrators.

Association of Educational Purchasing Agencies (AEPA)



The RESAs in West Virginia have been participating with the Association of Educational Purchasing Agencies (AEPA) to bring discounted pricing for a variety of school products. In the past half year over one million dollars in purchases have been made by RESA 6 counties using AEPA pricing primarily for computer equipment and instructional supplies. AEPA offers the counties the opportunity of getting nationally bid pricing, without extensive county effort. AEPA manages the entire bid process, and counties merely need to request WV AEPA pricing at the time of purchase or in most instances the central office requests the pricing and all purchases made by the county are automatically discounted to the AEPA bid price. Counties in RESA 6 have seen significant savings from CDW for computer equipment and instructional/office supply savings from both School Specialty and Quill. Our hope this year is to expand the use of the program and ensure that appropriate personnel at the school level are aware of the opportunities.

New Official RESA 6 Website

<http://resa6.schoolinsites.com/>

The RESA 6 website has recently undergone a transformation as we've partnered with School in Sites to host our new site. Using School in Sites will allow the RESA 6 website to expand its functionality as future needs arise. All of the information from the old site has been successfully migrated to the new site. Visitors will want to familiarize themselves with the new layout and, as always, can be accessed via the old address <http://resa6.k12.wv.us>

Catalyst Schools Cohort II

RESA 6 is preparing for the schools in our region to participate in the second cohort for Catalyst Schools. A Catalyst School is a learning environment, cultivated by teachers and administrators who use best practices, data and research, and collaborative communities that are engaging and supportive. It enables students to acquire lifelong skills and strategies to become accountable for their personal learning. County Schools will be selected by their superintendents to participate.



Click on the "High Quality" graphic to view the standards.

High Quality Standards have become the foundation for all of the schools in West Virginia. At RESA 6, the FAST Team has worked diligently with our region's schools to provide professional development, technical assistance and unlimited resources in their efforts for continuous school improvement based on these seven standards. This focus ensures success for all of our students.

FAST News!



CAP: Mercer and Ohio Counties

On February 10, Mary Kay Reisinger and Jon Pollock traveled to Pipestem Resort Conference Center to present the Curricular Alignment Process (CAP) and conduct a simulated data collection with the Administrators and Central Office Staff of Mercer County Schools. On March 19th, both Mary Kay and Jon presented the CAP to the Administrators and Central Office staff of Ohio County Schools. In both sessions all resources were provided in both hard copy and digital form, questions were answered, and an understanding that all CAP resources were provided with the expressed intent that all recipients could use, revise, and change any resources to best suit the needs of their school buildings.



Bethany Student Teachers

As a partnership with Bethany College and arranged through Mr. David Wood, the RESA 6 FAST team had the opportunity to present on current information and strategies in the world of education to some very special young adults who are currently engaged in Bethany College's Bachelor of Arts in Education track. Joseph Paolo, Cheryl Tuba, Mary Kay Reisinger, and Jon Pollock provided resources and presented information on Classroom Management, Metacognitive Strategies, Engaging Students with Poverty in Mind, Positive Behavior Intervention Strategies, The WV Next Generation Content Standards and Objectives, and current types of and uses for Instructional Technology. The sessions were held at various times on January 19, 21, and 22.

Instructional Practices Inventory

The FAST Team has been very busy with IPI in the region with many schools participating in IPI training and coding this school year. Instructional Practices Inventory is an inventory of student engagement and is never to be used as an evaluation tool. Schools are observed only on typical school days with observers moving systematically throughout the school observing all classrooms. Focus is on student learning during the first few minutes of the observation. At least 100 observations are required for IPI to remain an anonymous holistic view of the entire school building. Another IPI Coder training will take place on June 2nd, 2015. Please contact Marian Kajfez for more information. Marian can be reached at mkajfez@k12.wv.us or 304-231-3806.



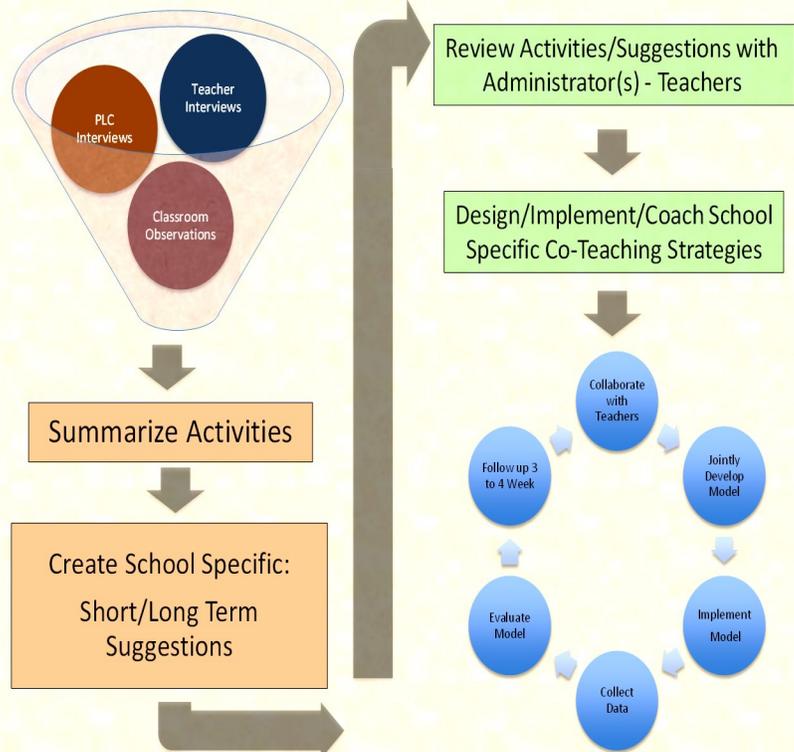
Action Research Project: Boys and Girls Learn Differently

The FAST team's Jonathan Pollock and Cheryl Tuba facilitated an 8-week WVU Action Research Project with Warwood School. Using the book, *"Boys and Girls Learn Differently"* by Michael Gurian, teachers and administrators learned more about gender differences in the classroom. Gurian's research is based on brain science, neurological development, and chemical and hormonal differences. As part of the requirement, teachers created at least two videos of their students using strategies from this book. One teacher had her third grade students teach first graders how to write a Haiku. It was amazing how seriously the third graders took their jobs! Another teacher conducted research on the learning outcomes for his middle school students working in three different groups: boys with boys, girls with girls, then with both genders together. The two former classes were definitely much better behaved and focused on education than the latter class, proving the value of some of the strategies and research made available from this excellent educational resource.

Co-Teaching

The purpose of the new Co-Teaching model currently adopted by RESA 6 is to develop and implement a strategy that is school specific. The RESA 6 TEAM, which may include the County Special Education Director, reviews the process used for the school with the Central Office and School Administrators. Consensus is reached on the number of days that observations of the current Co-Teaching practices and the customized questions that will be used to interview Co-Teachers and Collaborative School Teams. All Co-Teachers are individually interviewed and each Collaborative Team that is associated with Co-Teaching is interviewed by members of the RESA 6 Team. Simultaneously, the RESA 6 Team will observe each grade level or subject matter multiple times over the multi-day engagement. The RESA 6 Team will then summarize the current Co-Teaching methodology used at the school. From these results, school specific suggestions, both short and long term, will be developed. The summary results of the interviews and observations, along with the short and long term suggestions, are reviewed with the Central Office, School Administrators, and Teachers. A Plan is jointly developed between teachers, administrators and RESA 6 Team for implementation of agreed-to suggestions. The implementation phase includes modeling and coaching by the RESA 6 Team. Data is collected during the implementation phase to assess the effectiveness of the Plan. In three or four weeks, a follow-up visit is made by the RESA 6 Team to review the data and adjust the Plan based on what the data revealed about its effectiveness. This review process becomes a continuous cycle.

RESA 6 Co – Teaching Review Process



Microsoft System Center Training

RESA 8 recently hosted a course in using Microsoft's System Center software. The week-long session brought together two technicians [three in some cases] from each of the eight RESAs. With funding provided by WVDE, Learning Tree supplied the equipment and trainer which were setup in a facility located in the RESA 8 district. System Center will allow technicians to deploy large updates such as complete machine imaging, Windows Updates, virus protection definitions, software, etc... to networked computers simultaneously or as needed. This can be done via the LAN or WAN at each location.



Graduation 20/20 Process



West Virginia's State Systemic Improvement Plan (SSIP) focuses on graduation rate for all students. Current graduation rates are 84.46% for all students and 70.27% for students with disabilities. The graduation rate goals set by 2020 are 90% for all students and 85% for students with disabilities.

Clearly, graduation rate is the benchmark to measure the effectiveness of our Pre-K to 12th grade education system. If the system's effectiveness and efficiency improve, then graduation rate increases will result.

Graduation 20/20 Strategic Plans will be built across our State and will be tailored to address the diverse, individual district needs. To achieve graduation 20/20 goals, the WVDE, RESAs, and LEAs will jointly create and implement the necessary metrics, while incorporating individual needs.

The WVDE-Office of Special Programs has engaged the National Dropout Prevention Center for Students with Disabilities and the Collaboration for Effective Educator, Development, Accountability and Reform Center to train local school-based teams and team leaders to diagnose the causes of dropout and to develop site specific improvement plans and strategies. The key component of NDPC-SD is the Dropout Prevention Intervention Framework. The DPIF provides electronic tools to analyze district specific data that will identify target areas of intervention and develop goals for the School Strategic Plan. Once implemented, the

electronic data analysis tools will provide the mechanism to monitor and evaluate goals. CEEDAR utilizes an innovative configuration of evidence-based transition practices and predictors of post-high school success to guide professional learning. The process incorporates student development, family involvement, and interagency collaboration into the process.

Graduation 20/20 will be rolled out in cohorts over the next four years. All middle schools and high schools in a cohort are eligible to participate in the Graduation 20/20 initiative. Districts will execute a Memorandum of Understanding (MOU) with RESA 6, and the WVDE-OSP.

The WVDE-OSP has funded RESAs with a Graduation 20/20 Regional School Support Specialist (RS3) to provide training, coaching and resources to support improvement and build capacity. In addition, the WVDE-OSP will provide training and financial resources to each school, over a two year period. RESA 6 will provide professional learning, assist with data analysis, and work with the school and district leadership teams on an ongoing basis.

Year - 2020

Graduation	Goal
All Students	90%
SWDs	85%



WEST VIRGINIA'S STATE SYSTEMIC IMPROVEMENT PLAN

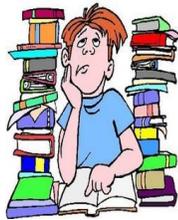
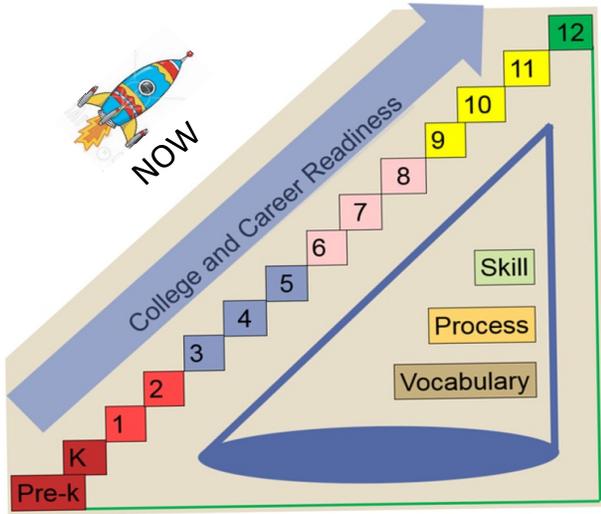
Goal 6: *Ensure that teaching and learning is designed and aligned to produce more high school graduates who graduate with college and career ready skills to be competitive in the complex 21st century global workforce.*

— Michael J. Martirano, Ed. D.
State Superintendent of Schools



GRADUATION 20/20



West Virginia School Improvement Process

Graduation 20/20

- WVDE Graduation 20/20 Team** Provides guidance, visibility, funding and implementation supports
- RESA Focus Assistance Support Team** Provides guidance, visibility and implementation supports
- District Focus Assistance Support Team** Provides guidance, visibility, funding and implementation supports
- School Leadership Team** Provides guidance and manages implementation
- School Staff** Provides effective practices to support students
- Students** **Improved High School completion rate**

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Battelle for Kids Roster Verification

Battelle for Kids Roster Verification: A way to accurately link teachers to students for data quality, educator evaluation, and student growth. West Virginia Public Schools will conduct a Roster Verification process once per school year which involves principals, designated school support staff and teachers who verify which students were taught for a particular subject. Teachers will review, edit, and verify their class roster (s), and indicate when each student was enrolled in their classroom and the percentage of instruction that was provided.

Phase 1: Begins March 16, 2015 – School Principals and designated school support team members will confirm that teachers participating in Roster Verification during the 2015 school year are correctly populated into BFK Link online tool, and the appropriate courses are assigned.

Phase 2: Begins April 13, 2015 and closes on May 8, 2015 Teachers begin to actively participate in Class Roster Verification.

Phase 3: Begins May 11, 2015 - School Principals will review and approve submitted rosters by May 22, 2015.

Resources: <http://wvde.state.wv.us/evalwv/trainings.html>
RESA 6 Staff, WVEIS County Contacts and County Support Staff have all been trained for Support and Monitoring of the Class Roster Verification.

Who Completes Roster Verification?

- * Educators in grades PreK-3
- * Mathematics Educators in grades 4-11
- * Reading/English Language Arts Educators grades 4-11
- * Career and Technical Education (CTE) Educators
- * Institutional Education Educators



Content areas include:

- *General Education Teachers
- *Career Technical Education Teachers & Instructional Education Teachers
- * Co-Teachers (i.e. multiple teachers sharing instructional responsibility)
- * Special Education Teachers, Title 1 Teachers, Interventionists and Transition or Remedial Specialists, Librarians and/or Counselors and Long Term Substitutes.
- * If the educator plans instruction or assigns grades within a content area/and will receive an annual evaluation as a classroom teacher her or she should participate in Roster Verification.

For additional information, contact Ronda Kouski at 304-231-3812 or rkouski@k12.wv.us



OEPA AUDIT for RESA 6 Schools

A PROCESS FOR IMPROVING EDUCATION: PERFORMANCE BASED ACCREDITATION SYSTEM (SB Policy 2320)

WV Code §126-13-1. General.

This rule establishes an accountability system for West Virginia public schools and an approval process for school systems based on (1) measures of student performance and (2) a system of reviews through which school and school system quality is examined and publicly reported. Accountability measures, and an accreditation process with a system of performance audits, shall assist the Governor, the Legislature, the West Virginia Board of Education, hereinafter WVBE, and county boards of education in ensuring that high quality educational standards and annual performance measures and progress are met by all schools and school systems, and that a thorough and efficient system of schools is provided. This rule further establishes the responsibility of all schools and school systems to implement processes of improvement that increase the quality of school and classroom conditions to impact student performance and well-being.

Annually, each public school in WV will complete a School Monitoring Report calculated to assist the school in determining compliance with high-quality process standards principally found in those WVBE policies that affect student performance and school quality, especially W. Va. 126CSR12, WVBE Policy 2322: Standards for High Quality Schools, hereinafter Policy 2322. The Office of Education Performance Audits, hereinafter OEPA, will review the School Monitoring Report.

The RESA 6 Schools were audited by OEPA team members commencing in Brooke County on November 10, 2014 and ending in Wetzel County School the week of December 8, 2014. The final written reports were received in March Of 2015. The five county reports collectively consisted of 1268 pages of feedback for the 50 plus schools audited. The Schools, counties, and respective RESAs will utilize the information in their school improvement processes.

2015 Legislative Session Notes

West Virginia Legislature



The 2015 Legislative Session ended March 14, 2015 at midnight with an array of Senate and House public education bills passed. Bills adopted by the legislature during the 1st Regular session of the 82nd Legislature included 8 public education Senate Bills and 23 education House Bills. In addition 8 public education and public related Resolutions were adopted by both chambers. Six additional resolutions passed by the house were not passed by the senate. These may end up in Legislative study committees. Two major bills, Charter Schools and the repeal of the WV Next-Gen Standards did not pass both houses and as a result a major study will likely be required for both. Note: The Governor has vetoed a number of bills and others could yet be vetoed. A copy of any bill can be found at the WV Legislative Website: <http://www.legis.state.wv.us/index.cfm>

Upper Ohio Valley Fire and Rescue School



The 17th Annual **Upper Ohio Valley Fire and Rescue School** was held at Brooke High School on March 28 & 29, 2015. There were 262 First Responders in attendance over the two days of training representing Law Enforcement, Fire and EMS agencies.

First Responders from many local agencies were in attendance as well as responders from as far as Toledo, Ohio and Bethesda, Maryland. This year's class list included several new topics: "*Active Shooter Awareness for Emergency Responders*" is a class that gives insight into the dynamics of the multi-agency response to this type of incident. "*After Everyone Comes Home*" is an excellent class that teaches the First Responder coping skills for the stressful situations they face on a daily basis while responding to calls in their communities. "*Fire Fighting for Females*," taught by Veteran Captain Cindy Murphy of the City of WV Clarksburg FD, teaches female Fire Fighters to play to their strengths to do the job successfully. This class was specifically designed to help female Fire Fighters work through techniques

learned by veteran female Fire Fighters. "*Fire Fighting for Juniors*" is designed to create an interest with today's youth to become more involved with their community's Fire Department. "*Vehicle Fires*" is a hands-on class where Fire Fighters learn the hazards in attacking a car fire.



A special thank you goes out to Brooke High School for usage of their facility. Also to the members of the Hooverson Heights VFD. Without their hard work this school would not be possible. Other sponsors of the

school include the West Virginia Division of Technical & Adult Education, Wheeling Nisshin, A.V. Luttamus Communications, Weirton Medical Center, Wellsburg VFD and Franklin Community VFD.

Traylor Training Center

Traylor Training Center, located at the north end of Wheeling Island next to Belle Isle Ball Park, is officially open. The facility was used to conduct the first Live Fire Training exercise for the 2015 Upper Ohio Valley Fire and Rescue School. Twenty-five students were put through various hose, search & rescue, ventilation, ladder, and forcible entry evolutions. The training center can also be utilized for Confined Space Rescue, High Angle Rescue. This facility is available to all Fire Departments in the RESA 6 training region. All training requests must be submitted to RESA 6 Public Service Training. For more information call 304-231-3815.

Traylor Training Center

Made possible with the cooperation of

RESA 6 Public Service Training and

The City of Wheeling Fire Department



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Well-Child Educational Campaign

The West Virginia Department of Education (WVDE) and The Department of Health and Human Resources (DHHR) have developed a "Well-Child Visit-Educational Campaign" targeting parents to schedule well-child exams and educate them on the importance of immunizations.

Well Child Visits



Most families see the importance of Well-Child Visits when their children are elementary school age but the number of adolescents receiving well-child exams are decreasing each year. The WVDE and DHHR are working to increase this number and are encouraging parents to schedule exams. Well-child care is important! How often should an adolescent child go to the doctor? Adolescents should have yearly well-child visits. These checkups help promote physical and mental health and can be completed by the individuals PCP (primary care provider).

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A well child visit may include:

- A complete physical exam
- Hearing screening
- Growth and development, and mental health assessment
- Laboratory tests, which may include testing for blood lead levels and iron levels to check for anemia
- Blood pressure screening
- Vision screening
- Dental Screening
- Immunizations (shots) as needed
- Health and safety education



The best news is well-child visits are covered in full by PEIA, Medicaid, and many other insurers. These visits can help detect problems early before a small issue can become a major illness. RESA 6 Regional Wellness Specialist, Caryn Puskarich can assist your school with marketing materials for your school's website as well as a script for "One Call" to parents intended to encourage them to schedule well-child exams. If you have any questions or need further information, please contact Caryn at 304-231-3816 or cpuskari@k12.wv.us.

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