



Regional Education
Service Agencies

RESA

Regional Education Service Agencies 6

A powerful engine for education



<http://resa6.k12.wv.us>

304-243-0440

Nick P. Zervos, Executive Director

Welcome Back RESA-6 Team

On behalf of the RESA-6 Advisory Board and its Staff, **Welcome Back** for the 2016-17 school year. I hope that each of you have had an enjoyable and relaxing summer and I look forward to working with you as we reach for new heights in the academic arena.

Together we will be challenged to utilize our allies of intelligence curiosity, individuality, creativity, faith, love, and laughter to assure quality and equity for all students in RESA-6. Each of us is a once-in-a-universe happening yet at the same time, we are 99% alike. By showing the 1% uniqueness, we learn from one another and help change the world together. That 1% is when the fun occurs. Together we should work towards universal proficiency for all students as we will utilize our allies of intelligence, curiosity, individuality, creativity, faith, love, and laughter to assure quality and equity for all students in RESA-6.

When **collaborative** knowledge is shared, dreams are sparked, minds are stretched, ideas are valued, opportunities are widened and programs and services are strengthened. **Collaboration** encourages confidence, enlivens team spirit, breeds optimism, sustains hope, and fosters resilience. Let's talk positively about the future and selflessly share the success of building capacity!

Collaboration has enabled RESA-6 to transcend the difficulties of today and envision the potentialities of tomorrow. Relationships and trust will be fostered as capacity is built. The gift of another's trust is well worth the struggle and is essential in meeting the challenges of being in places never experienced before. In the final analysis what will matter is the ability of the RESA-6 staff, its LEAs and the WVDE to **collaborate** effectively in response to inevitable unanticipated problems.

RESAs were created to serve. We're actually serving our customers, we're serving our employees, we're serving our students, and the more that we have a servant perspective or a servant attitude, then the more inclusion we will have, the more respect for people's ideas we will have.

As we work **TOGETHER**, I want each of you to know that I believe that you are very special and ask that you believe in the colleagues with which you work because they are special too; **People Helping People** should always be our credo because the RESA-6 Team has the ability and potential to do what is necessary to maintain excellence in all phases of the operation.

I am asking that each of you continue your bold steps forward in shaping RESA-6 into an Agency which is dynamic, relevant, oriented to the future, and to the highest quality services possible for the students and staff in the Northern Panhandle.

The Regional Council and I thank you for your commitment and dedication and we are extremely proud of you. I am honored to welcome you back to the 2016 – 2017 school year.

Nick P. Zervos—Executive Director



RESA 6 is excited to be piloting the **Graduation 20/20 Initiative** with ten middle schools across the region. Middle schools have begun assembling teams and will soon be reviewing school-specific data to begin planning for this upcoming year. Last year, RESA 6 had four participating schools in the initiative. These four schools will continue their journey in year two, working to increase graduation rates and promoting student success while incorporating transition planning. RESA 6, in partnership with the National Dropout Prevention Center, will be providing all school teams with the opportunity to participate in a two-day working event, Diploma Planning Institute, on November 3rd and 4th. The Diploma Planning Institute will guide school teams through a process that will assist in the development of a graduation rate improvement plan using school specific data and research-based practices.

Contact Michelle Hogan for more information.



Graduation 20/20 Spotlight

Brooke High School freshman have made the pledge to "Be There in 2020" as they signed graduation caps committing to graduate in 2020. Jane Utz, teacher at Brooke High School, orchestrated this activity with the support and assistance of homeroom teachers as one way to help students feel connected to the school, their classmates and instructors. The goal is for all students who sign the cap to be present and march into the gym in May of 2020 to receive their high school diplomas says Ms. Utz. The signed caps along with a cap and gown clad mannequin showcase the halls of Brooke High School as a reminder of this commitment and the importance Brooke High School places on graduation. The Graduation 20/20 committee have several ideas for this upcoming year that will continue to emphasize the importance of graduation.



Policy 5500:

Learning Schools

Leaders of Learning Schools (LOLS) Trainers of Trainers (TOTs) teams from 19 schools across the region participated in training during the summer. A Standards Assessment Survey (SAI) was provided with funds from WVDE to all 51 RESA 6 schools. Survey Results drive goal setting in the learning school process. WVDE funded five days of training with the teams from: New Manchester Elementary, Weirton Elementary, Weir High School, Oak Glen High School, Colliers Elementary, Jefferson Elementary, Brooke High School, Follansbee Middle School, Wheeling Park High School, Steenrod Elementary, Triadelphia Middle School, Elm Grove Elementary, Moundsville Middle School, Sherrard Middle School, Center McMechen Elementary, Central Elementary, Paden City Elementary, New Martinsville Elementary, Hundred High School. These teams accepted the responsibility to become Trainers for Policy 5500: Learning Schools in their respective



counties. They shared a Principal Letter along with Learning School Folders for each professional educator in RESA 6.

The FAST Team has divided into five sub-teams to make school site visits to support the implementation of Policy 5500: Learning Schools. Superintendents will receive an update about school site visits quarterly. Schools designated as

Focus, Graduation 20/20 and Foundations of Early Literacy will be part of the school site visits with a continued emphasis on Policy 5500: Learning Schools integration with all schools.

LOLS TOTs will reconvene in October by Programmatic Levels to continue the conversation about Policy 5500: Learning Schools. Principal Regional Institute



(PRI) being held on October 25 & 26 at the White Palace at Wheeling Park will feature Learning Schools. The LOLS TOTs, Catalyst School Principals and the FAST Team will facilitate the conversation.

The embedded professional learning being modeled will continue with school site visits again in November with Superintendent updates sent out in December. January 2017 sees four more days of work in programmatic level teams to complete the semester. If you have questions or would like additional support, please do not hesitate to contact any FAST Team member.

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RESA 6 Regional Council 2016-17

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Cindy Virtue
Principal, Hancock County

Nick Zervos
Executive Director, RESA-6

Alternative Certificate Program for Teachers

In July 2016, the West Virginia Board of Education approved the proposal for the RESA 6 Alternative Certification Program, which allows for the education of qualified persons who will become licensed teachers in West Virginia. RESA 6 partnered with each county in the region and with West Liberty University to provide a means for qualified candidates to enter the educational work force while completing Master's Degree level coursework at WLU, which enables county school systems to respond to critical teacher shortages by placing qualified individuals in the classrooms where they are needed the most.

The RESA 6 Alternative Certification Program offers individuals the chance to serve the community, to begin a new career, and to support the quality educational programs our region's youth so very much deserve. Additionally, the RESA 6 program has a full Master's Degree track option for candidates.

If the Alternative Certification Program for Teachers interests you, or if you would simply like more information, please contact Jonathan Pollock at 304-231-3830 or visit the following link:

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

RESA 6
Alternative
Certification
Program



ECPBIS

*Early Childhood Positive
Behavioral Interventions & Supports*



Dr. Amy Carlson and Dr. Jim Harris of the WV Autism Training Center presented the first of a three day academy on *Early Childhood Positive Behavioral Interventions and Supports (ECPBIS)* on September 14, 2016. ECPBIS utilizes the Pyramid Model for supporting social emotional competence in young children. The evidence-based practices incorporate universal, targeted, and individualized behavior supports. Key players from Marshall, Ohio, and Brooke Counties collaborated together on several activities and discussed the importance of making deposits into children's emotional banks while exploring the first tier, Nurturing and Responsive Relationships, of the Pyramid Model.

The sharing of ideas and the rich conversation has provided a strong foundation for the following two sessions where teams will explore tiers (targeted social and emotional supports) and three (intensive individualized interventions) of the Pyramid Model.



Action Research Projects 2016-17

Part of the RESA 6 region's efforts to build capacity in teachers and administrators has been our Action Research Project program, which allows for teachers and administrators to grow in their profession while also earning graduate credits from WVU. So much more than the traditional book study, Action Research Projects employ the method of practicing new strategies in the classroom, meeting with other participants to engage in discussion of the material and practices, and allowing for meaningful reflection while collecting artifacts that demonstrate various areas of growth.

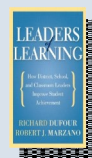
This year, RESA 6 is pleased to announce new titles in the Action Research Project library that address multiple aspects of the implementation of Policy 5500: The Learning School Initiative. In addition to the powerful ARPs offered in the past, such as Making Thinking Visible and Engaging Students with Poverty in Mind, RESA 6 offers opportunities to for schools to engage in work related to Leaders of Learning, Powerful Designs for Professional Learning, and the trusted, and recently updated, Learning by Doing.

If you or your school is interested in finding out more about or for registering for an ARP, contact:

Marian Kajfez
Director of Programs
304-231-3806 or
mkajfez@k12.wv.us

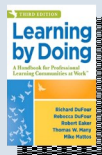


New RESA 6 Action Research Projects for 2016-2017



Leaders of Learning;
How District, School,
and Classroom Leaders
Improve Student
Achievement

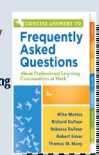
**Powerful Designs for
Professional Learning;**
Design learning experiences
that change teacher practices
and get results for students.



Learning by Doing;
A Handbook for
Professional Learning
Communities at Work

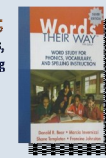
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**F.A.Q. Learning by
Doing;**
About Professional Learning
Communities at Work

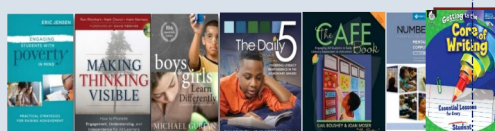


**Transforming
School Culture;**
How to Overcome Staff
Division

Words Their Way;
Word Study for Phonics,
Vocabulary, and Spelling
Instruction



Previous Year's Action Research Projects:



Titles from left to right: *Engaging Students with Poverty in Mind*, *Making Thinking Visible*, *Boys and Girls Learn Differently*, *The Daily 5*, *The Café Book*, *Number Talks*, *Leading the Co-Teaching Dance*, *The Leader in Me*, and *Getting to the Core of Writing*

Note: An Action Research Project does not have to be centered on a book. Other successful ARPs from recent years have been focused on well-specified topics such as iPad Training or Technology Integration in the Classroom. All that is needed is a clear focus on topic and a well-developed syllabus.

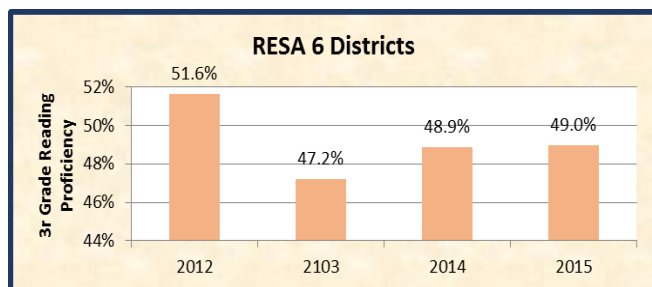


Early Literacy Grant - Building Literacy Capacity Collaborative (BLCC)

Research shows that teacher effectiveness is a key indicator for student achievement and success. Teachers must have a toolbox with a broad range of literacy instructional strategies to meet the needs of children developing reading skills. By partnering with West Liberty University (WLU), District Early Learning Directors, and RESA 6, our Collaborative, BLCC, is designed to build teacher literacy instructional capacity across our district. Districts, based on each district's criteria, selected an aggregate of 18 teachers to attend six eight-week Masters level courses (each course is 3 graduate credits) that began in the Fall Term 2016 and ends in the Summer Term 2017.

The BLCC Grant funds are being used to pay for instructor and tuition costs. Since the courses are being held in the evening at the WLU facility located at the Highlands area of Wheeling, WV, Districts are incurring no substitute or other related costs.

A teacher who currently holds a Masters' degree in an education-related field can acquire the additional Reading Specialist certification through this program. If the teacher desires to further pursue a Masters' degree as a reading specialist, the courses are directly transferrable to the West Liberty University Masters' Program. The participant will be responsible for any additional costs for entry into the degree-bearing program. The teacher is also be responsible for successfully passing the associated PRAXIS Exam.



According to results reported by the WVDE, reading proficiency, across the state, in Pre-K begins at nearly 80% and drops to 35% by 3rd Grade. For the four year period represented in the above chart, RESA 6 Districts third grade reading proficiency is banded between 47.2% and 51.6%. Research strongly suggests that students who do not read proficiently by third grade are four times more likely to leave high school without a diploma than proficient readers.

Research is clear that skilled teachers produce better results. It is projected that the BLCC will expose over 270 students across the region to high quality reading instruction that will lead to increased reading proficiency levels, and begin closing the reading proficiency gap by the end of third grade. In addition, as capacity is built, teachers participating in the BLCC will become a valuable resource in building a stronger reading foundation base within their schools through professional collaboration.

Bethany College & RESA 6 Collaboration

Leaders of Literacy – Family Engagement

Bethany College's Education Department was awarded \$4,100 from RESA6's Leaders of Literacy Grant. A variety of services will be funded to promote family literacy initiatives in West Virginia. Sherri Theaker, associate professor of education, chair of Bethany's Education Department, and CAEP coordinator, and Angela Icard, assistant professor of reading education, collaborated with RESA 6 to conceptualize and develop ideas related to enhancing family engagement and guiding students to become life-long learners.

The funds will support many activities that Theaker and Icard designed. The activities include creating a family literacy workshop at an area elementary school, having more than 100 elementary students visit Bethany's Hurl Education Center, and participate in digital literacy activities in December of this year that will have been developed by Bethany's teacher-candidates. The funds will also be used to provide books for the October Boomer's Book Club, and to host a booth at the annual Wheeling Heritage Port Sternwheel Festival.

Wheeling Heritage Port's Sternwheel Festival was held on Saturday, September 17th and was the initial Bethany College family program supported by the Leaders of Literacy Grant funds. Bethany College teacher-candidates hosted a literacy booth. They discussed and distributed information on promoting literacy, social development, and reading aloud with puppets and children's literature. Children had the opportunity to select a free book and an animal puppet. Parents and caretakers received a handout on how to engage their child/read aloud/read with children's literature and puppets. The booth received excellent feedback and many, many children received a book and puppet.

It was a wonderful experience for all!



STERNWHEEL FESTIVAL

"We are very excited to be able to offer these services to not only our local area, but to the state of West Virginia," said Theaker. "By promoting family literacy initiatives, we are supporting students and families to become proficient life-long readers."



Marshall County Fire School

After a five-year hiatus, the Marshall County Firefighters Association has brought the Marshall County Fire School back. Classes were conducted at John Marshall High School in Glen Dale WV on September 17 and 18, 2016.

There were a variety of classes for Firefighters, Emergency Medical and Law Enforcement First Responder's to choose from. Over 70 First Responders attended the 13 classes that were offered during the two-day fire school.

Basic Life Support and CPR/First Aid – BLS is a more in-depth and meets the CPR requirement for EMT's and Paramedics while CPR/First Aid is a more basic class and meets the requirements for all other First Responders.

Mass Casualty Incident 1 and 2 – This class covers procedures to handle large incidents that initially exceed the first responding resources.

EMS Continuing Education Class – Topics covered Diabetic Emergencies, Stroke Management, Respiratory Emergencies, Adult Trauma, Pediatric Trauma, and Early Activation with Landing Zone. These classes help the EMT to meet the 24-hour CE requirement.



Active Shooter Response – This is for Law Enforcement as well as EMS First Responders. This training stress's how LE and EMS personnel need to work together within the Incident Command System.

Meth Lab Awareness for Emergency Responders – Unfortunately in the world we live in today illegal drug manufacturing is on the rise. This class brings LE and EMS personnel together to show the importance of working together to safely mitigate the response to clandestine drug labs.

Hazardous Materials Awareness – This training is a requirement for all First Responders. It is a basic class that helps the responder to recognize and isolate a Haz-Mat incident and who to notify for help mitigating the incident.

Vehicle and Machinery and Rescue Level 1 – As technology improves and more safety features are added to today's vehicles. Rescue techniques also become more complex. This class keeps the First Responder up to date on current safety features, techniques and rescue

tools available for extricating entrapped victims.

Emergency Vehicle Operations – Classroom portion keeps students up to date on current rules and regulations governing the operation of emergency vehicles as well as safe driving techniques reminders. The students also drive an obstacle course to hone their driving skills.

Fire Investigation 1 – Students learned methods to determine point of origin and cause of fires along with the importance of identifying and protecting evidence at the fire scene.

Basic Junior Firefighting – This class is for the 16 and 17-year-old that is considering a career as a Firefighter. Students were introduced to the basic fundamentals of fire ground operations.

Intro to Rapid Intervention Teams – In this hands on class students learned

survival techniques, how to extricate a downed firefighter and how to put together a required operational RIT on the fire ground before interior fire attack can begin. On the second day these students went to the Traylor Training Center to participate in a multi-company drill with the Live Fire Burn class.

High Rise Firefighting Operations – Students learned strategy and tactics to handle the complex operations that are done combating a fire in high-rise buildings. On the second day students went to the Traylor Training Center to participate in a multi-company drill with the Live Fire Burn class.

Multi-Company Operations at Residential Fires (Live Fire Burn) – On the first day of class students were placed in groups and rotated through various stations such as attack line advancement, roof ventilation, laddering, forcible entry and search and rescue. On the second day the techniques learned from the day before are combined to run several multiple-company scenarios with students from the RIT and High Rise Firefighting classes under live fire conditions.

This year's fire school was a success because of the hard work and dedication of the Marshall County Fire School Committee and Staff. A special thanks goes out to the Marshall County Schools and the staff of John Marshall High School for their cooperation, assistance, and allowing the fire school to be held at their facility.



Serving Hancock, Brooke, Ohio, Marshall & Wetzel Counties



Teen Depression and Anxiety Seminar

RESA 6, in collaboration with Jessica Watt, County-wide Counselor Chairperson, Ohio County

Schools, provided a Teen Depression and Anxiety seminar for guidance counselors on August 30th. Three counties participated and 22 counselors attended the 90-minute seminar to learn strategies on how to deal with students suffering from depression. The presenter was Dr. David Nelson, a pastoral counselor with over 30 years of experience working with teens and their families. His own son suffered through terrible depression and anxiety as a teen. Dr. Nelson used his own son's story as a guide to talk about teen depression in his book, *A Relentless Hope: Surviving the Storm of Teen Depression*.

During the seminar Dr. Nelson described the signs and symptoms of teen depression and anxiety. He provided examples of what it looks like on the outside and what those are suffering with and dealing with on the inside. He also provided tools to use in the schools to create an open dialogue with students as well as resources for families.

Teen depression is not only a serious issue in WV it is one of the top killers of teens in our country today! For more information about Teen Depression and Anxiety, please contact RESA 6's Wellness Specialist, Caryn Puskarich at 304-231-3816 or email cpuskari@k12.wv.us

Pictured: Guidance Counselors from RESA 6 gathered at Wheeling Park's Stone Room to learn strategies on how to combat Teen Depression and Anxiety.

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Help Desk Support Line

Assistance is available 6:30 AM to 4:00 PM
Monday through Friday

(800) 609-0476

(304) 243-0476



Active Students Make Better Learners!

West Virginia becomes the first state to have all public elementary schools join **Let's Move! Active Schools** – the national initiative to ensure 60 minutes of physical activity a day is the norm for K-12 schools. This initiative helped all schools in meeting WVDE Policy 2510 mandated 30 minutes or more of physical activity daily for every student in the state attending a public elementary school in kindergarten to 5th grade. There are 441 public elementary schools in WV and 31 in RESA 6. We would like to recognize all of our elementary schools as champions!

The goal for the WVDE 2016-2017 school year is to enroll all public middle schools as **Let's Move! Active Schools**. Your Regional Wellness Specialist will be working with your schools to ensure we meet the goal. For more information on Let's Move! Check out their website at <http://www.letsmoveschools.org/> or contact Caryn Puskarich at 304-231-3816 or email cpuskari@k12.wv.us

WV ADULT EDUCATION
Building Skills for Success



Adult Education Regional Kickoff

RESA 6 kicked off the new program year on Mon., August 29, with 28 adult education practitioners, TASC examiners, and county directors in attendance. Information was delivered by State Department staff, Debra Kimbler and Ellen Killion regarding changes with TASC and TRA RA2. Kim McConaughy, Regional Coordinator for Adult Education, provided a review of handbook updates, professional development criteria, data management system changes, 2016-17 performance measures, new partnerships, and wrap around services. Program models for transition to career and post-secondary education opportunities, as well as a review of Ohio County Adult Education's career pathway pilot program, was delivered by Cindy West, Instructor. Teacher Academy participants, Joan Beck – Gara Griffin – Kristi Vermillion – Cindy West facilitated a backpack activity which provided connectivity with pre-work assignments requiring knowledge of regional in-demand occupations, employers, WIOA partners, and wraparound services leading to the development of learning plans for adult students.