

MISSION

Serving Lifelong Learners

Director's Comments

RESA 5....When you hear this word, what do you think of? In the last issue, we provided you with some information on the various services we offer. I would challenge you to think of words that begin with each of our letters this time and how they relate to your day to day experiences and opportunities.

R—Rigor, Relevance, Relationships, Reading, Rewarding, Room, etc.

E—Education, Empathy, Energy, Excitement, etc.

S—Support, Satisfaction, Synergy, Sunshine, Service, etc.

A—Attitude, Awesome, Amazing, Accepting, etc.

5 —The number of fingers on one hand that allow us to shape and “shake” the world and its people.

I am sure you can come up with many other words that originate from the letters of your RESA 5 and they would all be appropriate and serve with some degree of significance, depending on your perspective. Please remember we are here to support you and your students. If you have thought of a way we might be of assistance, RESA 5 is just a phone call or an email away.

When it is all “said and done,” our communities will be the ones that benefit the most, and we will be the catalyst to our mission statement of “serving lifelong learners.”

Joseph R. Oliverio
Executive Director



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The RESA 5 Calendar
can be found at:

<http://resa5.k12.wv.us>

Send any news articles you
would like included in
future issues of the
newsletter to:

joliveri@k12.wv.us

Stability Balls in the Classroom

For the past five years Trudy Humphreys, a second grade teacher at Henry J. Kaiser (HJK) Elementary School in Ravenswood has been using stability balls instead of traditional classroom chairs with her students. The balls, which are usually associated with physical education and exercise classes seem to be gaining popularity with classroom teachers across the



state and the nation due to their ability to help stimulate learning, reduce classroom noise and increase student attentiveness.

When students sit on the balls, not only is their core engaged but both sides of their brain are also engaged in keeping their bodies balanced on the balls; and when the brain is stimulated it's more focused on learning. Not only is the brain more receptive to learning and processing new information, young minds are also better able to concentrate on tests, note-taking, class discussions and other aspects of classroom learning.

A study published in the October 2003 issue of the *Journal of Occupational Therapy* found that

students with attention challenges such as Attention Deficit Hyperactivity Disorder (ADHD) tended to have improved focus when using stability balls instead of chairs. Fidgeting can help children with ADHD and just a little movement on the balls can help them expend that excess energy. The study also revealed that students exhibited improvements in behavior and language skills when using balls as compared to chairs. A second article in a 2010 issue of *Education World* found that teachers across the nation who swapped out chairs for stability balls have noticed positive changes in students' posture, enthusiasm for reading and other deskwork as well as general attention span.

Trudy Humphreys has certainly noticed these and other improvements with her own students over the years. Trudy began by borrowing just a few balls from a physical education teacher and invited some students who were experiencing behavioral issues to try them. She found that her students were more calm, focused and receptive to learning than when they used conventional classroom chairs. Trudy has steadily increased the number of balls in her classroom and now provides them for all students. She employs three simple rules when it comes to using the balls and her students know she will enforce them by revoking ball privileges for those that don't observe the rules. "1) Feet on the floor at all times; 2) Bums do not leave the balls; and 3) small bounces only". Trudy says

her students love using the balls so they are exceptionally good about following the rules. The balls are becoming more popular with other teachers and are now being used in art and music classes as well as some preschool classes at HJK. Select teachers at both Ripley and Cottageville Elementary Schools are also testing them in their classrooms. However, Trudy mentioned one obstacle that needed to be addressed was the problem the balls created for cleaning staff as the balls drifted across the floor. That was easily remedied by placing the balls on a Frisbee ring on top of the desk at the end of each day; the ring holds the ball in place leaving the floor space open for cleaning.

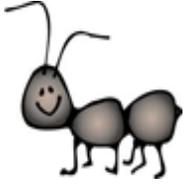
In response to the popularity of the stability balls and other initiatives to increase opportunities for students to be active throughout the school day, RESA 5 has purchased a limited quantity of stability balls that schools can pilot test for use with their students. If your school or classroom is interested in this opportunity, please contact:

Gina Wood
Regional School Wellness Specialist
Phone: 304-485-6513 x 1315
Email: gmwood@k12.wv.us

Source: Adapted from RESA 2, Spring 2014 newsletter.



Ants, Ants, and More Ants!



If you walk through Ripley Elementary School (RES) on any given day, you will be accosted with ants! But don't worry, no exterminator calls are needed! RES is a PBIS pilot school and they chose to create their school-wide expectations around that social and hard-working insect....the ant.

Ripley Elementary celebrates students who, like the ant, work hard to be:



A --Accountable

N --Noble

T --a Teammate

RES is also a Covey School so the staff spent time correlating their PBIS expectations to Covey's 7 Habits. There are plans to paint an anthill mural in the hallway that will feature the names of students as they are recognized for positive behaviors. They feel it will be a great building-wide reminder to students to be good citizens.



Fuel Up To Play 60: 2014-2015 Funding Opportunities

Looking for funding opportunities to improve the healthy eating and physical activity options in your school? You've come to the right place!

Up to \$4,000 per year is available to qualifying K-12 schools enrolled in Fuel Up to Play 60 to kick start healthy changes. To qualify for the competitive, nationwide funding program, your school must participate in the National School Lunch Program and have a registered Program Advisor.



The final deadline for this school year is: Wednesday, November 5, 2014

To get started, you will choose one Healthy Eating Play and one Physical Activity Play from the 2014-2015 Playbook. The School Wellness Investigation will help you determine the Plays that work best for your school! Learn more by visiting:

<http://school.fueluptoplay60.com/funds/introduction.php>

Phonological Awareness Screener for Intervention

Educators from Wood County Schools gathered at RESA 5 on September 17 to learn about the Phonological Awareness Screener for Intervention (PASI). This session was facilitated by Tisha Wall (Technical Assistance Support Specialist). The PASI is utilized to pinpoint specific skill deficits and guide teachers' grouping of students for focused intervention based on the screener results. As they worked through the session, they reviewed research that supports the need for phonological awareness instruction, studied the phonological awareness components in the Next Generation Standards, were trained on administering the PASI screener and worked on a plan of implementation for their schools.



The Downtown Block Party offered blocks of parking spaces filled with interactive fun. Each block had a theme that promoted a healthy activity for children and families participate in.

Block	Park It and ...	Activity
800	Learn	Walk through the historic district or go on a scavenger hunt
700	Party	Leave your masterpiece in chalk on Market Street or learn to knit
600	Move	Test your safety knowledge at the Bike Rodeo or relax with yoga
500	Bark	Play with your furry friends or join the WVU "Tail Gate" Party
All	Play	Play larger than life games everywhere or go geocaching



RESA 5 and Wood County Schools sponsored FootPower - a Bike Rodeo and Safety Fair - at the Downtown Block Party 2014 to teach children safe biking skills. Helmets were checked for proper fit by The Arc of the Mid-Ohio Valley. Eighty (80) children and 5 adults received free helmets. The



Parkersburg Bicycle Shop performed safety checks on the bicycles. There were 9 stations teaching children and parents safe biking skills when cycling on the road. Stations taught a specific skill or technique that relates to accidents that cyclists face such as entering the street from a driveway, crossing busy intersections or being aware of road hazards. Station volunteers were Choices, RESA 5's Adolescent Health Initiative, Waverly Volunteer Fire Company and WVU-P Nursing Students.



7th grader, Sheridan Powell, is the proud winner of the girl's bicycle.

Westbrook Health Services demonstrated the importance of wearing a helmet and other safety issues when riding a bicycle. Participants learned the best protection against head injury is to wear a properly-fitted helmet when cycling. This was demonstrated by dropping a cantaloupe onto a tarp with and without a bicycle helmet. The children painted faces on the melons and named them so dropping a melon had a more personal touch.

RESA 5's Public Service Training will provide outdoor safety information for a first aid kit, bites (snakes, insects, ticks), breaks (simple splinting), CPR and signaling (if you become disoriented / lost).

The Mid-Ohio Valley Regional Highway Safety Program provided the children and volunteers with safety colored t-shirts and educational materials.

Children completing the bike rodeo course registered to win a boy's and a girl's bicycle donated by Dan McPherson, State Farm Insurance agent.



4th grader Austyn Ervin-Seawell, is the

Bicycling Statistics and Safety Tips

- According to the US Consumer Product Safety Commission website, more than 50,000 children go to the emergency room each year from bicycle involved head injuries.
- It is estimated that more than 75 percent of bicycle-related fatalities among children could be prevented with a bicycle helmet.
- When worn correctly and consistently, bicycle helmets are very effective at reducing the risk head injury by as much as 85% and the risk of brain injury by as much as 88%.

RIDE A BIKE – WEAR A HELMET!

ALICE Instructor Development for Active Shooter Response

A recent study of active shooter events (2000-2013) conducted by the U. S. Department of Justice – Federal Bureau of Investigation has provided some alarming information. According to the FBI study, of the 160 incidents that occurred during this period:

- An average of 11.4 incidents occurred annually.
- An average of 6.4 incidents occurred in the first 7 years studied, and an average of 16.4 occurred in the last 7 years.
- 70.0% of the incidents occurred in either a commerce/business or educational environment.
- Shootings occurred in 40 of 50 states and the District of Columbia.
- 60% of the incidents ended before police arrived.



Source: A Study of Active Shooter Incidents in the United States Between 2000 and 2013 (DOJ/FBI, 2014)



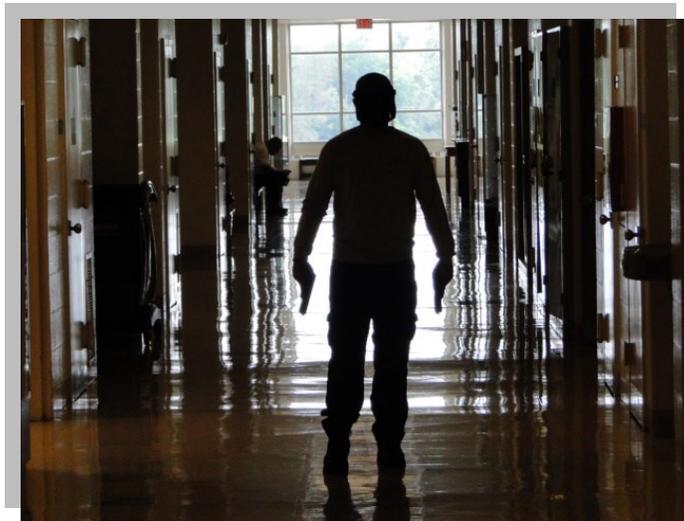
National ALICE Instructor Joe Hendry conducts Day 1 classroom instruction to students at WVU-P.

In early September, RESA 5 Public Safety Training joined efforts with the West Virginia Intelligence Fusion Center-Infrastructure Protection Programs, Parkersburg Police Department and West Virginia University at Parkersburg to host an instructor develop program designed to enhance education for violent intruder/active shooter response. Known by the acronym ALICE (Alert – Lockdown – Inform – Counter – Evacuate) this training is billed as the first active shooter response program in the United States. Developed by a law enforcement SWAT officer to protect his wife, an elementary school principal, ALICE training provides simple options designed to enhance survivability. The ALICE program has received national attention within the public and private sectors, and aligns with Vice President Biden’s 2013 release of the “Guide for Developing High-Quality School Emergency Operations Plans”.

The two-day instructor training course was designed to teach proactive survival strategies in violent intruder/active shooter situations. Attendees were comprised of law enforcement command staff, trainers, school resource officers and deputies from Parkersburg, Vienna, WVU-P, Kanawha, Jackson, Ritchie, Pleasants, Tyler and Washington (OH) counties. Also participating were several members from West Virginia and federal government agencies. The RESA 5-sponsored course was the second training trip to West Virginia for ALICE National Program Instructor Joe Hendry (a Lieutenant with Kent State University Police Department & Law Enforcement Subject Matter Expert for the Ohio Attorney General on Active Threats). “I met Lt. Hendry while attending ALICE training at the University of Charleston in May” stated Bill Minear, Director of Infrastructure Protection Programs with the West Virginia Intelligence Fusion Center. In my forty-plus years of public safety service, training and education, the ALICE program is one of the best and simplest concepts offered to the general public for dealing with violent intruder/active shooter threats”.

As a volunteer Fusion Liaison Officer with the West Virginia Intelligence Fusion Center, Rick Gobble, RESA 5 Public Safety Training Director, works closely with Minear and other Fusion Center personnel to support the growing security and resiliency movement within West Virginia's homeland security program. "Bill has been a RESA Instructor for over 30 years, and he wasted no time reaching out to me about co-sponsoring this training. We both recognized the importance and value it could bring to the education and public safety systems in West Virginia", stated Gobble. ALICE training has similar approaches to training the layperson, just like Stop-Drop-Roll and CPR programs possess".

Chief Joe Martin, Parkersburg Police Department, took the time to attend the training along with several members of his agency. "As we learned in the program, it does not replace existing alert and lockdown policies; it enhances them by providing additional options. Prior violent intruder/active shooter events have shown, on multiple occasions, the threat occurs and ends before law enforcement can engage the threat, he stated. ALICE training enhances survivability". This point was emphasized during Day 2 of the training. Interactive scenarios provided students with the opportunity to sense the anxieties and stressors created during violent intruder/active shooter threats. In a tightly controlled and monitored environment, Instructor Hendry conducted a series of threat-based situations. After each scenario the class held a debriefing session and discussed their experiences and perspectives. In certain scenarios, students were able to react and employ the ALICE techniques learned during the prior day's training.



Playing the role as an active shooter threat, Vienna Patrolman Adam Jones prepares his attack using airsoft weapons during a tightly controlled and monitored scenario.



Students, wearing protective masks, prepare for a simulated threat and attack in a classroom setting. This scenario was one of several conducted during ALICE Instructor training.

"This training was a real collaborative effort between several agencies and organizations. WVU-P provided the classroom and scenario venues, which were huge, Gobble said. To conduct this level of instructor training requires a great deal of cooperation between a host of people and organizations". Minear echoed his colleague's sentiments by adding, "WVU-P, Chief Martin, and RESA 5 Executive Director Joe Oliverio took extra steps to support Rick and me in bringing the ALICE program to this region. The more people we can train in the ALICE concept, the quicker we can enhance survivability options for men, women and children, in a number of active threat environments".

CPI's Nonviolent Crisis Intervention

On December 14, 2011, the West Virginia Department of Education approved Policy 4373: Expected Behavior in Safe and Supportive Schools. Section four of the updated policy pertains to the use of physical restraint in public schools. School employees, volunteers, and/or independent contractors who may need to use restraint shall be provided training according to the following requirements:

- A core team of personnel in each school must be trained annually in the use of a nationally recognized restraint process. The team must include an administrator or designee and any general or special education personnel likely to use restraint;
- Personnel called upon to use restraint in an emergency and who have not received prior training must receive training within 30 days following the use of restraint;
- Training on use of restraint must include prevention and de-escalation techniques and provide alternatives to the use of restraint;
- All trained personnel shall also receive instruction in current professionally accepted practices and standards regarding behavior interventions and supports.

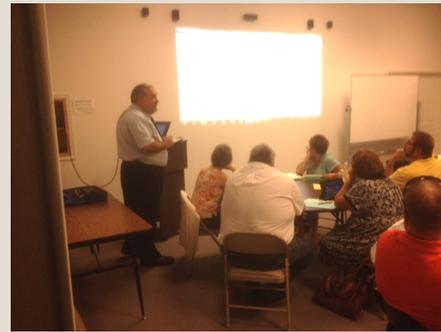
In order to help counties meet the requirements, RESA 5 Special Education staff, Deena Swain and Lindsey Fetty, became certified CPI instructors. CPI's nationally recognized training programs teaches safe, non-harmful strategies for de-escalating challenging behavior. CPI's Nonviolent Crisis Intervention® training empowers educators with the skills and confidence to manage students' acting-out behaviors at the earliest possible stage.

During the 2013-2014 school year, Lindsey and Deena trained 237 personnel across RESA 5. Not only are they available for initial CPI training, they can also tailor trainings to meet the unique needs of your school/district. To find out more information or to schedule a training, please contact Lindsey or Deena.

Wood County MIS Technology Contacts Training

RESA 5 was host to Wood County MIS technology contacts meeting on Tuesday September 9th. Presenter Bob Mathews, Director of Wood County MIS, provided training of the new technology updates and initiatives.

This included the latest Tools for Schools (TFS) changes from the WVDE Office of Technology. The TFS is a program that provides high quality technology tools, application software, engaging classroom curriculum / technology resources, relevant and



Bob Mathews, Director Wood County MIS

job-embedded professional development, and infrastructure to support the initiative. Emphasis is placed on

allowing counties and schools flexibility within an established framework in terms of technology implementation choices and equity of access for students and teachers. Current practice is to provide each county with a per pupil allocation based on county net enrollment.

Also presented was the latest in this year's technology funding, the new Office 365 system, changes in WVEIS, changes in educational software and hardware and new directives in policies.

Participants included school technology contacts, technology teams, principals, technology integration specialist (TIS), technology system specialist (TSS) and computer repair technicians.

Also assisting with the training were Chris Whytsell, Coordinator of Web Services and Grant writing, Wood County Schools and Richard Sylvester of Pomeroy IT Solutions.

Hit the Ground Running Adult Education Classes



Since Nov. 2013, Hit the Ground Running has served 91 students. The names are different.

The faces change. Demographics vary. But the stories are amazingly similar. Hit the Ground Running classes are comprised of workers who, generally from no fault of their own, find themselves unemployed or so painfully under-employed that they cannot support themselves or their families.

Their educational skills need a little refreshing after, for most of them, MANY years out of a school environment. Six hours a day for four weeks, students attend this class. They are given an opportunity to re-establish the routine of daily, hourly requirements for attendance, conduct, and performance in a job setting. At the same time, they are honing computer skills while refreshing those subjects they learned in high school in the areas of Mathematics – Applied and Computation, Reading for Information, and Locating Information.

During the class, they will work at their individual paces in studying for the WorkKeys exams. What the ACT is to college, the WorkKeys is to the workforce. Additionally, class discussions on topics such as Goal Setting, Time, Money and Stress Management and others give them opportunity to empathize with one another and gain a broader vision of their circumstances and options. They also are given opportunity to work as a class on problem solving and critical thinking issues. This encourages them to be creative and seek solutions that are not always obvious.

Finally, the class is broken down into small groups which are to work on a 3-dimensional project which tells the individual stories of their employment/training journeys. These projects range from simple to complex, depending on the desires of the participants. It is amazing what emotions and revelations can be expressed with popsicle sticks and cut-out figures.

After successfully completing this class, participants go on to specialized training in areas such as CDL, LPN, medical billing and coding, welding, or other trades. Some choose to enter two or four-year degree programs at the college level. The training and confidence they gained through Hit the Ground Running makes the transition into a new vocational world more readily accessible.

Support for Personalized Learning

On September 8, teachers and administrators at Arnoldsburg Elementary School and Pleasant Hill Elementary School, in Calhoun County, participated in a workshop on Support for Personalized Learning



(SPL) facilitated by Tisha Wall (Technical Assistance Support Specialist) and Brenda Clark (Director of Professional Development). The Support for Personalized Learning framework is a state-wide initiative that suggests flexible use of resources to

provide relevant academic, social/emotional and/or behavioral support to enhance learning for all students. Throughout the sessions, participants focused on the six essential elements of SPL and connected them to the West Virginia Standards for High Quality Schools. They utilized a self-reflection tool to determine how their schools are currently addressing each element. As they analyzed their current process, they worked collaboratively to redesign some of their practices to increase their effectiveness.



Ohio Partnership Project Benefits ETC Drinking Water Training

Protecting public drinking water quality is at the core of the charter at the West Virginia Environmental Training Center (WVETC). One unique training program is being offered in cooperation with Ohio's training Center, OTCO.



Backflow instructor Gary Espenschied teaches a recent class at the ETC.

Backflow assemblies are special plumbing devices installed at hospitals, funeral homes, industries, restaurants, and other commercial buildings. The WVETC established a special training program ten years ago to train public water suppliers and plumbers how to test these devices. "We imported an interactive hands-on training program from Ohio", says WVETC Director Rich Weigand.

State health officials were so impressed with the training that they went back to Charleston and drafted new tester certification regulations based on this program's outline. Two years ago, the ETC received a \$20,000 grant to overhaul a workshop and build six test benches where operators test and repair backflow assemblies of all types – just as they would out in the real world. At the end of their week-long course, students must pass a hands-on test in the workshop as well as a written exam.

WVETC/OTCO instructor Gary Espenschied coordinates seven certification classes and three recertification classes each year at the Cedar Lakes facility – the only place in West Virginia operators can take such training. "The West Virginia workshop is probably the nicest backflow training facility in the country", said Gary. "We have an excellent program in place here and our pass rate is over 95%."



Instructor Gary Espenschied works with student Jonathan Booker in the Backflow Workshop.



WVDHHR Backflow Program Coordinator Dan Parker (right) visits class.



Students practice testing backflow assemblies using state-of-the-art equipment.

RESA 5 - Regional Council

Calhoun County:

Superintendent Timothy Woodward
Council Member Jacquelyn Collins-Frail

Jackson County:

Superintendent Blaine Hess
Council Member Carroll Staats

Pleasants County:

Superintendent Michael Wells
Council Member Jim McKnight,
Vice-Chair
Chair

Ritchie County:

Superintendent Ed Toman
Council Member Melanie Vogt-McCloy

Roane County:

Superintendent Jerry Garner
Council Member Greg Boggs

Tyler County:

Superintendent Robin Daquilante
Council Member Bonnie Henthorn

Wirt County:

Superintendent MaryJane Pope-Albin
Council Member Edward Powell

Wood County:

Superintendent John Flint
Council Member Lawrence Hasbargen

Chief Instructional Leader Representative:

Deborah Bever, Ritchie County Schools

Teacher Representative:

Stephanie Agee, Wirt County Primary Ctr.

Principal Representative:

Tricia Feldmeier – A.I. Boreman Elem.

Higher Ed Representative:

Cynthia Gissy – WVU-P

Secretary to the Council:

Joseph R. Oliverio, Executive Director

WVDE Representative:

Betty Jo Jordan, Executive Assistant to the
State Superintendent

WBOE Representative:

Vacant

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Rigor & Relevance Workshop

Worthington Elementary School participated in a Rigor & Relevance Workshop on August 18th and 19th presented by Kristi Lantz, Professional Growth Coordinator.

Participants were engaged and enthusiastic about the work completed. The Rigor & Relevance Framework will be posted throughout the school in the near future!

Go Bobcats!

RESA 5 Legislators

Although the 2014 Legislative session has passed, it is still important that we communicate with our elected officials. Here are the names of the Senators and Delegates that represent RESA 5 in Charleston.

Senate	House
Senate President Jeffrey Kessler	William Romine
Larry Edgell	Lynwood "Woody" Ireland
Donna Boley	Bill Anderson
David Nohe	Anna Border
Mitch Carmichael	John Ellem
Mike Hall	Tom Azinger
	Daniel Poling
	Bob Ashley
	Steve Westfall
	David Walker

You can locate their office addresses and phone numbers at the following website:

<http://www.legis.state.wv.us/>

It is imperative we keep up with the happenings in the legislature that effect education and that we communicate with our elected officials on issues of vital importance.