

## RESA 2 LEADERSHIP INSTITUTE: MAKE IT HAPPEN

On November 19th, 24 school leadership teams, central office staff, West Virginia Department of Education professionals and RESA 2 staff joined together at Pullman Plaza to explore strategies around continuous improvement and the factors that have the greatest promise for ensuring student success. The goal of the one day conference entitled "Make It Happen" was to provide the educational community with a template for action for transformative school improvement. Sessions were presented on culture, high quality instruction, and data that lead to changes in instruction. RESA staff presented breakout sessions on Teams and Processes, Instructional Practices Inventory, Reinforcing Effort and Co-Teaching. Leadership Teams were encouraged to meet with school based teams to create opportunities to redefine behaviors and conditions in the school improvement process based upon site based needs. Support for these schools will continue throughout the year.



Professionals at the  
Make It Happen  
Conference.

### Inside This Issue . . .

Leadership Institute: Make It Happen	1
Make It Happen 2: Striving for Success	1
CITW Training	2
Instructional Coaches Collaborative Meeting	2
RESA 2 / Corwin E-Libraries	3
Expeditionary Learning	3
Man Elementary Receives Highmark Grant	4
Go To Meeting / Webinar	4
Smart Goals	5
Bringing WVEIS Training To You	6
Navigating the Discipline Management System	6
Mason County FitnessGram Training	7
Engaging Lessons Through NextGen Standards	7
RESA 2 Fall Events	8

## MAKE IT HAPPEN 2: STRIVING FOR SUCCESS

To continue our momentum to support identified Focus and Support schools, RESA 2 will hold a one-day session for principals, curriculum supervisors, and special education supervisors on December 19, 2013 at the Ramada Limited. The "Make It Happen 2: Striving for Success" Leadership Institute provides the opportunity for principals, curriculum specialists, and special education supervisors to work on creating responses to identified deficits through the lens of Standards for High Quality Schools and the development of definitive action steps for the success of all students. Dr. John Hodge will work with school representatives on improving student achievement and closing the achievement gap. He has an impressive record and has been recognized for bringing struggling, high poverty schools from the bottom in terms of student achievement to having the highest scores in the city.

Dr. John W. Hodge is president and co-founder of Urban Learning and Leadership Center (ULLC), an organization focused on student achievement and reduction of the achievement gap. He has served as a reading teacher, English teacher, AVID teacher, Assistant Principal and Associate Director of AVID Center Eastern Division. He served as Director of An Achievable Dream Academy, an inner city school that piloted many of the interventions used by Urban Learning and Leadership Center. An Achievable Dream Academy is a high performing, high poverty school that has received numerous national awards.



Dr. John Hodge

Dr. Hodge's career has been defined by assisting students and teachers to overcome obstacles and achieve goals. He has served as an inspirational speaker

## MAKE IT HAPPEN 2 (continued)

across the United States and has been a guest lecturer at Christopher Newport University, Hampton University, North Carolina A&T State University and George Washington University. Dr. Hodge is a trained facilitator for the (SREB) Leadership Initiative Modules “Leading Assessment and Instruction” and “Creating a High Performance Learning Culture”, and a trained assessor and facilitator in the National Association of Secondary School Principals (NASSP) “Developing the 21st Century Principal” program.

In the afternoon, Pat Homberg, Director of the Office of Special Programs and Dr. Christie Chambers, Assistant Director, Office of Special Programs, WVDE, will share county data that can drive school improvement efforts. Data packets with information specific to each county will be shared to provide a unique perspective based upon data that may indeed challenge some of our perceptions.

### CLASSROOM INSTRUCTION THAT WORKS TRAINING

RESA 2, partnering with the Mid-Continent Research for Education and Learning (McREL), brought a national mini conference to West Virginia educators. During this three-day workshop, powerful instructional strategies were presented that are effective with any student, in any subject area and at any grade level. Specific types of knowledge such as vocabulary, details, generalizations, terms and phrases, and principles are applied to instructional practices.



*Participants discuss strategies*

The workshop focused on four key elements:

- Learn how instructional strategies may be used to enhance student achievement.
- Discover the different types of knowledge, how they are learned, and how they should be taught.
- Learn how instructional strategies can be matched to the different types of knowledge.
- Learn how to use instructional strategies in unit planning.

Two RESA 2 employees, Kristi James and Lynn Davis, participated in the five day facilitator’s certification training which followed the initial 3-day workshop. This certification allows them to provide professional development in Classroom Instruction That Works to educators in schools, districts, or service areas.

If you would like Kristi or Lynn to work with your school or if you need additional information, please do not hesitate to contact them at 304.529.6205 or via email: [k.m.james@access.k12.wv.us](mailto:k.m.james@access.k12.wv.us) or [lynn.davis@access.k12.wv.us](mailto:lynn.davis@access.k12.wv.us)



*Deanna Maynard,  
Assistant Principal at  
Burch Middle*



*Logan County School Improvement Director, Lisa Teeters, and Mingo County Instructional Coach, Justin Endicott*



*RESA 1 professionals*



*RESA 1 and Logan county work together*



*Rebecca Grimmert and Eva Marcum, Logan County Coaches*



*Professionals from RESAs 2 & 3 and Logan County Instructional Coach, Tammy Stowers*

### INSTRUCTIONAL COACHES COLLABORATIVE MEETING

At RESA 2 we have tremendous respect for our instructional coaches and acknowledge their dedication and valuable contributions toward support for instruction. This past October Lynn Davis, RESA 2’s Curriculum and Instruction Coordinator, facilitated a regional instructional coaches meeting. Presentations and discussions during the meeting focused primarily on the WV Standards for High Quality Schools. Dr. Dee Cockrille, RESA 2 Executive Director, led whole and small group discussions on the application of the standards and how they applied to the role of the instructional coach. Coaches then broke into county level groups to formulate discussions and the use of data in PLCs and grade level team meetings.

Effective coaches possess a thorough understanding of how children learn and are skilled in developing and implementing instructional strategies. To provide the coaches with additional tools for standards based work, Brenda Stevenson, RESA 2’s RLA & Social Studies Coach, shared her content expertise through a DBQ (Document-Based Questions) professional development. This session provided new insights into aligning primary source documents with the Next Generation Standards.

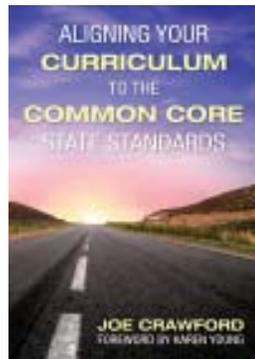
The session concluded with a share out of what the instructional coaches would like RESA 2 to offer to support their work and what they would choose as topics for future meetings. Overwhelmingly, the coaches expressed the need for time to learn from each other and to share their “Best Practices.” Other areas of need included differentiation, mathematics strategies, smarter-balanced assessment practice and where to locate CCSS resources for primary level. We look forward to continuing this work with our instructional coaches who are a vital part of student success.



*Participants share out at meeting.*

## RESA 2 / CORWIN E-LIBRARIES

RESA 2 has established a partnership with Corwin eLibraries to provide online access to authoritative, high-quality content essential for implementing professional development initiatives for districts, schools, PLCs, and personal learning. RESA 2 has purchased four eLibraries: Differentiation; Instructional Leadership and Supervision; PLCs and Using Data; and Assessment. Each eLibrary includes 10-12 eBooks from leading authors including Jim Knight, Gayle Gregory, Thomas Guskey, Carolyn Chapman, Randall Lindsey, and David Sousa.



Sample book available on the e-Library website.

### Benefits:

- Your one-stop resource for quality content that will support key PD initiatives
- Developed with Learning Forward's Standards for Professional Learning in mind
- Supports the unique professional development needs of teachers, administrators, and coaches
- Enables you to design a customized PD plan and to direct learning in your district
- Supports facilitation of professional learning communities
- Tools such as pre and post-assessments and implementation guides are available
- Provides usage reports to measure staff engagement
- Any-Time, Any-Pace Learning
- Cost effective

### Key Functionality:

- Unlimited, simultaneous access
- Quick and advanced search by topic
- Ability to print pages and notes
- Saves searches and make notes for easy reference

### Access:

To access the eLibraries go to the RESA 2 website ([resa2.com](http://resa2.com)), hover over *RESA 2* > hover over *RESA 2 Services* > click on *Corwin eLibrary* > then click the link to the *My iLibrary*.



Sample books available on the e-Library website.

## EXPEDITIONARY LEARNING

Cabell County Schools administrators and principals, June Harless Center, and RESA 2 visited the Evergreen Charter School in Asheville, North Carolina to look at Expeditionary Learning processes and exchange ideas with site based administrators, teachers and students around the following "big ideas" of Expeditionary Learning. Expeditionary Learning is a network of practitioners, comprised of 4,000 teachers in 165 schools in 30 states, serving over 45,000 students.



Delegation of Cabell County administrators, June Harless Center at Marshall University and RESA 2 learn about the Expeditionary School.

Expeditionary Learning is a model for comprehensive school reform for elementary, middle, and high schools that emphasizes high achievement through active learning, character growth, and teamwork. Expeditionary Learning emphasizes five core practices within its schools:

- *Learning Expeditions:* These challenging, interdisciplinary, real-world projects and in-depth studies act as the primary curriculum units in Expeditionary Learning schools. Learning Expeditions support critical literacy and address central academic standards of content, while promoting character development and fostering a service ethic.
- *Active Pedagogy:* In Expeditionary Learning schools, teachers use active pedagogy to help students become active and collaborative learners: to make connections, to find patterns, to see events from different perspectives, to experiment, to go beyond the information given, and to develop empathy and compassion for events, people, and subjects.
- *School Culture and Character:* Expeditionary Learning builds shared beliefs, traditions, and rituals in order to create a school culture which is characterized by a climate of physical and emotional safety, a sense of adventure, an ethic of service and responsibility, and a commitment to high quality work.
- *Leadership and School Improvement:* Leaders in Expeditionary Learning schools create a professional community that focuses on curriculum and instruction as the primary vehicles for improving student achievement and school culture.



Assistant Superintendent Jeff Smith and Jedd Flowers talk with student ambassadors.

## EXPEDITIONARY LEARNING (continued)

- o *School Structures:* Expeditionary Learning schools use longer and more flexible schedule blocks, common planning time, heterogeneous groupings, and/or looping to ensure student success.

Expeditionary Learning achieves success in these Core Practice areas by providing schools with an extensive professional development program. Over a multi-year period, school faculties and administrators are offered a coherent, demanding, and highly regarded program of professional development to implement the model and to realize significant improvement in student learning and character development.

*Actively engaged 3rd graders*



*Project Based Learning - Third Grade*



*More projects*



*Cabell County delegation.*

## MAN ELEMENTARY RECEIVES HIGHMARK FOUNDATION GRANT

Man Elementary School has been awarded a \$5,000 grant from the Highmark Foundation to create a walking program for its students.

The "Walk Across West Virginia" project is designed to offer increase physical activity for students in grades three and four by incentivizing exercise and giving students a way to measure how much activity they accumulate each day:

- Each child in grades three through four will receive a pedometer to record the number of steps and the distance walked each day. The results will be recorded at the end beginning of class every day in a logbook. They will be encouraged by class to "Walk Across West Virginia" by walking the equivalent of the distance of the width of the state (130 miles).
- Physical education opportunities will be offered to students throughout the day during in-class activity breaks using the *Let's Move! West Virginia* activity guide.

## MAN ELEMENTARY GRANT (continued)

- Cross-curriculum education opportunities will be used to educate students regarding math, health and wellness, and physical education. The emphasis will be encouraging fitness as a lifelong endeavor.

The program will start during the second semester of the school year and beginning with a kick-off assembly. Pre-testing to measure the physical activity status of the students will occur, and positive behavior supports will be integrated into the project to reward students for participation and achievement.



*Example of Pedometers available*

Class and grade level individual leaders will be announced monthly, and top student achievers will be announced at the end of the semester. A second competition will be held in the fall of 2014. The ultimate goal is to encourage students to engage in at least 60 minutes of physical activity as recommended by the Centers for Disease Control and Prevention.

"We're thrilled that our students will have the opportunity to discover how being physically will have a positive impact on every aspect of their wellbeing," Principal Linda Burgess said. "We know that health status directly impacts a child's ability to learn. This will enhance their capacity for learning new information, problem solving, and goal setting."

The school used available data from the annual FitnessGram assessment, along with socioeconomic data, in completing its successful application. Keith Dalton, RESA 2's regional school wellness specialist, provided technical assistance in writing and assembling the grant.

The Highmark Foundation is a charitable organization, a private foundation and an affiliate of Highmark Inc. that supports initiatives and programs aimed at improving community health.

## GO TO MEETING / WEBINAR

RESA 2 has purchased Go To Meeting/Webinar. This program is an easy way to hold meetings online and save money on travel costs. With Go To Meeting/Webinar you can:

- Give presentations to up to 100 attendees
- Conduct the presentation from your computer
- Allow all attendees to see your desktop
- Change presenters during the meeting to anyone attending the meeting
- Share your mouse and keyboard to anyone so they can control your presentation or computer
- You can annotate and draw on the screen
- Attendees can use telephone or their microphone and speakers on their computer to join the meeting

**GO TO MEETING / WEBINAR (continued)**

- Participants are able to use their webcams to interact
- Text chat with organizers and other attendees in the meeting
- The organizer is able to poll the attendees and perform surveys
- The organizer is able to record meetings and generate reports for specific meetings.



RESA 2 staff participate in GoToMeeting training.

**SMART GOALS**

[SMART Goals] *definitely force me to focus on specific data and specific students' reaching certain levels. Now, I have an overall idea of where I want my students to be, but the Smart goal process makes me take ownership of student progress.* . . .quote by Meghan Henderson, 8<sup>th</sup> grade RLA teacher, Buffalo Middle School, Wayne County Schools.

**The following events set the stage for West Virginia's revision to the educator evaluation system**  
The US Dept of Education awarded school improvement grants to states distributed from federal Title I funds that required a revised educator evaluation system

**Beginning in 2010 and continuing through 2012:** Task force was assembled and continues to meet periodically.

**In the 2011-2012 School year:** The Educator Evaluation system was piloted in twenty-five schools. Passed during the 2012 West Virginia Legislative session, House Bill 4236, sponsored by Governor Tomblin, enacted a system for expanding the new system statewide. Schools included all schools receiving a SI grant and volunteer schools for a total of 25 schools.

**2012-2013 School year:** Last year there were 136 Demonstration schools, consisting of the 25 pilot schools, and 111 demonstration schools (2 from each of the 55 WV school districts).

**2013-2014 School year:** Statewide implementation West Virginia's new evaluation system for teachers requires that by November 1, 2013, each teacher will have developed two student learning goals or SMART Goals.

Consider these criteria:

**SMART GOALS (continued)**

S	M	A	R	T
Specific/ Strategic	Measurable	Achievable/ Attainable	Results Oriented	Timed

**Specific Goal**•Is your goal **Specific**?

•If you have a specific goal, you should be able to answer the following six questions:

–**What:** What do you want to accomplish?

–**Why:** What are the reasons, purpose or benefits of accomplishing the goal?

–**Who:** Who is involved? Who are the stakeholders?

–**Where:** Where is it going to happen?

–**Which:** Which attributes are important? (Requirements and constraints; risk and protective factors).

**Measurable Goal**•Is your goal **measurable**?

•If your goals are specific and measurable, you should be able to establish concrete criteria for measuring progress toward the attainment of each.

–How will you know when it is accomplished?

–What indicators will you look for to measure progress and success?

–Are data to measure your progress and success readily available? Or do you need to develop new measures, e.g., surveys, focus groups, etc...?

**Attainable Goal**•Is your goal **attainable**?

•Given resources available to you, the goal must be realistic and attainable.

–Do you have sufficient financial capacity to accomplish your goal?

–Do you have personnel with sufficient abilities and skills to accomplish your goal (including evaluation)?

–Do you have sufficient time to accomplish your goal?

–What other types of resources do you need to attain

**Result-Oriented and Relevant /Goal**•Is your goal **result-oriented and relevant**?

•Ultimately, your goals should help you achieve your major project goal(s).

–Is it worthwhile?

–Is this the right time?

–Does this align with other efforts/needs?

**Time-Bound Goal**•Is your goal **time-bound**?

•Goals should have starting points, ending points, and fixed durations.

–When will you achieve this goal?

–When will you undertake activities to achieve goal?

–When can you expect to see some short-term outcomes?

## BRINGING WVEIS TRAINING TO YOU BY: JOSH RATLIFF

There are many obstacles that can hinder our ability to do face-to-face professional development. It can be a logistical nightmare to find a common time to pull professionals out of their schools for training. Then there is the age-old issue of funding. Even if you can rearrange schedules to meet, you are faced with the challenge of finding funding for travel.

These challenges are real, but not at all new to education. Higher education has faced similar issues for years. How can a university that is located on the west coast become a viable option for learners in New Jersey or West Virginia? It was this fundamental question that sparked a wildfire in education now known as "distance learning."

The debate on whether or not online learning will someday take over face-to-face learning is not what this article is about. It is our need to deliver high quality instruction from one location to another and do it in a way that is cost effective and asynchronous to accommodate busy professionals is the core issue. Love it or hate it, distance learning does this very well!

Thanks to a recent spike in internet bandwidth capability, we can now use internet video to deliver high quality training. Video files can be hosted online and available for audiences to view at their own pace and on their own time. If the learner misses one part, he/she can pause the video, rewind, and review. The cost of producing online video training is a fraction of that of travel. To do it well, you are going to need a good camera, a microphone, lighting and video editing software, but all that will seem like change compared to mileage, facility rentals, and lodging. Let me be clear, I'm not suggesting that we stop doing face-to-face professional development. In fact, I often prefer it. But to not take advantage of the creative uses of internet video and distance learning would be to turn a blind eye to one of our most valuable resources.

Here is an example of how we, at RESA 2, are using this kind of instruction to provide meaningful training to educators all over the state. If you don't already have one, download a QR Code scanner to your phone. Many of these are free in Apple's App Store for iPhone or the Google Play Store for Android phones. With your smartphone, scan the code on the right.



WVEIS Educator Evaluation  
Training Video

This training video was recorded at Lincoln County High School and produced at RESA 2. It is available 24 hours a day, 7 days a week to anyone who needs assistance with Educator Evaluation.

For more information about WVEIS professional development or how you can use distance learning strategies to improve and mobilize learning, please contact Joshua Ratliff by email: [jhratliff@access.k12.wv.us](mailto:jhratliff@access.k12.wv.us) or by phone at 304-529-6205 ext. 12.

## NAVIGATING THE DISCIPLINE MANAGEMENT SYSTEM

The new WVEIS Discipline Management System (DMS) is a powerful new tool for administrators and school improvement teams to report, analyze and interpret discipline trends in West Virginia schools. The new DMS will allow users to access customizable reports related to discipline trends. These reports can be used to make data driven decisions and improve school safety, wellness, and culture.

The DMS reinvents the discipline data system and moves it from the old WVEIS "green screen" into a web-based application accessible from WVEIS On the Web (WOW). The green screen is still there, but has been set to view only access for all users as of July 1, 2013. All new reports must be entered through DMS from that point.



Keith Dalton, RESA 2, provides  
Discipline Management Training  
to area educators.

The DMS is aligned with the recently enacted Policy 4373 and features a transition from an individual-based reporting system to an incident-based reporting system; in other words, whereas in the old green screen when two students were involved in a physical fight it showed up as two fights, the new criteria lists such an incident as one fight with two students involved.

Behavior codes have also changed. The old codes have been changed for more descriptive codes, that are accessible through a drop down menu. There is a drop down menu and text windows that allow users to type specific details for each incident and document consequences for inappropriate behavior.

The system features several other innovative features:

- An overview dashboard page that shows actions that need to be taken, bar graphs of discipline data details, and a list of frequently referred students.
- Ability of teachers to directly enter discipline reports for review and action by administrators if so allowed. This removes the need for paper reports.
- Built-in Adobe Acrobat functionality that allows users to generate discipline referral reports and letters for parents of students involved.
- Ability to document victims of Policy 4373 violations as targets during the incident and enter witness details as designated non-offenders.

Training is available from RESA 2 on the DMS system. For more information, contact Keith Dalton, Regional School Wellness Specialist, or Josh Ratliff, WVEIS Professional Development Specialist, at 304. 529.6205.



Screen shot of Discipline  
Management System  
(DMS)

## FITNESSGRAM TRAINING

Mason County physical education teachers refreshed their FitnessGram test administration skills at a recent training provided by RESA 2.

FitnessGram is a mandatory assessment for physical education students in grades 4-12. It tests aerobic capacity, body composition, upper body strength, and flexibility. Schools are required to report results on the tenth month report via WVEIS.

Trainer Sue Childers, a veteran physical education instructor from Wood County, reviewed the correct testing procedures for all the phases of the test, and reviewed classroom activities to use help build upper body strength. This part of the assessment is historically where students struggle to remain in the healthy fitness zone.



*Sue Childers, a member of the state's Health & PE Leadership Academy Cadre, reviews FitnessGram requirements with PE teachers in Mason County.*

## CREATING ENGAGING LESSONS THROUGH THE USE OF NEXT GENERATION STANDARDS

The key to school success is found in creating engaging schoolwork for students. The design and delivery of engaging lessons is critical for unlocking student potential and creating college and career ready scholars. The Next Generation Standards need to be the driving force in any curriculum when developing lessons and activities and when researching instructional strategies. The standards have redesigned the teachers thought processes in creating engaging lessons by raising expectations for students through rigorous content application of knowledge and higher-order skills. Clear and consistent lessons are built upon strengths and needs from data analysis and are relevant to the standards as well as to students' lives outside of school.

When planning and delivering lessons, several strategies **MUST** be implemented daily in your classroom to facilitate engagement:

### Strategy #1 Set the Expectations

- This is the intended goal of the lesson. Many schools use the "Essential Question" or "I Can" statements as the activating strategy. TeachingChannel.org has a strategy called "SWBAT" (Students will be able to.....)



which is a chant students use to internalize the lesson's objective.

### Strategy #2 Relevant Vocabulary

- Vocabulary must be limited to what your students are able to actively use in context through the lesson. Think-Pair-Share is a great tool to have students discuss the words in context and facilitate whole class engagement through conversations and discussions.

### Strategy #3 Graphic Organizers

- The use of graphic organizers keeps students focused and on task. Graphic Organizers allow students to visually represent information through categories and charts, and they also promote writing.

### Strategy #4 Higher-Order Thinking Questions

-Higher-order thinking (HOT) questions are the best way to give students the opportunity to be challenged in the classroom.

-Forming higher-order questions can assist teachers in planning objectives, activities, and assessments which promote a deeper level of rigor and fosters classroom engagement.

### Strategy #5 Limit Direct Instruction/Worksheets

-Direct, teacher-led instruction is needed in every classroom, but should be limited. After 12-15 minutes of introducing a skill and providing guided practice, students should be involved in some type of hands-on activity where they are collaborating and technology is being utilized by the students.

### Strategy #6 Reflection/Summary

-Bringing a lesson to a close is an opportune time to assess students' understanding of the lessons learning objectives centered on the essential question. Exit slips are a great assessment tool, and the "Stoplight Method" featured on TeachingChannel.org is another viable alternative. This is a formative assessment tool that uses post-it notes to encourage students to write what they learned, what questions they are considering, or what stopped their learning during the lesson. When completed, students place the post-its on the designated color on the spot-light as they exit the classroom.



The following contain resources featuring strategies on engagement practices which incorporate Next Generation Standards:

- [TeachingChannel.org](http://TeachingChannel.org)
- [www.edmodo.com](http://www.edmodo.com) (Basal Alignment Project)
- [www.teachability.com](http://www.teachability.com)
- [nlsite@wvde.state.wv.us](mailto:nlsite@wvde.state.wv.us)
- [Teach21@wvde.state.wv.us](mailto:Teach21@wvde.state.wv.us)

### RESA 2 FALL EVENTS "EDUCATORS WORKING TO IMPACT STUDENT SUCCESS"

#### ACCOUNTABILITY WORKSHOP



Administrators attend the Accountability Workshop sponsored by RESA 2 and the WVDE.



#### RESA 2 SCHOOL COLLABORATION



RESA 2 has been working with schools regarding Leadership Team goals and continuous improvement strategies.

Howard Pitler, one of the authors of Classroom Instruction That Works, works with representatives from five RESAs and seven counties.



#### WV EDUCATION SUMMIT



Administrators from RESA 2 attending the WV Education Summit sponsored by The Education Alliance.



Distance learning planning regarding Spanish classes in Logan County.

RESA 2 Spanish instructor for distance learning project



#### LEADERSHIP INSTITUTE



Dee Cockrille, RESA 2; Georgia Thornton, Mason County; Lenora Richardson, Cabell County; Tammy Stowers, Logan County; Kirk King, Lincoln County; Rita Ward Mingo County and Debbie Russell Wayne County (not pictured) collaboratively plan the RESA 2 Leadership Institute.



Darlene Dingess-Adkins shows off PK-K art at the Pre-K and Special Education Directors meeting on December 17th at the RESA 2 office.

RESA 2 director (center) meets with 2013 National Association of Service Agencies 2013 President Steve Aguirre, High Plains Service Center, New Mexico (left), 2014 AESA President Rich McBride (right) ESD 173 of Wanatchee, Washington.



Pre-K and Special Education Directors meet at the RESA 2 Office on December 17th.