



**To:** Dr. Charles Johns  
Board of Education

**From:** Dr. Rosanne Williamson  
Mr. Jason Markey  
Mr. Brad Swanson

**Date:** September 27, 2021

**Re:** Request of Approval for Professional Leave Expenses - Sarah Ward, Executive Functioning

**Recommendation**

It is recommended that the Board of Education approve the request for estimated professional leave expenses in the amount of \$1500 as presented.

**Background**

In keeping with Board Policy 6040, the Board of Education has established a maximum allowable amount for prepaid expenses and reimbursement for travel, meal and lodging expenses to an amount not to exceed \$5,000 aggregate or have more than six attendees per professional leave trip. In the event that a trip's expenses exceed the per trip aggregate cost, the Board of Education is required to approve the expenses by a roll call vote at an open meeting.

The Business Services department has implemented a process where they are notified if there is a desired trip that exceeds the \$5,000 aggregate threshold. In response to the request, a formal memo is drafted and information is presented to the Board of Education for consideration prior to any expenses being incurred by the District.

Attached is a professional leave opportunity summary that is being submitted for consideration.

## Request of Approval for Professional Leave Expenses

Name of Event	Dates and Location of Event
Learn it Today, Use it Tomorrow! Practical Cutting Edge Interventions for Improving Executive Function Skills in Students (Foundations) by Sarah Ward, M.S., CCC-SLP	10/27/21 Virtual Seminar

Overview and Description of Event
This session offers strategies to support students with the following needs; Executive Functioning, Organization, Self-Regulation, Processing Speed, Situational Awareness & Successful Task Execution.

Rationale for Attending Event
To successfully execute, children need to be aware of task demands and set goals. Then they must access forethought and hindsight to think in an organized way and to sustain their focus on the relevant features of the task at hand. As students mature they learn how to organize their time, space, materials and develop the reasoning skills to consider multiple possible solutions to problems, recognize the “gray” in situations, and manage both expected and unexpected changes in plans, routines, rules and novel situations. Students must fluidly shift between changing task demands and carry out multiple complex steps to achieve expected goals.

Outcomes
<ol style="list-style-type: none"> <li>1. State the functional working definition of what is meant by the term “executive function skills” as it pertains to therapeutic interventions.</li> <li>2. Define how situational awareness, self-talk, forethought and episodic memory are the foundational skills for successful task execution.</li> <li>3. Integrate the theory and techniques of the 360 Thinking model to develop lesson plans to remediate executive function skills in the classroom and/or individual and group therapy.</li> <li>4. Generate a framework of interventions for and choose at least 5 ways to foster a student’s ability to sense and manage the passage of time.</li> <li>5. Describe 4 strategies to develop a student’s capacity to read a room then shift and be a ‘mental time traveler’ to pre-experience the physical actions to complete a task in prospective time and space.</li> <li>6. Breakdown the clinical interventions and techniques for teaching students how to plan for, initiate and complete complex assignments and long-term projects within allotted time frames using the Get Ready * Do * Done (Get Done) Model.</li> <li>7. Create a therapeutic alliance with parents to improve the effectiveness of clinical treatment with kids with executive function based challenges and articulate the</li> </ol>

relationship between how individuals self-regulate and executive function symptomatology to educate clients, family members and school professionals.

**Possible Alternatives Considered**

Teams have worked with building psychologists to discuss strategies and curricula geared toward supporting executive functioning needs. Sarah Ward is seen as an expert in the field. Having access to Sarah in a virtual format allows for an economical way to access her expertise.

	<b>Per Person Cost</b>	<b>Total Cost</b>
<i>Substitute(s) Required?</i>	<b>Yes/No</b>	
<i>Registration:</i>	\$150	\$1500
<i>Lodging:</i>	0	
<i>Meals:</i>	0	
<i>Vehicle Expense:</i>	0	
<i>Airfare Expense:</i>	0	
<i>Other:</i>		
<b>Total Cost</b>		\$1500

Please indicate N/A in an expense category if it is not applicable to this trip.

<b>Employees and Building Attending</b>	<b>Employees and Building Attending (Continued)</b>
<ul style="list-style-type: none"> <li>● Mark Dec, GBS</li> <li>● Julie Feeney, GBS</li> <li>● Chris Albandia, GBS</li> <li>● Megan Williams, GBS</li> <li>● Kara Bolf, GBS</li> </ul>	<ul style="list-style-type: none"> <li>● Mike Schroeder, GBN</li> <li>● Mike Nisi, GBN</li> <li>● Lily Gomez, GBN</li> <li>● Darin Sullivan, GBN</li> <li>● Bill Edison, GBN</li> </ul>

**Supervisor Approval**

Stacey Wolfe/Kathy French