

**WOODFORD COUNTY BOARD OF EDUCATION  
AGENDA ITEM**

**ITEM #: IX C DATE:** February 13, 2019

**TOPIC/TITLE:** Travel Requests

**PRESENTER:** Scott Hawkins

**ORIGIN:**

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)  
☐ ACTION REQUESTED AT THIS MEETING  
☒ ITEM IS ON THE CONSENT AGENDA FOR APPROVAL  
☐ ACTION REQUESTED AT FUTURE MEETING: (DATE)  
☐ BOARD REVIEW REQUIRED BY

- ☐ STATE OR FEDERAL LAW OR REGULATION  
☒ BOARD OF EDUCATION POLICY  
☐ OTHER:

**PREVIOUS REVIEW, DISCUSSION OR ACTION:**

- ☐ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION  
☐ PREVIOUS REVIEW OR ACTION

- ☐ DATE:  
☐ ACTION:

**BACKGROUND INFORMATION:**

As per Board policy the attached travel requests must be approved by the Board.

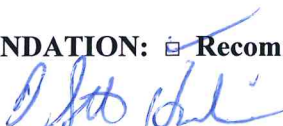
**SUMMARY OF MAJOR ELEMENTS:**

Attached: Director of Special Education and Coord. Federal Programs (Kagan Summer Academy, Orlando, FL); Hometown 5<sup>th</sup> Grade (Underground Railroad Museum/Newport Aquarium, Cincinnati, OH/Newport, KY); WCHS Academic Team (Miami Valley School Spring Invitational, Dayton, OH; KAAC State Finals-Governor's Cup Competition, Louisville, KY; Partnership for Academic Competition National Scholastic Competition/Washington, D.C. Tour, Washington, D.C.); WCHS Marching Band (Bands of America Grand Nationals, Indianapolis, IN; Kings High School, Mason, OH); WCHS Student Teaching and Learning Pathway (Competition, Bowling Green, KY); WCHS DECA (DECA State Competition, Louisville, KY); Director of Staff and Student Services (Student Teacher Recruitment Events: Marshall University and West Virginia University).

**IMPACT ON RESOURCES:** Please see attached documentation.

**TIMETABLE FOR FURTHER REVIEW OR ACTION:**


**SUPERINTENDENT'S RECOMMENDATION:** ☒ Recommended ☐ Not Recommended



**WOODFORD COUNTY BOARD OF EDUCATION  
AGENDA ITEM**

**ITEM #:**            **DATE:** February 11, 2019

**TOPIC/TITLE:** Travel Request/Tracey Francis/Kagan Summer Academy/Orlando, Florida/July 12-15, 2019

**PRESENTER:** Jimmy Brehm 

**ORIGIN:**

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
- ☒ ACTION REQUESTED AT THIS MEETING
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- ☐ STATE OR FEDERAL LAW OR REGULATION
- ☒ BOARD OF EDUCATION POLICY
- ☐ OTHER:

**PREVIOUS REVIEW, DISCUSSION OR ACTION:**

- ☒ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
- ☐ PREVIOUS REVIEW OR ACTION

- ☐ DATE:
- ☐ ACTION:

**BACKGROUND INFORMATION:**

Per Board policy, out of state travel by staff members must be approved.

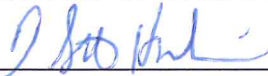
**SUMMARY OF MAJOR ELEMENTS:**

Request Board approval for Tracey Francis to travel to Orlando, Florida, to attend the Kagan Summer Academy Session "Transform Your High-Risk Classroom- Reach and Teach Students in Challenging Environments!", on July 13-15, 2019, with a travel date on July 12, per the attached request.

**IMPACT ON RESOURCES:**

**TIMETABLE FOR FURTHER REVIEW OR ACTION:**

**SUPERINTENDENT'S RECOMMENDATION:** ☒ Recommended            ☐ Not Recommended



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**WOODFORD COUNTY SCHOOLS  
OUT OF STATE OR OVERNIGHT  
TRAVEL REQUEST**

<b>INDIVIDUAL/STAFF REQUESTING TRIP:</b>	Tracey Francis
<b>DATES OF TRIP:</b>	July 12-15, 2019
<b>TRIP TO:</b>	KAGAN Summer Academy, Orlando, FL
<b>METHOD OF TRANSPORTATION:</b>	Air & Ground
<b>ACCOMMODATIONS:</b>	Hilton Orlando Lake Buena Vista
<b>EDUCATIONAL OBJECTIVE/ CURRICULUM CONNECTIONS:</b>	Students dealing with poverty, homelessness, behavioral issues, learning disabilities, learning English, or anxiety can present severe teaching challenges. This training helps educators to meet the challenge with the structures, activities, and procedures learned in this workshop. Combining tools from Cooperative Learning, Win-Win Discipline, and Brain-Friendly Instruction, this workshop empowers educators with knowledge and strategies that can be put to work immediately in the classroom.
<b>CONFERENCE AGENDA: SEE ATTACHMENT</b>	
<b>NUMBER OF PARTICIPANTS/SCHOOLS: (If more than one school, attach list of participants and their schools.)</b>	SHA staff will also be participating in this training.
<b>TOTAL ESTIMATED COST:</b>	\$1350
<b>COST INCLUDES:</b>	Flight, ground transportation, hotel, meals
<b>FUNDING SOURCE:</b>	Title I funds
<b>FUND MANAGER RECOMMENDATION:</b>	<input checked="" type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended
<b>PRINCIPAL/SUPERVISOR RECOMMENDATION:</b>	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended
<b>SUPERINTENDENT RECOMMENDATION:</b>	<input checked="" type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended





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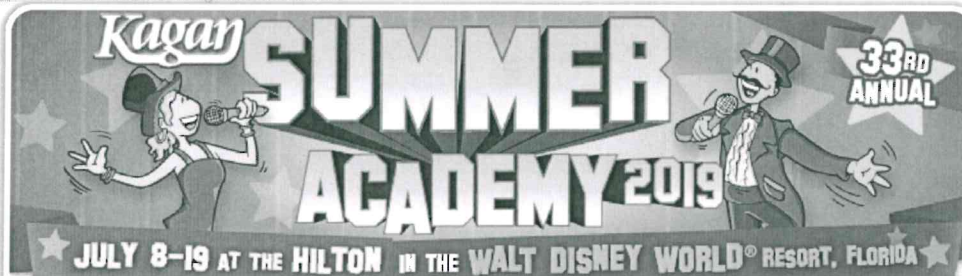
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JULY 8-19 AT THE HILTON IN THE WALT DISNEY WORLD® RESORT, FLORIDA

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## TRANSFORM YOUR HIGH-RISK CLASSROOM

Reach and Teach Students in Challenging Environments!

July 13-15, 2019

All Grades

Do you teach in a "high-risk" environment where the majority of your students have a high probability of failing academically or dropping out of school? Are you new to Kagan, or have you experienced difficulties implementing Kagan Structures in your classroom due to your students' exceptional circumstances? Students dealing with poverty, homelessness, behavioral issues, learning disabilities, learning English, or incarceration can present severe teaching challenges. Meet the challenge with the structures, activities, and procedures you'll learn in this workshop. Combining tools from Cooperative Learning, Win-Win Discipline, and Brain-Friendly Instruction, this workshop empowers you with knowledge and strategies you will put to work immediately in your classroom. You will reach and support your hardest to reach and teach students. While individual teachers benefit greatly from this workshop, it is even more powerful when the entire school (or a school team) implements these powerful tools to transform the school experience for high-risk students.

WS# 27912

## REGISTER ONLINE!

Workshop Registration FEE \$549

☐ Yes! Add the Special Discount Package \$89

REGISTER ONE

REGISTER MULTIPLE

Click here to download a letter to convince your administrator.

## HIGHLIGHTS

- Create a safe learning environment for all students
- Learn specific strategies to build positive relationships with your hard-to-reach students
- Use pair structures to maximize learning and peer support
- Help your high-risk students develop a growth mindset
- Calm the brains and develop focus for distracted students with brain-friendly teaching strategies
- Understand what's going on in the teen brain and how their brains differ from the brains of young children and adults
- Promote psychological resiliency to counter adverse learning conditions

## IT'S ALL ABOUT ENGAGEMENT!



### Registration Info

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### Resort Info

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### Summer Academy Video

Hear rave reviews from past participants who learned Kagan Structures to positively impact students' learning. See what the Summer Academy has in store for you. Click to play.



### Scholarships

Kagan is offering Scholarships to its 2019 Summer Academy. You could receive FREE course



- Learn what triggers your students
- Adopt preventative procedures to minimize disruptions
- Understand 7 psychological needs that create misbehavior
- Implement step-by-step strategies to help disruptive students meet their needs responsibly

## FREE KAGAN MATERIALS

- *Win-Win Discipline* Book
- Transforming Your High-Risk Schools Course Workbook



[VIEW FREE MATERIALS INFO](#)

## SPECIAL DISCOUNT PACKAGE

Available only to participants, and only if purchased at the time of registration. Your materials package includes:

1. Two Books: *Brain-Friendly Teaching: Tools, Tips & Structures* and *Higher-Level Thinking Questions: Personal & Social Skills*
2. TimerTools Software
3. Win-Win Discipline Poster Set

[VIEW COMPLETE PACKAGE INFO](#)

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tuition and course materials to this exciting event. Winners may be requested to write a very brief article of their experiences for Kagan Online Magazine. Winners will also be requested to submit a digital image headshot for scholarship promotional purposes. Click here for full scholarship details.



## FREE Brochure

Click Here to receive a **FREE** 2019 Kagan Summer Academy brochure.



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**WOODFORD COUNTY BOARD OF EDUCATION  
AGENDA ITEM**

**ITEM #:**           **DATE:** February 11, 2019

**TOPIC/TITLE:** Travel Request/Misty Higgins/Kagan Summer Academy/Orlando, Florida/July 11-15, 2019

**PRESENTER:** Jimmy Brehm 

**ORIGIN:**

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
- ☒ ACTION REQUESTED AT THIS MEETING
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- ☐ STATE OR FEDERAL LAW OR REGULATION
- ☒ BOARD OF EDUCATION POLICY
- ☐ OTHER:

**PREVIOUS REVIEW, DISCUSSION OR ACTION:**

- ☒ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
- ☐ PREVIOUS REVIEW OR ACTION

- ☐ DATE:
- ☐ ACTION:

**BACKGROUND INFORMATION:**

Per Board policy, out of state travel by staff members must be approved.

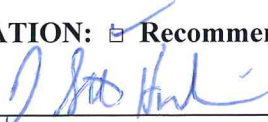
**SUMMARY OF MAJOR ELEMENTS:**

Request Board approval for Misty Higgins to travel to Orlando, Florida, to attend the Kagan Summer Academy Sessions "Emotion-Friendly Teaching" and "Growth Mindset" per the attached request.

**IMPACT ON RESOURCES:**

**TIMETABLE FOR FURTHER REVIEW OR ACTION:**


**SUPERINTENDENT'S RECOMMENDATION:** ☒ Recommended            ☐ Not Recommended



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**WOODFORD COUNTY SCHOOLS  
OUT OF STATE  
TRAVEL REQUEST**

<b>INDIVIDUAL/STAFF REQUESTING TRIP:</b>	Misty Higgins
<b>DATES OF TRIP:</b>	7/11/19-7/15/19
<b>TRIP TO:</b>	Orlando, FL
<b>METHOD OF TRANSPORTATION:</b>	flight, ground transportation
<b>ACCOMMODATIONS:</b>	
<b>EDUCATIONAL OBJECTIVE/ CURRICULUM CONNECTIONS:</b>	Hilton Orlando Lake Buena Vista 1751 Hotel Plaza Boulevard Lake Buena Vista, FL 32830, US
<b>CONFERENCE AGENDA: SEE ATTACHMENT</b>	
<b>NUMBER OF PARTICIPANTS/SCHOOLS:</b> (If more than one school, attach list of participants and their schools.)	1
<b>TOTAL ESTIMATED COST:</b>	\$1500
<b>COST INCLUDES:</b>	flight, ground transportation, hotel and meals
<b>FUNDING SOURCE:</b>	Title I
<b>FUND MANAGER RECOMMENDATION:</b>	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended
<b>PRINCIPAL/SUPERVISOR RECOMMENDATION:</b>	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended
<b>SUPERINTENDENT RECOMMENDATION:</b>	<input checked="" type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended 

[Home » Workshops » Summer Academy » Emotion Friendly Teaching](#)
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## EMOTION-FRIENDLY TEACHING

*Increase Achievement, Creativity, Problem-Solving, EQ, and Joy in Teaching and Learning!*

July 12, 2019

All Grades

Dr. Spencer Kagan has just completed his newest book: Emotion-Friendly Teaching. In this high intensity workshop, Dr. Kagan leads you through the two sides of emotion-friendly teaching: 1) Eliciting the ten positive emotions, and 2) Teaching students to know and manage their emotions. You receive the powerful Kagan Emotion Wheel that allows students to locate themselves and move in emotional space. You will use the emotion wheel to foster the four dimensions of emotional intelligence: Self-Knowledge, Self-Control, Self-Motivation, and Empathy. Using the emotion wheel, students are empowered. They are no longer controlled by their emotions; they know their emotions and know how to move to more positive states. By the way, understanding the emotion wheel empowers teachers to better know their students, their significant others, and themselves! **WS# 27897**

Workshop Registration FEE	\$229
<input type="checkbox"/> Yes! Add the Special Discount Package	\$54

[Click here to download a letter to convince your administrator.](#)

### HIGHLIGHTS

- Actually learn how to boost IQ!
- Understand brain processes underpinning achievement
- Foster self-understanding and empathy
- Radically reduce disruptive behavior
- Teach students self-control skills for life
- Radically enhance motivation and self-motivation
- Discover the power of the Kagan Emotion Wheel

### FREE KAGAN MATERIALS

- Emotion-Friendly Teaching Course Workbook

### SPECIAL DISCOUNT PACKAGE

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Hear rave reviews from past participants who learned Kagan Structures to positively impact students' learning. See what the Summer Academy has in store for you. [Click to play.](#)

Kagan is offering Scholarships to its 2019 Summer Academy. You could receive FREE course tuition and course




[Home](#) » [Workshops](#) » [Summer Academy](#) » Growth Mindset

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## GROWTH MINDSET

### Structuring for Resilience!

**July 13-14, 2019**
*All Grades*

Students with a Growth Mindset persist in the face of setbacks. They are resilient. The result: higher achievement, greater optimism, and greater life success. The good news: We can foster a Growth Mindset as we teach! Without time off our academic curriculum, using Kagan Structures and other tools, we provide our students life-changing Growth Mindset tools. Learn why simply praising effort can be a Growth Mindset trap. Join us to release the power of true Growth Mindset. WS# 27900

<b>Workshop Registration FEE</b>	<b>\$399</b>
<input type="checkbox"/> <b>Yes! Add the Special Discount Package</b>	<b>\$98</b>

[Click here to download a letter to convince your administrator.](#)

[Click here for information on Accommodations, Travel, Administrators Free, Discounts, Confirmations and Cancellation, Product Display, and CEUs.](#)

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### HIGHLIGHTS

- Master Kagan Structures for Growth Mindset
- Learn why praising effort is not enough
- Foster resilience with a dozen tools
- Teach your students Growth Mindset self-talk
- Create a Growth Mindset classroom environment
- Teach students to dispute pessimism with the 3 P's
- Marry Growth Mindset and learned optimism
- Avoid the false Growth Mindset trap

### FREE KAGAN MATERIALS

- Growth Mindset Course Workbook

### SPECIAL DISCOUNT PACKAGE

Available only to participants, and only if purchased at the time of registration. Your materials package includes:

Hear rave reviews from past participants who learned Kagan Structures to positively impact students' learning. See what the Summer Academy has in store for you. [Click to play.](#)

Kagan is offering Scholarships to its 2019 Summer Academy. You could receive **FREE** course tuition and course

**WOODFORD COUNTY BOARD OF EDUCATION  
AGENDA ITEM**

**ITEM #: 1 X C DATE:** February 12, 2019

**TOPIC/TITLE:** Travel Request/Huntertown 5<sup>th</sup> Grade Students and Chaperones/Underground Railroad Museum & Overnight Experience at Newport Aquarium/Cincinnati, Ohio, & Newport, Kentucky/April 11-12, 2019

**PRESENTER:** Jimmy Brehm 

**ORIGIN:**

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
- ☒ ACTION REQUESTED AT THIS MEETING
- ☒ ITEM IS ON THE CONSENT AGENDA FOR APPROVAL
- ☐ ACTION REQUESTED AT FUTURE MEETING: (DATE)
- ☒ BOARD REVIEW REQUIRED BY

- ☐ STATE OR FEDERAL LAW OR REGULATION
- ☒ BOARD OF EDUCATION POLICY
- ☐ OTHER:

**PREVIOUS REVIEW, DISCUSSION OR ACTION:**

- ☒ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
- ☐ PREVIOUS REVIEW OR ACTION

- ☐ DATE:
- ☐ ACTION:

**BACKGROUND INFORMATION:**

Per Board policy - prior approval for overnight and out of state travel.

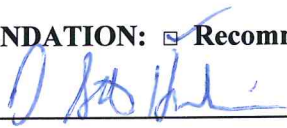
**SUMMARY OF MAJOR ELEMENTS:**

Request Board approval for Huntertown 5<sup>th</sup> grade students and chaperones to visit the Underground Railroad Museum in Cincinnati, Ohio, and participate in an overnight experience at the Newport Aquarium in Newport, Kentucky, on April 11-12, 2019, per the attached travel request.

**IMPACT ON RESOURCES:** N/A

**TIMETABLE FOR FURTHER REVIEW OR ACTION:**

**SUPERINTENDENT'S RECOMMENDATION:** ☒ Recommended ☐ Not Recommended





**WOODFORD COUNTY SCHOOLS  
OUT OF STATE  
TRAVEL REQUEST**

<b>INDIVIDUAL/STAFF REQUESTING TRIP:</b>	5 <sup>th</sup> Grade - Kim Hartley, Becky Hewlett & Ashton Trunnell
<b>DATES OF TRIP:</b>	April 11 & 12, 2019
<b>TRIP TO:</b>	Underground Railroad Museum, Cincinnati, OH & Newport Aquarium, Newport, KY
<b>METHOD OF TRANSPORTATION:</b>	School Bus
<b>ACCOMMODATIONS:</b>	Overnight Experience at Newport Aquarium, Newport, KY
<b>EDUCATIONAL OBJECTIVE/ CURRICULUM CONNECTIONS:</b>	History and Science (See Attachment)
<b>CONFERENCE AGENDA: SEE ATTACHMENT</b>	
<b>NUMBER OF PARTICIPANTS/SCHOOLS:</b> (If more than one school, attach list of participants and their schools.)	81 Students 20 Chaperones (Teachers & Parents)
<b>TOTAL ESTIMATED COST:</b>	\$80 Admission & \$1450 Buses
<b>COST INCLUDES:</b>	Admission, Food, Travel, Lodging
<b>FUNDING SOURCE:</b>	Sect 6, PTO for Buses and Student & FRC for Admission
<b>FUND MANAGER RECOMMENDATION:</b>	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended
<b>PRINCIPAL/SUPERVISOR RECOMMENDATION:</b>	<input checked="" type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended <i>EC</i>
<b>SUPERINTENDENT RECOMMENDATION:</b>	<input checked="" type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended <i>[Signature]</i>

FEB 12 2019

Reviewed/Revised: 05/19/03

# POST-VISIT LESSON PLAN – BUILDING THE UNDERGROUND RAILROAD (GRADES 5-8)

**OVERVIEW:** This lesson plan is intended as a follow-up to the Building the Underground Railroad tour for grades 5-8. It will reinforce what your students have learned during the tour through hands-on activities and group discussions. Students will discuss in small groups what stood out to them the most during the tour. They will share their experiences through a gallery walk, map a possible route to freedom, and revisit the importance of navigating one's way north through the creation of a compass rose.

**OBJECTIVES:** Students will

- » Revisit aspects of the STEM tour which resonated with them, with an emphasis on people and exhibits associated with STEM fields.
- » Make a wheel of the year in order to learn more about the seasons in an interactive way. This is an opportunity to drive home the importance of the changing seasons to freedom seekers in terms of planning their escape north. This project also incorporates elements of different STEM fields (with some Art to make it STEAM).
- » Collaborate with one another to brainstorm new constellations based on the people and places they learned about at NURFC.

## GALLERY WALK ACTIVITY (30-40 MINS)

This activity can be used to satisfy Ohio's Learning Standards for English Language Arts, Grades 5-8 (2017):

- » *Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace (SL.4.4, p. 47).*
- » *Engage effectively in a range of collaborative<sup>3</sup> discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, text, and issues, building on others' ideas and expressing their own clearly (SL.6.1, 7.1, and 8.1, p. 48).*

**STRUCTURE:** Separate students into groups of four or five. Have chaperones sit at their tables if there is space.

**MATERIALS:** Poster board, markers or crayons.

**INTRO:** Begin by discussing what everyone's impression of NURFC was. Explain that museums tend to be divided into galleries. A gallery is room or building set aside for the display of art or artifacts. Ask students if they remember the names of any of the galleries at NURFC.

**ACTIVITY:** Explain that each group will be making a poster about a part of NURFC that they found particularly engaging. Special emphasis should be placed on either people or places associated with the Underground Railroad. For example, one group could do a presentation about the printing press, while another does a presentation on the use of lanterns in the window. Needless to say, groups could also do presentations about the Drinking Gourd or boats, but it might be more useful to talk about parts of the museum which were not covered by the pre-tour lesson plan.

Wander through the tables and encourage students to discuss, giving praise for ideas and not necessarily correct answers. Use questions and hints to correct them if they are headed in the wrong direction. If students become distracted by being "right" or "wrong" about one of NURFC's displays, you may decide to give an answer. Students can conduct research on the spot if need be.



## COMPASS ACTIVITY (25-35 MINUTES)

This activity satisfies Ohio's Learning Standards for Technology, Grades 5-8 (2017):

- » Deconstruct a system into its component parts and describe how they interrelate (Strand: Design and Technology, Topic 3, p. 10).
- » Design a product with multiple components and describe how the components interact to form a system (Strand: Design and Technology, Topic 3, p. 10).

**STRUCTURE:** This group can be done individually or in groups. If possible, have chaperones circulate.

**MATERIALS:** At least one compass (if you have one), construction paper or magazines, colored markers/crayons/pencils, scissors, glue.

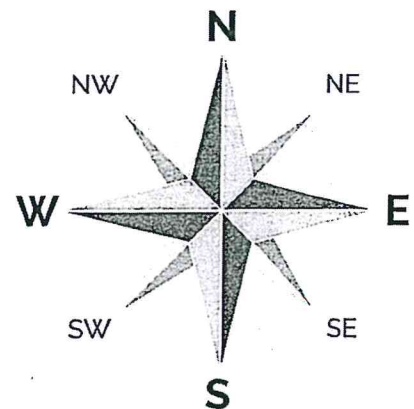
**INTRO:** For many freedom seekers, the idea of “north” loomed large in their imagination. North was the part of the country where enslavement was illegal. North also meant Canada, where freedom seekers knew they were free. Of course, some enslaved workers in the Deep South went further south to places like Mexico and the Caribbean. Regardless of where you were and where you were heading, it was important to have an idea of how to navigate. This could be through the aid of the Drinking Gourd, or by examining where the moss grew on trees.

**ACTIVITY:** Explain to your students that there is a piece of technology they can use to help know where they are going. It is known as a compass. They will also learn how compasses work.

- » Acknowledge that more advanced technology like GPS is making fewer and fewer people know how to use compasses. However, an old-fashioned compass is still a handy thing to have.
- » Explain that magnetism makes the colored point – usually red or green – of the compass needle always point north. If you know which direction north is, you can figure out south, east, and west. You can introduce them to acronyms like NEWS, Never Eat Soggy
- » Watermelons, or Never Enter Stinky Washrooms to help them remember the cardinal points.
- » If you think they can handle it, explain the degree dial to them.
- » If you have enough compasses, you can do a scavenger hunt. Ask students to use the compass to navigate x number of steps north, then x number of steps west, etc. Ask them what they find.

If there is time, you can have them fashion a compass rose out of construction paper. If you don't think it's feasible to do the activity using the working compass, you can also just jump to this step.

- » Have students cut out triangles, diamonds, or cross shapes for the points of the compass rose. There should be eight such shapes.
- » Have students glue the triangles onto a piece of paper.
- » Students can decorate their compass roses any way they like, but have them fill in the directions at the proper points. Some of them may need help with secondary directions like NW, NE, etc.
- » You can ask them to decorate them with themes of freedom and emancipation which they may have seen at NURFC!
- » Students can take their compass roses home or – especially if they make a rose as a group – hang them up in class.
- » Right is an example of what a compass rose typically looks like.



## UNDERGROUND RAILROAD PATH ACTIVITY (25-35 MINUTES)

This activity can be used to satisfy Ohio's Learning Standards for Social Studies and Math, Grades 5-8 (2017):

- » *Globes and other geographic tools can be used to gather, process, and report information about people, places, and environments. Cartographers decide which information to include and how it is displayed (Geography Strand, p. 21).*
- » *Regions can be determined, classified, and compared using various criteria (eg landform, climate, population, cultural, or economic) (Geography Strand, p. 21).*
- » *Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography (Geography Strand, p. 26).*
- » *Know relative sizes of these US customary measurement units . . . miles, yards, feet, inches . . . [c]onvert between . . . miles and feet . . . in solving multi-step, real-world problems (5.MD.1, p. 37).*

**STRUCTURE:** Separate students into groups of three to five people. Have chaperones circulate if there is space and there are chaperones available.

**MATERIALS:** Map of Kentucky with distance key (ideally regional including states north and Southern Canada), ruler, pencils.

**INTRO:** Remind students that, as they learned at NURFC, Kentucky was a Slave State while Ohio was a Free State. Make sure they recall what that means. Many freedom seekers, including the Cincinnati 28, left Kentucky. For the most part, they traveled on foot. How can we get an idea of what this was like?

**ACTIVITY:** Pass out the maps. In their groups, students should draw out a course from slave territory to free territory. From there, using a ruler and the distance key, students should calculate how long their route is.

From there, using the estimated time of 20 minutes to walk a mile, students should calculate how long their route would take. Multiply 20 minutes by the total miles in the route to get the total hours. Be sure and remind them to factor in time to eat, rest, etc. Total all the hours, then convert into days and months.

Have groups come back as a whole class to share their results. Why did they choose that particular route? How did they come up with the particular calculations regarding date and time that they did? This activity hopefully helps students appreciate how far some freedom seekers traveled on foot to reach freedom.

## UNDERGROUND RAILROAD SOCIAL MEDIA ACTIVITY (35-45 MINS)

This activity satisfies Ohio's 2017 Learning Standards for Social Studies and Technology, including:

- » *Participation in social and civic groups can lead to the attainment of individual and public goals (Government Strand, p. 26).*
- » *Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information (Government Strand, p. 20).*
- » *Produce and publish information appropriate for a target audience using digital learning tools and resources (Strand: Information and Communications Technology, Topic 4, p. 4).*
- » *Evaluate the effectiveness of a digital tool to communicate information with multiple audiences (Strand: Information and Communications Technology, Topic 4, p. 4).*
- » *With guidance, identify and use digital learning tools or resources to support planning, implementing, and reflecting upon a defined task. (Strand: Information and Communications Technology, Topic 1, p. 1)*



**STRUCTURE:** Have students separate into groups of three to five. If possible, have chaperones sit at tables or circulate among them.

**MATERIALS:** At least one electronic device per group with access to the internet or primary biographical information about figures associated with the Underground Railroad in Cincinnati such as John Hatfield, John Fairfield, Levi Coffin, Laura Haviland, or Catherine Coffin and paper and writing utensils. Map of the National Underground Railroad Freedom Center's third floor.

**INTRO:** The Underground Railroad was an informal network of people helping other people to freedom. This required cooperation. People would communicate through the use of coded messages and signals using technology such as lights and lamps in windows. Abolitionists such as James Birney would communicate with a larger audience by publishing abolitionist tracts through the use of tools such as the printing press.

**ACTIVITY:** Using the internet or the pre-found primary information about Underground Railroad figures, each group is to create a social media account for a person like Laura Haviland, John Hatfield, or Levi Coffin. This page should ideally be online, but in a pinch can be designed using paper and pencil if internet access is not available. Facebook, Twitter, Snapchat, Instagram, or Livejournal – if you're feeling old school – are some options.

Ask students to imagine that the escape of the Cincinnati 28 is being planned over Facebook (or Twitter, or Snapchat, etc). Using information gleaned from the "Building the UGRR" tour, think about the kinds of posts, chats, photos, messages, etc that might have been sent. What might you write on each other's walls? How might you respond to each other's tweets?



# PRE-VISIT LESSON PLAN – BUILDING THE UNDERGROUND RAILROAD (GRADES 5-8)

**OVERVIEW:** This lesson plan is intended as an introduction to the Building the Underground Railroad tour for grades 5-8. It will acquaint students with some of the ways abolitionists fought against African American enslavement, as well as how people associated with the Underground Railroad helped **freedom seekers** north. This lesson plan will also help orient your class to the layout of the National Underground Railroad Freedom Center (NURFC), specifically the galleries and exhibits which you will see during your time here. Students will learn about elements of the Underground Railroad through a series of hands-on activities. The activities given here satisfy learning standards from Social Studies, Technology, and Science. The times given for each activity are estimates based on doing all three over one or two days. Depending on how deeply into discussion you would like to go, each can be spread out over a full class day.

**OBJECTIVES:** Students will:

- » Describe how freedom seekers and **conductors** on the Underground Railroad used technology such as **skiffs** and other types of boats, as well as how these forms of escape work.
- » Understand how maps can help orient you through the use of landmarks such as rivers.
- » Introduce students to art and artifacts which can give clues to how people lived in a given place and time.
- » Orient future visitors to NURFC's layout.

**VOCABULARY:**

- » **Conductor:** on the Underground Railroad, a person who would guide freedom seekers from safe house to safe house or hiding place to hiding place.
- » **Free State:** a state which, prior to the Civil War, prohibited enslavement. This is in contrast to **Slave States**.
- » **Freedom Seeker:** a person who fled African American enslavement in the US South in order to make their way north to freedom, typically in Canada. Also known as an escaped slave or a fugitive slave. "freedom seeker" is the preferred term at the National Underground Railroad Freedom Center.
- » **Fugitive Slave Act:** a law passed by the US Congress in 1850 mandating the return of captured freedom seekers to their enslavers. The citizens and governments of Free States were required to cooperate.
- » **Grueling:** extremely tiring and demanding.
- » **Skiff:** a flat-bottomed boat typically used in rivers and streams, rowed by one person.
- » **Slave State:** a state which, prior to the Civil War, allowed enslavement. This is in contrast to a **Free State**.
- » **Surface Area:** the total area of the surface of a three-dimensional object.

## BOAT ACTIVITY (45 MINUTES: 15-20 MINS FOR BUILDING THE BOATS, 10-20 FOR TESTING THEM)

This activity satisfies Ohio's 2017 Learning Standards for Technology, including:

- » *Explore and document how technology can impact efficiency (Strand: Design and Technology, Topic 1, p. 8).*
- » *Analyze how tools, materials, and processes are used to alter the natural and human-designed worlds (Strand: Design and Technology, Topic 1, p. 8).*
- » *Identify and discuss how the use of technology affects self and others in various ways (Strand: Society and Technology, Topic 3, p. 7).*

**STRUCTURE:** Separate students into groups of about three to five people. Pass around the materials per group for this activity.

**MATERIALS PER GROUP:** One piece of aluminum foil (about 50cm), four inch piece of tape, three straws (optional, but students usually do cool stuff with them), map of NURFC's second floor.

**MATERIALS PER CLASS:** Large tank or tub that can hold water, pennies/nuts/other weighted things you can stack on the boats, a board to chart results (optional).

**INTRO:** Many Underground Railroad conductors helped freedom seekers cross rivers such as the Ohio and Mississippi in boats. This led to these rivers, part of the natural world, looming large in the minds of freedom seekers and conductors alike. Boats operate due to buoyancy; the ability to float in water. Some conductors who helped freedom seekers cross the Ohio River were John Hatfield, William Casey, and John Fairfield here in Cincinnati. In Ripley, Ohio, John Parker did the same. In 1853 Hatfield, a black conductor, and Fairfield, a white one, helped 28 freedom seekers cross the Ohio River from Kentucky into Cincinnati on their way north to Canada, and freedom. Fairfield loaded too many people into his boat, causing it to sink. His passengers were all OK, if a bit wet. Inform the students that this activity will explore buoyancy and how much weight their boat can hold until it sinks, like Fairfield's did. What weight would make the boat "inefficient" (ie cause it to sink)?

**ACTIVITY:** Each group gets a 50c piece of aluminum foil, a small piece of tape, and three straws. In order to get them to think about the impact of **surface area** on buoyancy, you might ask them questions like: what happens if you stand up in a canoe versus a rowboat? If you lay out all the weight in a flat area, how much surface does it cover? How high are the sides on different kinds of boats? If they don't know the answers to these questions, feel free to tell them (canoes tend to tip over while rowboats are less likely to, the sides of boats need to be high enough to prevent water from flowing in). Let the groups get to work, shaping the aluminum foil into shapes reminiscent of flat-bottom skiffs and rafts, the principle boats used on the Underground Railroad.

Once the boats are built, ask the students to guess how many pennies or nuts or washers their boats will hold. The winning boats will probably have the most surface areas, but high enough walls to keep the water from getting in. Call them up group by group, ask them to place their boat in the water, and either place the pennies on the boat one by one, or let them do it. Chart the results if you want to.

Once students are done, explain that they will learn more about conductors such as John Parker who helped freedom seekers across the Ohio River in his boat. This will happen in the Pavilion of Perseverance, specifically in the theater showing "Brothers of the Borderland." Ask students to find and circle the Pavilion of Perseverance on their maps. From there, ask them to find and circle the theater in which "Brothers of the Borderland" plays.



## MAPPING THE CINCINNATI 28 ACTIVITY (20-25 MINUTES)

This activity satisfies Ohio's (2017) Learning Standards for Social Studies, including:

- » *Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography (Geography Strand, p. 26).*
- » *Globes and other geographic tools can be used to gather, process, and report information about people, places, and environments. Cartographers decide which information to include in maps (Geography Strand, p. 19).*

**STRUCTURE:** Separate students into groups of three to five. Have chaperones sit with or circulate among the students if there is space.

**MATERIALS:** Maps of NURFC's second floor; maps of the riverfront of the Ohio River during the Underground Railroad area (if available); regional maps of Northern Kentucky, Indiana, Ohio, and Michigan OR a regional map of Cincinnati.

**INTRO:** Explain to students that during the time of the Underground Railroad, Cincinnati saw 28 freedom seekers pass through on their way to Canada. This group, the Cincinnati 28, was one of the largest successful groups of freedom seekers to travel along the Underground Railroad. Using a combination of disguises and resourcefulness, they left Petersburg, KY on April 2, 1853 and arrived in Windsor, Canada on April 19. This meant that they passed through multiple states and saw many important landmarks.

**ACTIVITY:** Pass out regional maps of the route taken by the Cincinnati 28, including the locations at which they stopped. Include such elements as keys, legends, alphanumeric codes, topography, and rivers. If focusing on Ohio and the Cincinnati area, ask them to locate significant places like College Hill, Cumminsville, the 1850s location of Zion Baptist Church, and Wesleyan Cemetery. If focusing on their entire route, ask them to locate places like Cabin Creek (a **maroon community** in Indiana where they stopped for a bit), Ypsilanti, and Windsor, Canada. See if they can describe, either orally or in writing, the significant people and events there. As students trace the route, ask them to discuss with one another the following questions:

- » Why did the Cincinnati 28 decide to undertake such a **grueling** journey to Canada? Why didn't they just stop in Ohio, a **free state**? This is a good opportunity to explain the **Fugitive Slave Act** to them.
- » How long is a mile? How long does it take you to walk or ride a mile (you can use the estimate of about 20 minutes)? How many miles did the Cincinnati 28 cover?
- » Have you ever tried to sleep when you're stressed out about something? How well do you think the Cincinnati 28 slept?

Once you're done, explain that your class will learn more about the Cincinnati 28 at NURFC. Inform them that they can find information about the Cincinnati 28 in the Escape Gallery, including details about disguises they used as well as information about Levi and Catherine Coffin, stationmasters on the Underground Railroad who helped them. Ask them to find and circle the Escape Gallery.



## RAGGONON ACTIVITY (20-25 MINS)

This activity satisfies Ohio's 2017 Learning Standards for Social Studies, including:

- » *The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States (History Strand, p. 25).*
- » *Empires in African (Ghana, Mali, and Songhay) and Asia (Byzantine, Ottoman, Mughal, and China) grew as commercial and cultural centers along trade routes (History Strand, P. 23).*

**STRUCTURE:** Have students separate into groups of three to five. If possible, have chaperones sit at tables or circulate among them.

**MATERIALS:** Construction paper, pencils, pens, markers, crayons, magazines, other craft supplies, maps of NURFC's second floor.

**INTRO:** The *RagGonOn* is one of NURFC's primary works of art. The Columbus, OH-born artist Aminah Robinson spent 35 years crafting it. It is two massive quilts which tell her story, the story of the African American experience in Ohio, and the African American experience as a whole. It also tells the story of great African empires such as Mali and Songhay, which were major trading and cultural centers. There are representations of the Underground Railroad as well. You will see *RagGonOn* in NURFC's Great Hall. While quilting is a tradition for many groups, particularly women, in the US, *RagGonOn* includes many features typical of quilts made by African American women. For example, there are long panels along the bottom and sides, as well as representations of humans rather than simply abstract shapes.

**ACTIVITY:** Explain that students will be making their own "quilts" out of construction paper, craft supplies, and magazine pictures and articles. These quilts should tell their own stories as well as the stories of their family and traditions. As they make the quilts ask them to ask themselves: what sort of hardships have you or your family endured? How did you overcome them? How might they be represented in your quilt?

Inform students that *RagGonOn* is on display on NURFC's second floor, in the Great Hall. Ask them to find and circle the Great Hall on the second floor map.

**WOODFORD COUNTY BOARD OF EDUCATION  
AGENDA ITEM**

**ITEM #: 1 X C DATE:** February 11, 2019

**TOPIC/TITLE:** Travel Request/WCHS Academic Team/Miami Valley School Spring Invitational/  
Miami Valley School/Dayton, Ohio/March 8-9, 2019

**PRESENTER:** Jimmy Brehm 

**ORIGIN:**

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
- ☒ ACTION REQUESTED AT THIS MEETING
- ☒ ITEM IS ON THE CONSENT AGENDA FOR APPROVAL
- ☐ ACTION REQUESTED AT FUTURE MEETING: (DATE)
- ☒ BOARD REVIEW REQUIRED BY

- ☐ STATE OR FEDERAL LAW OR REGULATION
- ☒ BOARD OF EDUCATION POLICY
- ☐ OTHER:

**PREVIOUS REVIEW, DISCUSSION OR ACTION:**

- ☒ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
- ☐ PREVIOUS REVIEW OR ACTION

- ☐ DATE:
- ☐ ACTION:

**BACKGROUND INFORMATION:**

Per Board policy - prior approval for overnight and out of state travel.

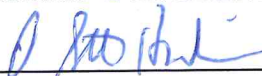
**SUMMARY OF MAJOR ELEMENTS:**

Request Board approval for the WCHS Academic Team to compete in the Miami Valley School Spring Invitational to be held at Miami Valley School in Dayton, Ohio, on March 8-9, 2019, per the attached student trip request.

**IMPACT ON RESOURCES:** N/A

**TIMETABLE FOR FURTHER REVIEW OR ACTION:**

**SUPERINTENDENT'S RECOMMENDATION:** ☒ Recommended ☐ Not Recommended



# SCHOOL RELATED STUDENT TRIP REQUEST FORM

Group Requesting Trip:	WCHS Academic Team
Dates of Trip:	March 8-9, 2019
Trip to:	Miami Valley School Spring Invitational Miami Valley School, Dayton, OH
Method of Transportation:	parent drivers
Accommodations:	TBD (we may drive that morning or stay overnight, depending on tournament start time)
Educational Objective and Curriculum Objective:	To compete in highly competitive PACE-style academic competition
Trip Highlights:	Academic competition
Number of Students Predicated to Participate:	10
Number of Chaperones:	2
Name of Individual Dispensing Medications:	April York/Ken Tonks
Total Estimated Cost:	\$750
Cost Includes:	tournament registration & possibly hotels for 1 night, dependent on tournament schedule
Cost to Each Student:	\$15-75 (dependent on lodging)
Funding Assistance:	N/A
Fund Raisers Incorporated:	Trivia Night & Tournament fundraiser help to offset any additional cost
Principal Recommendation:	<input checked="" type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended
Superintendent Recommendation:	<input checked="" type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended

Reviewed/Revised: 05/19/03

*Y. B...* 2/11/19

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**WOODFORD COUNTY BOARD OF EDUCATION  
AGENDA ITEM**

**ITEM #: 1 X C DATE:** February 11, 2019

**TOPIC/TITLE:** Travel Request/WCHS Academic Team/KAAC State Finals-Governor's Cup  
Competition/Louisville, Kentucky/March 16-18, 2019

**PRESENTER:** Jimmy Brehm 

**ORIGIN:**

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
- ☒ ACTION REQUESTED AT THIS MEETING
- ☒ ITEM IS ON THE CONSENT AGENDA FOR APPROVAL
- ☐ ACTION REQUESTED AT FUTURE MEETING: (DATE)
- ☒ BOARD REVIEW REQUIRED BY

- ☐ STATE OR FEDERAL LAW OR REGULATION
- ☒ BOARD OF EDUCATION POLICY
- ☐ OTHER:

**PREVIOUS REVIEW, DISCUSSION OR ACTION:**

- ☒ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
- ☐ PREVIOUS REVIEW OR ACTION

- ☐ DATE:
- ☐ ACTION:

**BACKGROUND INFORMATION:**

Per Board policy - prior approval for overnight and out of state travel.

**SUMMARY OF MAJOR ELEMENTS:**

Request Board approval for the WCHS Academic Team to compete in the KAAC State Finals-Governor's Cup competition in Louisville, Kentucky, on March 16-18, 2019, per the attached student trip request.

**IMPACT ON RESOURCES:** N/A

**TIMETABLE FOR FURTHER REVIEW OR ACTION:**

**SUPERINTENDENT'S RECOMMENDATION:** ☒ Recommended ☐ Not Recommended



# SCHOOL RELATED STUDENT TRIP REQUEST FORM

Group Requesting Trip:	WCHS Academic Team
Dates of Trip:	March 16-18, 2019
Trip to:	KAAC State Finals
Method of Transportation:	parent drivers
Accommodations:	Galt House Hotel Louisville, KY
Educational Objective and Curriculum Objective:	To compete in Governor's Cup state competition
Trip Highlights:	State academic competition
Number of Students Predicated to Participate:	12-20
Number of Chaperones:	3
Name of Individual Dispensing Medications:	April York/Ken Tonks/Devan Martinez
Total Estimated Cost:	approx. \$1000
Cost Includes:	Hotel rooms Substitutes x3 for March 18, 2018
Cost to Each Student:	TBD based on fundraising success + meals
Funding Assistance:	Curriculum & Instruction: lodging & substitutes
Fund Raisers Incorporated:	Trivia Tournament & Tournament hosting
Principal Recommendation:	<input checked="" type="checkbox"/> Recommended <i>[Signature]</i> <input type="checkbox"/> Not Recommended
Superintendent Recommendation:	<input checked="" type="checkbox"/> Recommended <i>[Signature]</i> <input type="checkbox"/> Not Recommended

Reviewed/Revised: 05/19/03

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WOODFORD COUNTY  
BOARD OF EDUCATION

**WOODFORD COUNTY BOARD OF EDUCATION  
AGENDA ITEM**

**ITEM #: 1 X C DATE:** February 11, 2019

**TOPIC/TITLE:** Travel Request/WCHS Academic Team/Partnership for Academic Competition  
National Scholastic Competition and Washington, D.C. Tour/June 7-9, 2019

**PRESENTER:** Jimmy Brehm 

**ORIGIN:**

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
- ☒ ACTION REQUESTED AT THIS MEETING
- ☒ ITEM IS ON THE CONSENT AGENDA FOR APPROVAL
- ☐ ACTION REQUESTED AT FUTURE MEETING: (DATE)
- ☒ BOARD REVIEW REQUIRED BY

- ☐ STATE OR FEDERAL LAW OR REGULATION
- ☒ BOARD OF EDUCATION POLICY
- ☐ OTHER:

**PREVIOUS REVIEW, DISCUSSION OR ACTION:**

- ☒ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
- ☐ PREVIOUS REVIEW OR ACTION

- ☐ DATE:
- ☐ ACTION:

**BACKGROUND INFORMATION:**

Per Board policy - prior approval for overnight and out of state travel.


**SUMMARY OF MAJOR ELEMENTS:**

Request Board approval for the WCHS Academic Team to compete in the Partnership for Academic Competition National Scholastic Competition and tour Washington, D.C. on June 7-9, 2019, per the attached student trip request.

**IMPACT ON RESOURCES:** N/A

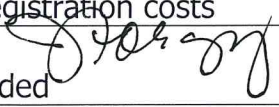
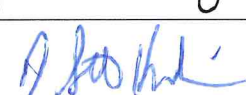
**TIMETABLE FOR FURTHER REVIEW OR ACTION:**

**SUPERINTENDENT'S RECOMMENDATION:** ☒ Recommended ☐ Not Recommended





# SCHOOL RELATED STUDENT TRIP REQUEST FORM

Group Requesting Trip:	WCHS Academic Team
Dates of Trip:	June 7-9, 2019
Trip to:	Partnership for Academic Competiton National Scholastic Competition
Method of Transportation:	TBD: public transportation/parent drivers/board van
Accommodations:	Hyatt Regency Reston 1800 Presidents Street, Reston, Virginia, USA, 20190
Educational Objective and Curriculum Objective:	For Woodford County A & Woodford County B to compete at nationals in academic competition.
Trip Highlights:	Academic competition Tour of Washington, D.C. museums
Number of Students Predicated to Participate:	9-10
Number of Chaperones:	2
Name of Individual Dispensing Medications:	April York/Ken Tonks
Total Estimated Cost:	approx. \$3000-5000
Cost Includes:	Tournament registration (\$700 per team) Lodging x 2-3 nights (dependent on transportation) Transportation
Cost to Each Student:	approx. \$150 + meals (dependent on fundraiser success)
Funding Assistance:	Curriculum & Instruction: lodging
Fund Raisers Incorporated:	Trivia Fundraiser & Tournament Fundraiser will help pay travel & registration costs
Principal Recommendation:	<input checked="" type="checkbox"/> Recommended  <input type="checkbox"/> Not Recommended
Superintendent Recommendation:	<input checked="" type="checkbox"/> Recommended  <input type="checkbox"/> Not Recommended

Reviewed/Revised: 05/19/03

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WOODFORD COUNTY  
BOARD OF EDUCATION

**WOODFORD COUNTY BOARD OF EDUCATION  
AGENDA ITEM**

**ITEM #:** 1 X **C DATE:** February 11, 2019

**TOPIC/TITLE:** Travel Request/WCHS Marching Band/Bands of America Grand Nationals at  
Lucas Oil Stadium/Indianapolis, Indiana/November 13-16, 2019 (specific dates TBD)

**PRESENTER:** Jimmy Brehm 

**ORIGIN:**

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
- ☒ ACTION REQUESTED AT THIS MEETING
- ☒ ITEM IS ON THE CONSENT AGENDA FOR APPROVAL
- ☐ ACTION REQUESTED AT FUTURE MEETING: (DATE)
- ☒ BOARD REVIEW REQUIRED BY

- ☐ STATE OR FEDERAL LAW OR REGULATION
- ☒ BOARD OF EDUCATION POLICY
- ☐ OTHER:

**PREVIOUS REVIEW, DISCUSSION OR ACTION:**

- ☒ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
- ☐ PREVIOUS REVIEW OR ACTION

- ☐ DATE:
- ☐ ACTION:

**BACKGROUND INFORMATION:**

Per Board policy - prior approval for overnight and out of state travel and collection of student fees.

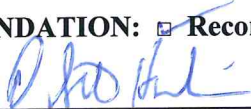
**SUMMARY OF MAJOR ELEMENTS:**

Request Board approval for the WCHS Marching Band to travel to Indianapolis, Indiana, to compete in the Bands of America Grand Nationals to be held at Lucas Oil Stadium tentatively on November 13-16, 2019, (specific dates TBD), per the attached student trip request form.

**IMPACT ON RESOURCES:**

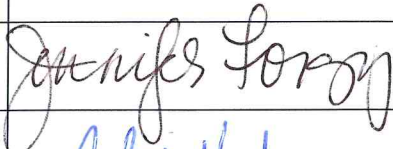

**TIMETABLE FOR FURTHER REVIEW OR ACTION:**

**SUPERINTENDENT'S RECOMMENDATION:** ☒ Recommended ☐ Not Recommended



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# SCHOOL RELATED STUDENT TRIP REQUEST FORM

<b>GROUP REQUESTING TRIP:</b>	WCHS Marching Band
<b>DATES OF TRIP:</b>	November 13-16, 2019 (specific dates TBD)
<b>TRIP TO:</b>	Indianapolis, IN for Bands of America Grand Nationals at Lucas Oil Stadium
<b>METHOD OF TRANSPORTATION:</b>	Charter buses
<b>ACCOMMODATIONS:</b>	Hampton Inn, Indianapolis South (requested)
<b>EDUCATIONAL OBJECTIVE AND CURRICULUM OBJECTIVE:</b>	Final marching band contest of the season; national championships event
<b>TRIP HIGHLIGHTS:</b>	Opportunity to compete at BOA National Championships, to see bands from all over the country that perform at the highest levels; feedback from world class adjudicators, opportunity to see and explore downtown Indianapolis
<b>NUMBER OF STUDENTS PREDICTED TO PARTICIPATE:</b>	70-80
<b>NUMBER OF CHAPERONES:</b>	8-10
<b>NAME OF INDIVIDUAL DISPENSING MEDICATIONS:</b>	Michael Collins Kelsey Collins
<b>TOTAL ESTIMATED COST:</b>	\$15,500
<b>COST INCLUDES:</b>	Entry fees, lodging & transportation costs
<b>COST TO EACH STUDENT:</b>	\$100
<b>FUNDING ASSISTANCE:</b>	WC Band Boosters
<b>FUND RAISERS INCORPORATED:</b>	Band fees
<b>PRINCIPAL RECOMMENDATION:</b>	
<b>SUPERINTENDENT RECOMMENDATION:</b>	

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**WOODFORD COUNTY BOARD OF EDUCATION  
AGENDA ITEM**

**ITEM #:** 1 X **C DATE:** February 11, 2019

**TOPIC/TITLE:** Travel Request/WCHS Marching Band/Kings High School/Mason, Ohio/  
November 9, 2019

**PRESENTER:** Jimmy Brehm 

**ORIGIN:**

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
- ☒ ACTION REQUESTED AT THIS MEETING
- ☒ ITEM IS ON THE CONSENT AGENDA FOR APPROVAL
- ☐ ACTION REQUESTED AT FUTURE MEETING: (DATE)
- ☒ BOARD REVIEW REQUIRED BY

- ☐ STATE OR FEDERAL LAW OR REGULATION
- ☒ BOARD OF EDUCATION POLICY
- ☐ OTHER:

**PREVIOUS REVIEW, DISCUSSION OR ACTION:**

- ☒ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
- ☐ PREVIOUS REVIEW OR ACTION

- ☐ DATE:
- ☐ ACTION:

**BACKGROUND INFORMATION:**

Per Board policy - prior approval for overnight and out of state travel and collection of student fees.

**SUMMARY OF MAJOR ELEMENTS:**

Request Board approval for the WCHS Marching Band to travel to Kings High School in Mason, Ohio, for a competition on November 9, 2019, per the attached student trip request form.

**IMPACT ON RESOURCES:**

**TIMETABLE FOR FURTHER REVIEW OR ACTION:**

**SUPERINTENDENT'S RECOMMENDATION:** ☒ Recommended ☐ Not Recommended



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# SCHOOL RELATED STUDENT TRIP REQUEST FORM


<b>GROUP REQUESTING TRIP:</b>	WCHS Marching Band
<b>DATES OF TRIP:</b>	November 9, 2019
<b>TRIP TO:</b>	Kings HS - Mason, OH
<b>METHOD OF TRANSPORTATION:</b>	School buses
<b>ACCOMMODATIONS:</b>	N/A
<b>EDUCATIONAL OBJECTIVE AND CURRICULUM OBJECTIVE:</b>	Competitive performance opportunity for marching band
<b>TRIP HIGHLIGHTS:</b>	Competitive environment, social opportunities, travel experience, opportunity to see other bands, feedback from adjudicators
<b>NUMBER OF STUDENTS PREDICTED TO PARTICIPATE:</b>	70-80
<b>NUMBER OF CHAPERONES:</b>	8-10
<b>NAME OF INDIVIDUAL DISPENSING MEDICATIONS:</b>	Michael Collins Kelsey Collins
<b>TOTAL ESTIMATED COST:</b>	\$1,000
<b>COST INCLUDES:</b>	Transportation Entry fee
<b>COST TO EACH STUDENT:</b>	None - included in band fees
<b>FUNDING ASSISTANCE:</b>	WC Band Boosters
<b>FUND RAISERS INCORPORATED:</b>	Band fees
<b>PRINCIPAL RECOMMENDATION:</b>	<i>Janifer Forgy</i>
<b>SUPERINTENDENT RECOMMENDATION:</b>	<i>D. B. B.</i>

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**WOODFORD COUNTY BOARD OF EDUCATION  
AGENDA ITEM**

**ITEM #: 1 X C DATE:** February 14, 2019

**TOPIC/TITLE:** Travel Request/WCHS/EdRising (Student Teaching and Learning Pathway) Student Competition/Bowling Green, Kentucky/March 5-6, 2019

**PRESENTER:** Jimmy Brehm 

**ORIGIN:**

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
- ☒ ACTION REQUESTED AT THIS MEETING
- ☒ ITEM IS ON THE CONSENT AGENDA FOR APPROVAL
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- ☐ STATE OR FEDERAL LAW OR REGULATION
- ☒ BOARD OF EDUCATION POLICY
- ☐ OTHER:

**PREVIOUS REVIEW, DISCUSSION OR ACTION:**

- ☒ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
- ☐ PREVIOUS REVIEW OR ACTION

- ☐ DATE:
- ☐ ACTION:

**BACKGROUND INFORMATION:**

Per Board policy - prior approval for overnight and out of state travel and collection of student fees.

**SUMMARY OF MAJOR ELEMENTS:**

Request Board approval for students and chaperone to travel to Bowling Green, Kentucky, on March 5-6, 2019, to participate in the EdRising (Student Teaching and Learning Pathway) student competition per the attached student trip request form.

**IMPACT ON RESOURCES:**

**TIMETABLE FOR FURTHER REVIEW OR ACTION:**

**SUPERINTENDENT'S RECOMMENDATION:** ☒ Recommended ☐ Not Recommended





**WOODFORD COUNTY SCHOOLS  
OUT OF STATE OR OVERNIGHT  
TRAVEL REQUEST**

<b>INDIVIDUAL/STAFF REQUESTING TRIP:</b>	Melody Hamilton
<b>DATES OF TRIP:</b>	3/5/2019-3/6/2019
<b>TRIP TO:</b>	Bowling Green, KY – Knicely Center
<b>METHOD OF TRANSPORTATION:</b>	Van
<b>ACCOMMODATIONS:</b>	Staybridge Hotel (next to Knicely Center)
<b>EDUCATIONAL OBJECTIVE/ CURRICULUM CONNECTIONS:</b>	EdRising (Student Teaching and Learning Pathway competition)
<b>CONFERENCE AGENDA: SEE ATTACHMENT</b>	See website: <a href="https://education.ky.gov/teachers/Pages/Educators-Rising.aspx">https://education.ky.gov/teachers/Pages/Educators-Rising.aspx</a>
<b>NUMBER OF PARTICIPANTS/SCHOOLS: (If more than one school, attach list of participants and their schools.)</b>	WCHS students – Kyler Shifflet, Hannah Warthman, Victoria McDaniel, Jules Mahan, Ashley Feeback, Lucie Receveur, Caroline Crain, Isabel Taylor
<b>TOTAL ESTIMATED COST:</b>	1000
<b>COST INCLUDES:</b>	Travel, hotel, entry/registration fees,
<b>FUNDING SOURCE:</b>	22 9200
<b>FUND MANAGER RECOMMENDATION:</b>	<input checked="" type="checkbox"/> Recommended <i>Clatterson</i> <input type="checkbox"/> Not Recommended
<b>PRINCIPAL/SUPERVISOR RECOMMENDATION:</b>	<input checked="" type="checkbox"/> Recommended <i>Jennifer Perry</i> <input type="checkbox"/> Not Recommended
<b>SUPERINTENDENT RECOMMENDATION:</b>	<input checked="" type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended <i>Bohl</i>

**WOODFORD COUNTY BOARD OF EDUCATION  
AGENDA ITEM**

**ITEM #: IX C DATE:** February 13, 2019

**TOPIC/TITLE:** Travel Requests

**PRESENTER:** Scott Hawkins

**ORIGIN:**

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
- ☐ ACTION REQUESTED AT THIS MEETING
- ☒ ITEM IS ON THE CONSENT AGENDA FOR APPROVAL
- ☐ ACTION REQUESTED AT FUTURE MEETING: (DATE)
- ☐ BOARD REVIEW REQUIRED BY

- ☐ STATE OR FEDERAL LAW OR REGULATION
- ☒ BOARD OF EDUCATION POLICY
- ☐ OTHER:

**PREVIOUS REVIEW, DISCUSSION OR ACTION:**

- ☐ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
- ☐ PREVIOUS REVIEW OR ACTION

- ☐ DATE:
- ☐ ACTION:

**BACKGROUND INFORMATION:**

As per Board policy the attached travel requests must be approved by the Board.

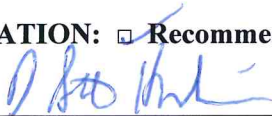
**SUMMARY OF MAJOR ELEMENTS:**

Attached: WCHS DECA (DECA State Competition, Louisville, KY).

**IMPACT ON RESOURCES:** Please see attached documentation.

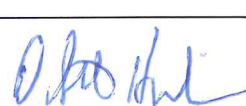
**TIMETABLE FOR FURTHER REVIEW OR ACTION:**

**SUPERINTENDENT'S RECOMMENDATION:** ☒ Recommended ☐ Not Recommended



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**WOODFORD COUNTY SCHOOLS  
OUT OF STATE OR OVERNIGHT  
TRAVEL REQUEST**

<b>INDIVIDUAL/STAFF REQUESTING TRIP:</b>	Heather Schuerman/Blair Hicks
<b>DATES OF TRIP:</b>	March 3-5, 2019
<b>TRIP TO:</b>	Louisville, KY (DECA State Competition)
<b>METHOD OF TRANSPORTATION:</b>	Parent
<b>ACCOMMODATIONS:</b>	Galt House Suites
<b>EDUCATIONAL OBJECTIVE/ CURRICULUM CONNECTIONS:</b>	DECA allows students to showcase business, marketing, management, hospitality & tourism, and human resource skills from business pathway courses. They apply content to real-life situations, events, and exams for judges in their particular industry. They compete against students from all over the state.
<b>CONFERENCE AGENDA: SEE ATTACHMENT</b>	
<b>NUMBER OF PARTICIPANTS/SCHOOLS: (If more than one school, attach list of participants and their schools.)</b>	WCHS – 32 students
<b>TOTAL ESTIMATED COST:</b>	\$5400
<b>COST INCLUDES:</b>	Hotel for 2 nights, conference registration fees
<b>FUNDING SOURCE:</b>	Chocolate Sales, Student fees, Community Donations, Perkins (for advisors)
<b>FUND MANAGER RECOMMENDATION:</b>	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended
<b>PRINCIPAL/SUPERVISOR RECOMMENDATION:</b>	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended
<b>SUPERINTENDENT RECOMMENDATION:</b>	<input checked="" type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended 



**WOODFORD COUNTY BOARD OF EDUCATION  
AGENDA ITEM**

**ITEM #:**           **DATE:** February 22, 2019

**TOPIC/TITLE:** Travel Request

**PRESENTER:** Gareth Wells *GW*

**ORIGIN:**

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
- ☐ ACTION REQUESTED AT THIS MEETING
- ☒ ITEM IS ON THE CONSENT AGENDA FOR APPROVAL
- ☐ ACTION REQUESTED AT FUTURE MEETING:            (DATE)
- ☐ BOARD REVIEW REQUIRED BY

- ☐ STATE OR FEDERAL LAW OR REGULATION
- ☒ BOARD OF EDUCATION POLICY
- ☐ OTHER:

**PREVIOUS REVIEW, DISCUSSION OR ACTION:**

- ☐ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
- ☐ PREVIOUS REVIEW OR ACTION

- ☐ DATE:
- ☐ ACTION:

**BACKGROUND INFORMATION:**

Board policy requires overnight out of state travel to be approved by the Board.

**SUMMARY OF MAJOR ELEMENTS:**

Requesting permission for Gareth Wells to attend the Marshall University student teacher recruitment event on March 6<sup>th</sup> and the West Virginia University student teacher recruitment event on March 7<sup>th</sup> which would require an overnight stay on the 6<sup>th</sup>.

**IMPACT ON RESOURCES:**

**TIMETABLE FOR FURTHER REVIEW OR ACTION:**

**SUPERINTENDENT'S RECOMMENDATION:** ☒ Recommended            ☐ Not Recommended

*[Signature]*

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**WOODFORD COUNTY SCHOOLS  
OUT OF STATE OR OVERNIGHT  
TRAVEL REQUEST**

<b>INDIVIDUAL/STAFF REQUESTING TRIP:</b>	Garet Wells
<b>DATES OF TRIP:</b>	March 6 and 7, 2019
<b>TRIP TO:</b>	Marshall University and West Virginia State
<b>METHOD OF TRANSPORTATION:</b>	Personal Vehicle
<b>ACCOMMODATIONS:</b>	Hampton Inn Winfield/Teays Valley 511 WV-34 Hurricane, WV 25526
<b>EDUCATIONAL OBJECTIVE/ CURRICULUM CONNECTIONS:</b>	Teacher Recruitment Fairs
<b>CONFERENCE AGENDA: SEE ATTACHMENT</b>	
<b>NUMBER OF PARTICIPANTS/SCHOOLS: (If more than one school, attach list of participants and their schools.)</b>	1
<b>TOTAL ESTIMATED COST:</b>	\$564.00
<b>COST INCLUDES:</b>	Hotel \$209 Mileage \$150 Food \$80 Marshall Registration \$75 West Virginia State Registration \$50
<b>FUNDING SOURCE:</b>	Personnel Budget
<b>FUND MANAGER RECOMMENDATION:</b>	<input checked="" type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended
<b>PRINCIPAL/SUPERVISOR RECOMMENDATION:</b>	<input checked="" type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended
<b>SUPERINTENDENT RECOMMENDATION:</b>	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended



Wells, Garett &lt;garett.wells@woodford.kyschools.us&gt;

**REGISTER NOW for the Career Expo, Job-A-Palooza, and tge Educator Expo!**

1 message

Brown, Jennifer &lt;brown346@marshall.edu&gt;

Thu, Jan 10, 2019 at 3:01 PM

**Get Involved In Upcoming Events with Marshall University Career Services****THURSDAY, FEBRUARY 7<sup>TH</sup>****Graduate Professional Development Conference**5:00 p.m.— 8:00 p.m.  
Memorial Student Center**WEDNESDAY, MARCH 6<sup>TH</sup>****Educator Expo**12:30 p.m.— 3:30 p.m.  
Memorial Student Center  
BE-5**WEDNESDAY, MARCH 13<sup>TH</sup>****Job-A-Palooza**11:00 a.m.— 2:00 p.m.  
Memorial Student Center  
Lobby**TUESDAY, APRIL 2<sup>ND</sup>****Career Expo**1:00 p.m.— 4:00 p.m.  
Memorial Student Center  
Don Morris RoomEducator Expo: March 6<sup>th</sup>

Registration Fee: \$75 for up to two recruiters, \$15 for each additional recruiter

*Fee includes a table, chairs, parking, and lunch for up to two recruiters*Job-A-Palooza: March 13<sup>th</sup>

Registration Fee: FREE

Career Expo: April 2<sup>nd</sup>

Registration Fee: #250 Regular Registration, \$150 Government agency/non-profit rate

*Fee includes a table, chairs, parking, and lunch for up to two recruiters***To register for the Educator Expo, Job-A-Palooza, and the Career Expo please sign in to your JobTrax account and you will see events on the right hand side of the page.****Registration must be completed through Marshall JobTrax. If you do not have a JobTrax account, please see below.**

Directions for New Employer Accounts on JobTrax:

- Go to <http://www.marshall.edu/jobtrax>
- "Next, click on "Employers."
- Click "Register for a New Account" or "Register and Post a Job" (on the right hand side of the page).
- Fill out all required fields.
- Submit for approval by Career Services.
- After approval, you will receive an email with a password. Go to JobTrax and log in with your email and new password. You can now navigate inside JobTrax.

**Graduate Professional Development Conference****I wanted to reach out and invite you to engage in a guided networking social at the upcoming Graduate Professional Development (GPD) Conference at Marshall University. The Conference will be held on Thursday, February 7th in the Memorial Student Center on campus.****This is a conference for both new and continuing graduate students to gain insights and gather tips from local professionals.****The GPD conference is an opportunity for graduate students to connect with their peers, mentors, professionals, faculty, consumers, small business owners, community leaders, and educators.**

The networking cocktail hour will start at 7:00pm in Shawkey Dining room (2<sup>nd</sup> floor of the Student Center) and the duration will be an hour. Beer, wine, and appetizers will be served. We have invited Terri Thompson, a nationally renowned speaker, author, and successful entrepreneur in helping individual success, to conduct the guided networking event. Terri leads our Career Services annual etiquette dinners and the students love her.

Thank you for your consideration.

If you could please let me know asap that would be great!





WEST VIRGINIA STATE  
UNIVERSITY

Office of Career Services  
Phone: 304-766-3250  
Fax: 304-766-5195  
[careerserv@wvstateu.edu](mailto:careerserv@wvstateu.edu)

December 18, 2018

TEACHER JOB FAIR INVITATION:

West Virginia State University, Ohio Valley University and University of Charleston would like to invite you to attend the 49<sup>th</sup> Annual Teacher Job Fair on Thursday, **March 7, 2019**. This event will take place from 8:00 am to 2:00 pm on the campus of West Virginia State University in Institute, West Virginia.

For more information about the fair, please go to: [www.wvstateu.edu/careerservices](http://www.wvstateu.edu/careerservices).

From this site you can print a registration form. The fee for this event is \$50.00 per person. This includes a table for display and interviewing, chairs and lunch.

Return the completed form with the registration fee by mail; or if you prefer, you can fax or email the registration and we will invoice you accordingly. We accept checks, money orders and credit card payments.

We look forward to hearing from you and receiving your registration. If you have any questions, please contact our office at (304) 766-3250.

Sincerely,

Sandy Maharaj

Sandhya G. Maharaj, Ed. S. NCC  
Director, Office of Career Services

Enclosure