

Professional Resume: Kelly Clenchy

Educational Background

- Additional Course Work – “Elementary Leadership”
Queen’s University, Kingston, Ontario (2007-2008)
- Maine School Law
Drummond, Woodsum and MacMahon (2003)
- Masters of Arts in (Educational) Administration and Curriculum
Gonzaga University, Spokane, Washington, U.S.A. (1991)
- Additional Post-Graduate Course Work
University of Calgary, Calgary, Alberta, Canada (1987-1990)
- Bachelor of Education
University of Calgary, Calgary, Alberta, Canada
Areas of Specialization – Biological Sciences (1988)

Summary of Professional Experience

Superintendent of Schools, Regional School Unit #26

RSU #26 is a governing body that oversees three K-12 school districts recently brought together as a result of the Maine regionalization initiative within the communities of Orono, Veazie, and Glenburn.

Glenburn, Maine, USA
October 2004 – Present

RSU #26 is governed by a 12 member school board that provides central office services to the communities of Veazie, Orono, and Glenburn.

The Superintendent is responsible for the oversight of the newly formed RSU and employs a leadership team that provides support to the schools that are contained within the newly created framework. Examples of pertinent focus include, but are not limited to, district student discipline policy formation, special education services, fiscal accountability, student and staff equity, staff professional development, curriculum and assessment reviews. This is the first school year of the newly formed unit. This has provided an opportunity to create a new identity for the district, strategically plan for broad ranged goals, and begin the necessary processes to bring cohesion to everyone involved in this enormous undertaking and establish a new educational culture.

The state has undergone multiple changes in various areas that school districts have had to keep up to including new funding formulas, new Special Education regulations, new accounting processes. The primary focus for the state has been to implement the regionalization process, state wide, hence it has also been the primary focus for the local school districts. Work has begun to amalgamate policy processes, establish new parameters for any number of different activities, and to generally blend the three districts smoothly into a singular unit.

Director of Education, Herbert School Division #79

Herbert School Division,
Herbert, Saskatchewan, Canada
2000-2004

The Herbert School Division encompasses an area that is approximately 7, 800 sq. kilometers in size and oversees educational services for eight townships and over 20 municipalities. The Regional School District is governed by a five member regional school board that provides services to five separate Local School Boards as well as two auxiliary School Boards that oversee Hutterian education within two separate colonies. The Director of Education is the CEO for the Regional School District and employs a leadership team that includes Superintendents and other Support Personnel. The Director of Education is responsible for supervising all aspects of the Regional School District. Examples of pertinent focus included, formation of a regional district five year vision plan, financial visioning, technology planning, audio/visual computer assisted instructional delivery, online course development and implementation, development of an inter-school district shared services program, professional development programs that included core actualization, data driven instruction as well as a school plus provincial initiative.

Site-Based Administrator— K-12

Grasslands/County of Newell
Brooks, Alberta, Canada
1987-2000

Experience as a site based administrator in K-12 and K-8 school environments. As a result of the formation of large school districts within the Province of Alberta, school principals became site based managers and acted in the same capacity as school district Superintendents creating partnerships with other schools within a large geographic region. Examples of pertinent focus included development of school success plans, financial visioning, data driven instruction, distant learning initiatives, school based professional development initiatives as well as the creation of a five year school based provincial business plan that focused on enhancing student achievement.

Teacher – K-12

Three Hills School Division
Trochu, Alberta, Canada
1977-1987

Focus was on teaching biological and general sciences as well as mathematics and physical education. Coached one sport every season continuously throughout the year. Involved in provincial curriculum committees that were responsible for revising science curriculum as well as designing standardized assessment exams.

Additional Certification

- ❖ L.E.A.D.S. Director Certification and Recertification:
Completed – August 2000 – August 2004
- ❖ Effective Conflict Resolution Program:
Completed April 2001
- ❖ ATA - Alberta Teacher's Association
Teacher and Administrative Certification
- ❖ STF -Saskatchewan Teacher's Federation
Teacher and Administrative Certification
- ❖ Ontario College of Teachers
Teacher and Administrative Certification