SHEBOYGAN AREA
SCHOOL DISTRICT

NOTE: This meeting will be held in the Boardroom.

**Starting/ending times may vary*

Tuesday, December 9, 2025
Starting Time: 6:00 – 6:10 p.m.*
CHAIR: Ms. Robbins, Chair
MEMBERS: Ms. Tasche, Vice Chair
Ms. Wittstock
Ms. Hibl

(A quorum of the Board may be present)

The Curriculum and Instruction Committee meeting will be held in the Board of Education meeting room, 3330 Stahl Road, Sheboygan, Wisconsin on **Tuesday, December 9, 2025, at 6:00 p.m.** The following items will be presented for consideration at that time:

Please note that some Board members may be participating in this Board meeting via teleconference or other remote access technology. Members of the public who attend the meeting will be able to hear any open session dialogue between such members and the Board members present in the Boardroom.

REPORT TO THE CURRICULUM & INSTRUCTION COMMITTEE AGENDA

2 Min. 1. **EUROPE 2027 FIELDTRIP – Ms. Rachel Ledezma** (Information/Possible Action)

Administration recommends the approval of North High School students to travel to Europe (France, Germany, Switzerland), June 17-28, 2027, for a cultural and culinary exploration, as per Policy 2340.

5 Min. 2. **INTRODUCTION OF NEW COURSE – Ms. Rachel Ledezma/Ms. Kelly Blum/Mr. Ryan LaCrosse/Ms. Blanca Martinez** (Information/Possible Action)

Administration recommends the adoption of the following course for the 2026-2027 school year:

- Spanish for Spanish Speakers – North High School (Grades 9-12)

EXTENDED TRAVEL, REGIONAL/NATIONAL COMPETITION, AND/OR INTERNATIONAL FIELD TRIP PRE-APPROVAL FORM

1. Name of Group: Culinary Club
2. Date of Application: November 3, 2025
3. Person Making Application: Cathy Newport
4. School: North High School

5. Proposed Event: European Travel
6. Destination: France, Germany and the Alps
7. Dates of Travel: tentatively June 17-June 28 2027
8. Purpose: Cultural and Cuisine exploration
9. # of students (estimate): 30
10. # of chaperones: 5

11. Is this field trip a regional/national competition? [ ] Yes [X] No
12. If yes, what are the qualifying criteria for participation?

13. Estimated Costs
Use the appropriate worksheet to calculate the cost of the trip. Use the results from the worksheet to complete the section below. The worksheet must be submitted along with this form to the Assistant Superintendent Student & Instructional Services.

A. Total Cost of Trip

# of Students	30
Cost Per Student	5800
Total for all Students	174,000

# of Chaperones	5
Cost Per Chaperone	1000
Total for All Chaperones	5000

Total Cost of Trip	179.000

B. Cost by Funding Source

Source			**Total**
Students	($ 4800	each	174,000
Chaperones	($ 1000	each	5,000
Student Group/Fundraising			TBD
Grants			
Building Funds			
District/Central Admin Funds			
Other - specify here:			
Total Cost of Trip			179,000

Continued on the next page

EXTENDED TRAVEL, REGIONAL/NATIONAL COMPETITION, OR INTERNATIONAL FIELD TRIP PRE-APPROVAL FORM

Guidelines:
If the field trip meets even one of the following criteria, complete this form and the Estimated Costs Worksheet and route them for approval.

- Over 300 miles round trip
- Includes an overnight stay
- More than 24 hours
- Is a regional or national competition

Deadlines for Approval:
SASD policy requires the Board of Education to be informed of all extended travel and to approve all travel for regional/national competitions and international travel before the trip occurs.

To meet these requirements, please follow these deadlines:

- Identify the date of a Curriculum & Instruction (C&I) meeting at least four weeks before the field trip's departure date.
- Completed forms must be routed at least two weeks before that C&I meeting.
- C&I meetings occur on the second Tuesday of each month.

Routing Instructions:
- Advisor: Email this form and the Estimated Costs Worksheet to your principal, copying the principal's secretary and the secretary for the Assistant Superintendent of Student & Instructional Services, Pam Warriner. Include a brief message in the email stating, "I recommend this field trip."
- Principal: Review the information. If you recommend the field trip, FORWARD the email to the secretary for the Assistant Superintendent of Student & Instructional Services, Pam Warriner. Include a brief message in the email stating, "I recommend this field trip."
- Assistant Superintendent's Secretary, S&I: Review the documents and prepare hard copies for signatures from all remaining approvers.
- Superintendent's Secretary: When all approvals have been attained, return the document to Pam Warriner, who will forward a copy of the signed document to the Advisor, Principal, and Activities Director.

Questions? Need help with formatting?
- Call the secretary for the Assistant Superintendent – Student & Instructional Services, Pam Warriner, at 459-3781.

14. Use the space below to answer the following questions. Do not submit additional pages. The space below will expand to fit your needs.

a.	What activities will the students be engaged in while on the trip? In Paris, students will see Notre Dame, Place de la Concorde, Champs-Elysées, Arc de Triomphe, Les Invalides, Eiffel Tower, and Cruise on the Seine. They will also visit Versailles and take the TVG train to Lucerne. In Switzerland, students will view the Lion Monument and Kapellbrücke after going to a mountain peak, they will take a short cruise on Lake Lucerne. Our group then travels to Dachau, where students will see the camp, travel through Liechtenstein, and then on to Munich. From Munich, we pass through Salzburg and end up in Vienna, where kids can see Ringstrasse, the Parliament building, Neues Rathaus, Hofburg Palace and Schönbrunn Palace
b.	How will students demonstrate what they learned from this experience? (Please describe specific activities that will take place after the field trip.) A slide show in classrooms and an attempt to prepare some of the foods that we shared on this trip. This would also stimulate interest in European or world history.
c.	How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities? Travel is a great way to bond with students and become a part of their North High experience. It is very fulfilling to see students bloom after a trip of this magnitude and it refuels my zest for teaching.
d.	Who will the chaperones be, and how were they selected? Chaperones have not been chosen but this will be done immediately if board approval is achieved.

15. Verify that the appropriate documentation will be provided for this field trip.

a. The school's extended travel rules and a detailed itinerary will be provided to each student and parent/guardian before the trip. X Yes ___ No

b. Parents/guardians will review and complete the following forms, returning them to the school, before the trip takes place:

- Consent for Treatment of Student (fm 2340f2) X Yes ___ No
- Student Travel Notice and Consent form (fm2340gf4) X Yes ___ No
- The Parent/Legal Guardian Excursion Waiver form (applies only to trips outside the continental US) (fm2340gf2) X Yes ___ No
- Parental Consent to Travel outside the US X Yes ___ No

16. Route this form for approval. Follow the guidelines on the cover page of this form.

For Central Administration Use Only				
Signature	**Title**	**Recommended:**		**Comments**
		Yes	No	
Cathy Newport	Advisor	x		Via email
Nic Collins	Principal	x		Via email
Rachel Redgrave	Asst Supt – S&I			
	Superintendent			
	Board of Education			

8/27/13
New Form Number 9/18/14
Updated 8/12/2024

Overview:

As required by SASD policy 2220 (Adoption of Courses of Study), the School Board must approve major changes in the focus of a course or the addition of new courses being offered. Major changes and additions to course offerings are critical processes. They affect student learning opportunities, staffing, budgets, and other related factors.

To ensure communication and to facilitate the approval process, the following procedures and timelines are required for all offered courses*. As deemed necessary, the Assistant Superintendent of Student and Instructional Services may modify the procedures and timelines to meet student needs.

* *On-line courses from the Wisconsin E-School Network, K-12 Learning, and Compass Learning are pre-approved. The approval process must be used for all other on-line courses.*

Procedures:

Step 1: Department chairpersons, teachers, principals, and/or S & I department staff assess needs for major course revisions and additions.

Step 2: Notify S&I as soon as work begins on a course addition/revision. (Email Pam Warriner; she will notify appropriate S&I coordinators and staff.)

Step 3: Department staff gather proposals and propose recommendations. The *Course Addition/Revision Recommendation Form* must be completed by department chairs or by their designee.

Step 4: Department chair(s) email the form, along with a statement indicating their approval, to building principal(s).

Step 5: Building principal(s) review form and email their approval, along with the form, to S&I. (Email Pam Warriner, who will route form to appropriate S&I coordinators and Assistant Superintendent for review and signatures.)

Step 7: Recommendation for course approval or course revision is presented to the Board of Education for approval.

Timelines:

- Course Addition/Revisions that are received and approved **by November 1** will appear in the Course Description Guide **and** in the online student course selection platform for the following academic year.
- Course Additions/Revisions that are received and approved **by December 15** will only appear in the online student course selection platform for the following academic year. They will be added to the Course Description Guide the next time the guide is reprinted. The Course Description Guide is printed in November each year.

Course Addition/Revision Recommendation Form **2220 F1**
Student and Instructional Services
Sheboygan Area School District

Department: World Languages Course No: _____

Course Title: Spanish for Spanish Speakers # Credits: 1

Curricular Area: World Languages

Grade Level(s): 9-12

Course Length: _____ One Semester x Year Long

Course Type: _____ Basic x Regular _____ Honors

Offered at: x North Only _____ South Only _____ North & South

Date course becomes available to students: Fall 2026

Check One:
_____ Course Revision (No changes in length of course but major content revisions made)
x Course Addition (New course)

Please address the following in paragraph form in the space below. Please do not submit additional documents unless specified. The space below will expand as needed.

A.	Entrance Requirements (Any pre-requisite courses or other admission requirements): The program provides a placement exam to see if the students meet the expectations. It is an informal conversation and questionnaire to gauge their oral comprehension and ability to respond in writing. The course is designed to grow and support these areas to reach proficiency. This comprehension assessment supplied by the program is one we will use to check their ability to comprehend Spanish, as well as to collect a written sample from each student. To qualify for the course, students should be able to comprehend spoken Spanish and have some reading skills as well. With a score of 7/10 on the assessment linked above, students would be considered ready for the Spanish for Spanish Speakers class.
B.	Intended Student Grouping (Indication of ability level or other characteristics of students expected in the course): This course is designed for students who grew up with Spanish at home and/or in their community but have gaps in formal academic Spanish. They may be proficient at comprehending spoken Spanish, but may struggle to produce oral responses in the areas of reading and/or writing. They may not be proficient, but they will show strength with listening and comprehension due to their repetitive exposures to the target language throughout their lives. Meanwhile, in the areas of reading and writing in Spanish, they may show academic discrepancies and weaknesses. Bearing this in mind, the class will focus on literacy development, in addition to preservation and celebration of language and culture.
C	Course Justification (Reasons why the course needs to be revised or is needed. Address

.	student needs, societal expectations and/or legal requirements): According to the founder of Heritage Spanish, "Heritage learners need a separate class where they can develop and advance their literacy skills. They deserve a course that meets them where they are and then challenges them to grow. As educators, we will struggle to help heritage learners feel challenged to grow if we simply lump them into classes designed for second language (L2) learners" (Nygaard, HeritageSpanish.com). North does not currently offer a class that meets the linguistic and academic needs of students who speak Spanish as their first language. Many of these students have more advanced skills than the Spanish classes we offer, and need to be in a course that provides the proper curriculum. The Spanish classes we offer are intended to be Spanish as a foreign language and do not meet the needs of these students. With the addition of this 3-year rotating curriculum, students could continue to the UW-GB Early College Credit Program, which currently offers a Spanish 224-Heritage Language and Culture class and a Spanish 324-Advanced Heritage Language and Culture class. This course will provide them an outlet to be college and career ready, as the course would also serve as an avenue to higher success in passing a bilingual certification for the workplace.
D .	Course Description (A short summary of the course that can be used to explain it to students, parents, staff, and public – 75 words max.): This course will empower Spanish Speakers to explore how family, media, culture, and community shape their language skills. Students will make meaningful connections between Spanish and their daily lives through music, film, and traditions while developing academic proficiency. Blending culture, history, and current events, students will celebrate their evolving Latino identity, and recognize their strengths. The class will prepare them to bridge the connection between high school to higher education and the professional world.
E.	Intended Learning Objective(s) (List of major learning objectives for students in this course): The Asendencia program uses the Marco DALE (Marco de los estándares del desarrollo auténtico del lenguaje español de WIDA). These standards are geared towards students who are learning academic content in Spanish. There is a heavy focus on literacy and language development. The framework of DALE includes standards for other content areas such as math, science, and social studies as well. **Standard 1**: Language for socializing and learning (DALE-SA): This standard focuses on the use of language for social communication and interactive learning in the school environment. It includes language skills related to social interaction, collaboration, relationship development, and participation in learning communities. **Standard 2**: Language for language arts (DALE-AL): This standard addresses the use of language in the context of language arts, such as reading, writing, oral expression, and comprehension of literary texts. It focuses on the development of language and literary skills for effective communication and understanding of texts in various genres and contexts.

	Standard 3: Language for mathematics (DALE-MA): This standard focuses on the use of language in the context of mathematics and quantitative reasoning. It includes language skills related to interpreting mathematical problems, communicating solutions, and understanding mathematical concepts in different formats and modalities. **Standard 4**: Language for natural sciences (DALE-CN): This standard addresses the use of language in the context of natural sciences, such as biology, chemistry, physics, and geology. It focuses on the development of language skills for understanding scientific concepts, communicating observations and conclusions, and interpreting information in scientific texts. **Standard 5**: Language for social sciences (DALE-CS): This standard focuses on the use of language in the context of social sciences, such as history, geography, economics, and political science. It includes language skills related to research, analysis of historical sources, argumentation, and communication of ideas in the field of social sciences.
F.	Course Content Scope and Sequence (An outline and proposed timeline of what will be taught in the course; ***outline and proposed timeline can be submitted as a separate document***): Ascendencia Heritage Spanish Curriculum (3-year rotating curriculum). This curriculum will also prepare students to perform at the collegiate level and gain access to courses like UW-Green Bay's Spanish 224 and 324 Heritage Spanish and Advanced Heritage Spanish classes. Year ONE Year TWO Year THREE
G.	Instructional Resources (A list of instructional resources that will be used during the course – i.e. textbooks, on-line resources, community resources, etc.): heritagespanish.com fully digital 3-year curriculum "Ascendencia" To begin, access to one level would be sufficient, but as time goes on, we would need access to all 3 levels. (prices listed in Box I)
H.	Student Assessment Plan (What standards and criteria will be used to evaluate student attainment of the learning objectives?): WIDA MARCO DALE Standards, as defined in the Ascendencia program, and via their program created assessments.
I.	Costs (What are the costs associated with the changes or implementation of the new course? – i.e. instructional resources, equipment, necessary professional development, room modifications, etc.): Approximately $300.00 per teacher per year for access to 1 year of the program at a time, or approximately $700 to have access to all 3. This full access would be needed further into the program to still have access to old materials for reteaching, revisiting, and full support for students.

Reviewed By	Signature	Date	Approval – Y/N
Department Chairperson	Ryan	10/30/25	Yes
Building Principal(s)		10/30/25	Yes
Director of Instructional Services		10/31/25	yes
Asst. Supt. of Student & Instructional Services		12/3/25	yes