SHEBOYGAN AREA
SCHOOL DISTRICT

NOTE: This meeting will be held in the Boardroom.

**Starting/ending times may vary*

Tuesday, March 10, 2026
Starting Time: 6:00 – 6:15 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, March 10, 2026, 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

1 Min. 1. **DIPLOMA (EARLY GRADUATION GED OPTION 2 PROGRAM) – Ms. Rachel Ledezma** (Information/Action)

Administration at South High School recommend that a high school diploma to be awarded to Anthony Lee, Class of 2026. The student has met all requirements to receive his diploma through the GED Option 2 Program from the Wisconsin Department of Public Instruction (DPI).

10 Min. 2. **MULTILINGUAL LEARNER PROGRAM UPDATE – Ms. Rachel Ledezma/Ms. Kelly Blum/Ms. Alexandra Nugent Timofeeva** (Information/Discussion)

Administration will provide an update regarding the Multilingual Learner Program.

1 Min. 3. **HEALTH OCCUPATIONS STUDENTS OF AMERICA (HOSA) STATE LEADERSHIP CONFERENCE FIELDTRIP – Ms. Rachel Ledezma** (Information/Action)

Administration recommends the approval of North High School students to travel to Wisconsin Dells, Wisconsin, April 8-10, 2026, to compete in the State Health Occupations Students of America Leadership Conference, as per Policy 2340.

1 Min. 4. **FIRST ROBOTICS COMPETITION (FRC) WISCONSIN STATE CHAMPIONSHIP FIELDTRIP Ms. Rachel Ledezma** (Information/Action)

Administration recommends the approval of North High School students to travel to Brookfield, Wisconsin, April 17-19, 2026, to compete in the FIRST Robotics Competition (FRC) Wisconsin State Championship, as per Policy 2340.

1 Min. 5. **JOURNEY THROUGH HISTORY: WASHINGTON D.C. TO WILLIAMSBURG, VA FIELDTRIP – Ms. Rachel Ledezma** (Information/Action)

Administration recommends the approval of Horace Mann and Urban Middle School students to travel to Washington, D.C., and Williamsburg, Virginia, June 7-10, 2027, to immerse students in a hands-on exploration of American history, government, and culture, as per Policy 2340.

SHEBOYGAN AREA
SCHOOL DISTRICT

Multilingual Learner Program Update

2025-2026 School Year

LEGAL FRAMEWORK

Federal, State & Local Guidelines

- Schools are legally obligated to identify, assess and support students in achieving English proficiency and academic content
- Our multilingual learner program is in adherence with federal, state, and local laws and regulations
- The guidelines below help to guarantee that multilingual learners receive education that is designed to meet their needs

Federal Law

- Every Student Succeeds Act (ESSA), Civil Rights Act of 1964 and Equal Educational Opportunities Act of 1974 (EEOA) requires public schools to provide services for English Learners (ELs) to ensure equal educational access

State Law

- Through Chapter 115, Wis. Stats., Subchapter 7 & PI 13, Wis. Admin. Code is obligated by state law identification, services and programming for Limited English Proficiency (LEP) students

Local Board Policy

- Board Policy #2260- Services for Bilingual Students/English Learners outlines the Board's responsibilities related to identifying students who are English Learners (ELs), providing appropriate instructional and curriculum supports, checking students' academic progress, determining when students reach English language proficiency, and continuing to monitor them after they do. The type, level, and length of services are decided individually based on each student's needs.

IDENTIFICATION PROCESS

Determination of Multilingual Learner (ML) Status

- Districts have 30 calendar days to determine the ML status of new students
- In order for districts to consistently and fairly identify MLs without discrimination, all students need to complete an initial Department of Instruction Home Language Survey (HLS) of their potential language needs
- When an HLS indicates that a student is significantly exposed to languages other than English at home, districts must administer an English Language Proficiency screener.
- Once districts have collected this information, they use it to make a holistic determination regarding whether or not the student is fully English proficient. Students determined not to be fully English proficient are classified as MLs, and eligible for ML programming and support.

NOTIFICATION PROCESS

Determination of ML Status Continued

If a student is identified as an Multilingual Learner (ML), the parent notification includes:

1. How the student was identified.
2. What ML status means and what language support services the student is eligible to receive.
3. The Language Instruction Educational Programs (LIEPs) available for the student's age, how instruction is provided in each program, and how the programs differ in goals, content, and use of English and the native language.
4. How the programs meet the student's needs, including how they help the student learn English and meet grade-level academic standards for promotion and graduation.
5. Program exit requirements, the expected timeline for moving into general education classrooms, and expected graduation outcomes for secondary students, if applicable.
6. Assurance of placement in the least restrictive environment and transition to general education classrooms when appropriate.
7. For students with disabilities, an explanation of how the program supports the student's Individualized Education Program (IEP).

NOTIFICATION PROCESS

Determination of ML Status Continued

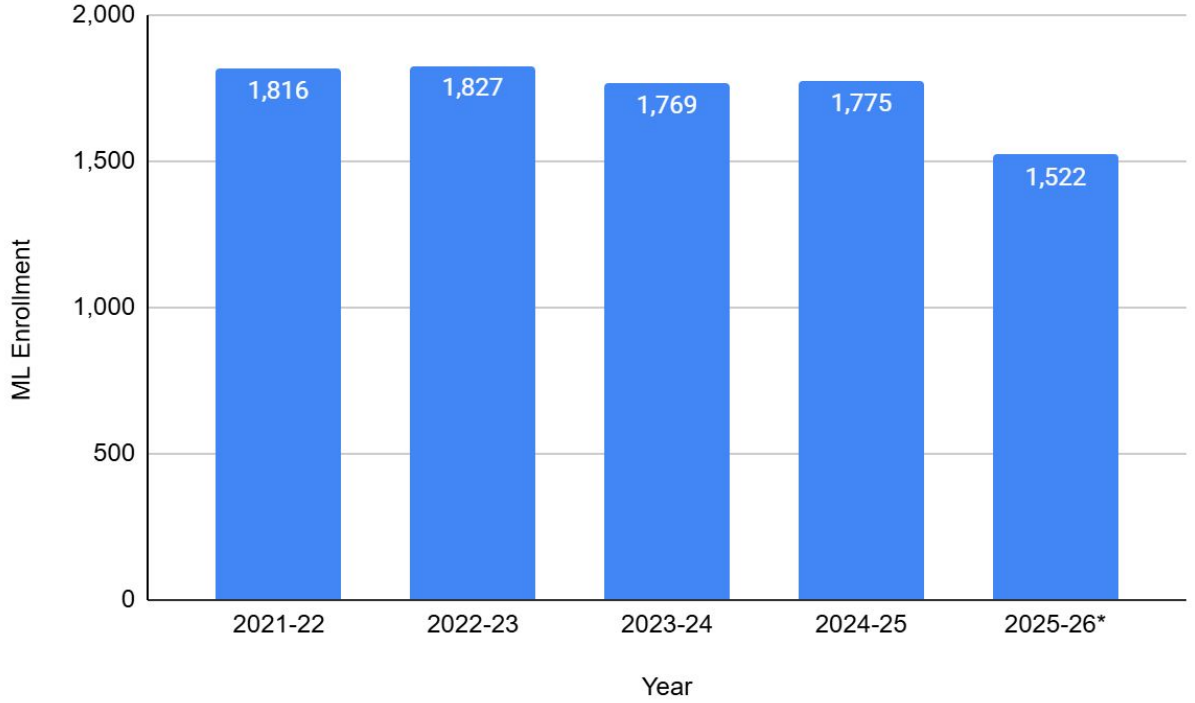
The notification must also include information about **parent/guardian rights**, including:

8. The right to remove their child immediately from a language instruction program upon request.
9. The option to decline services or choose another available program or instructional method.
10. Help in choosing among programs if more than one LIEP is available.
11. Available language services and accommodations, whether parents accept or decline language support services.
12. The school district's responsibility to support the student academically, regardless of whether services are accepted or declined.
13. The requirement that the student's English proficiency be assessed annually until proficiency is reached, even if services are declined.
14. Notice that a student's ML status is confidential school information.

LANGUAGES IN SASD

Spanish	Burmese/ Mayanmasa	Vietnamese	Sino-Tibetan	Tagalog	Haitian Creole	Ukrainian	Amharic/Ethiopian	French	Kirundi	Sign Language
Hmong	Albanian	Arabic	Bengali	Chinese	Hindi/ Indian/ Urdu	Akan/ Fante	Assamese	Gujarati	Norwegian	Tamil
Rohingya	Karen	Bosnian	Lao	German	Nepali	Creole/ Pidgins	Farsi/ Persian/ Dari	Japanese	Rwanda	Telugu

Multilingual Learners Historical Enrollment



*Incomplete data.

MULTILINGUAL LEARNER STAFFING

Position	Number of Staff
Program Support (extra service)	0.1
Multilingual Learner Teachers	48.5
Bilingual Educational Assistants	31

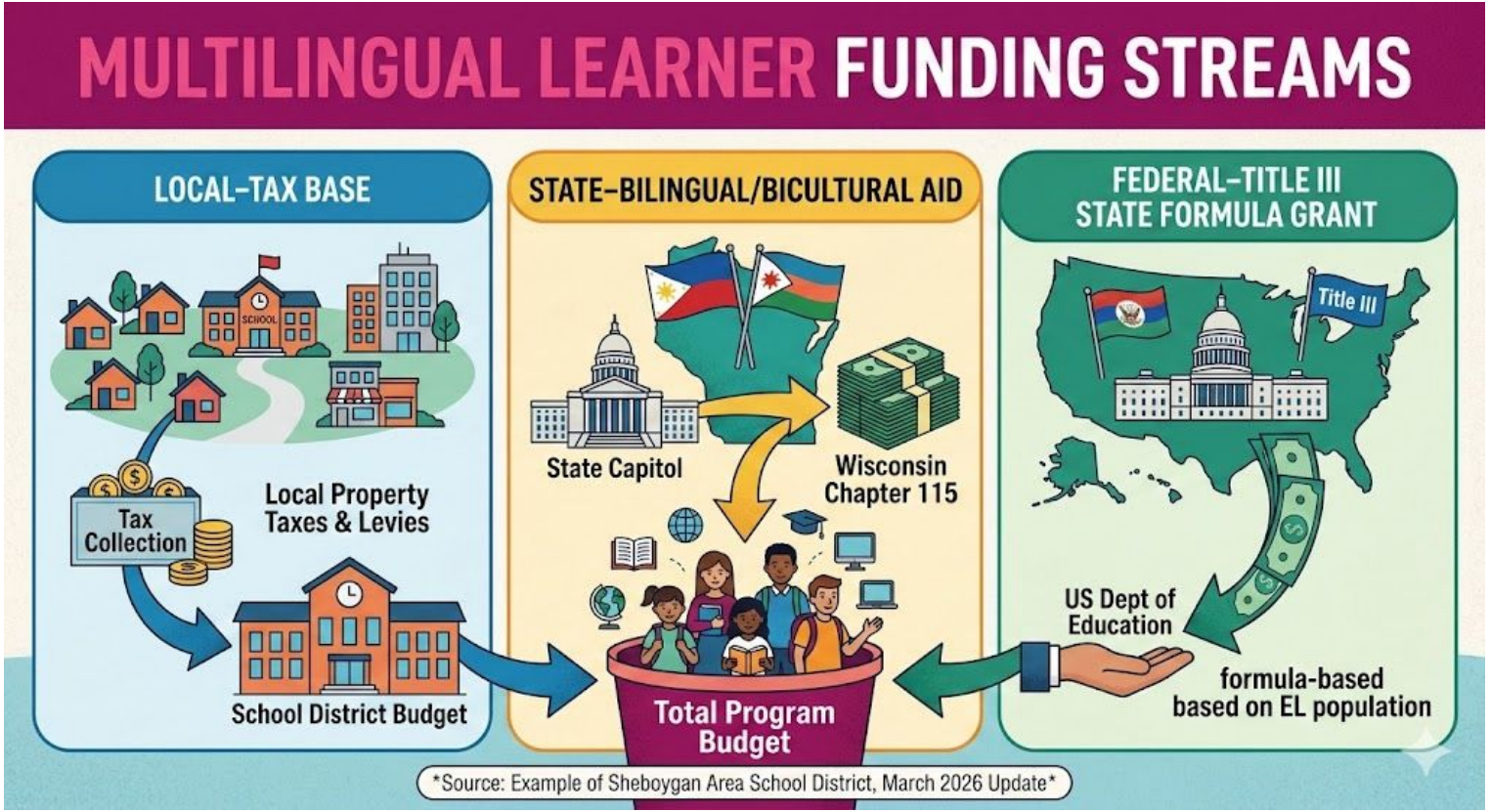
WHAT IS MULTILINGUAL LEARNER INSTRUCTION?



WHAT MAKES ML EDUCATION SPECIAL?

- Integrates language development with academic content learning across subjects
- Organizes instruction around key language uses: Narrate, Inform, Explain, and Argue
- Builds on students' cultural and linguistic strengths using a "Can Do" approach
- Scaffolds instruction to support access for learners at all language proficiency levels
- Promotes academic success by developing students' language, cognitive, and social-emotional skills

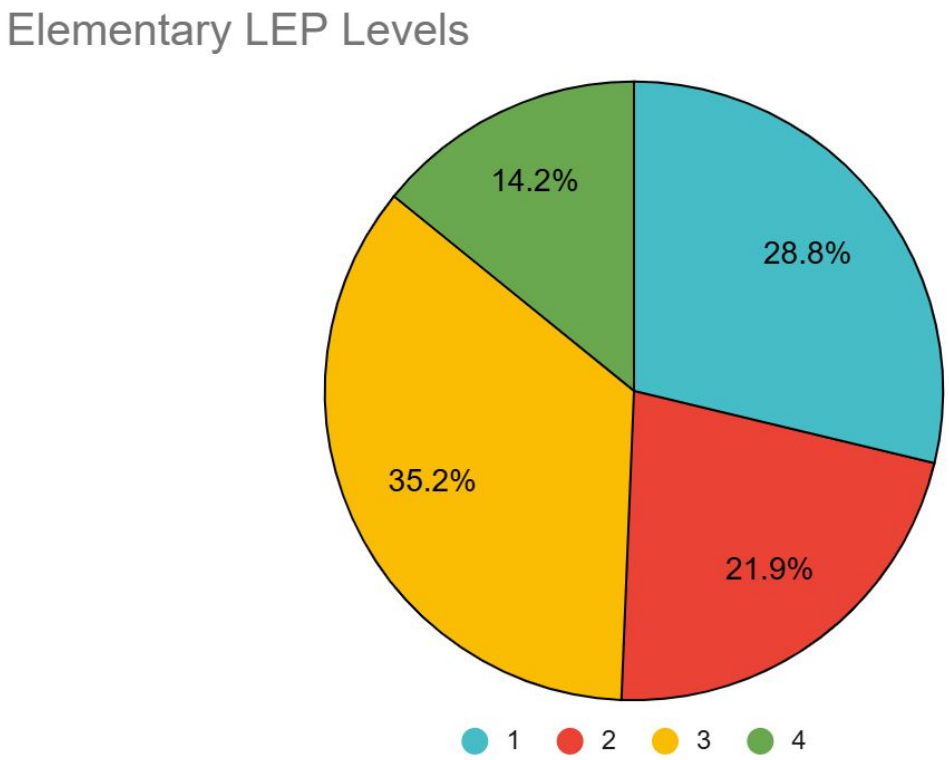
MULTILINGUAL LEARNER PROGRAMS



MULTILINGUAL LEARNER ELEMENTARY PROGRAM

LEP Levels	Recommended percentage of support	Program Model
Levels 1-2	40-60%	-Focus on English Language Development Standard 1: Language for Social and Instructional Purposes in pull-out groups (not during “core” instructional time) -Mainstream for all subjects (co-plan/co-serve) by ML teacher in “core” areas such as Reading, Writing, and Math -May be supported by ML EA for Science, Social Studies, and Specials
Level 3	30-50%	-Mainstream for all subjects (push-in/co-plan /co-serve) with ML teachers or EAs -Small group instruction (pull-out) as needed but not during “core” instructional time in Reading, Writing, and Math
Level 4	20-30%	-Mainstream for all subjects (co-plan/co-serve) with ML teachers or EAs -Possible pull-out for ACCESS test preparation/practice but not during “core” instructional time in Reading, Writing, and Math

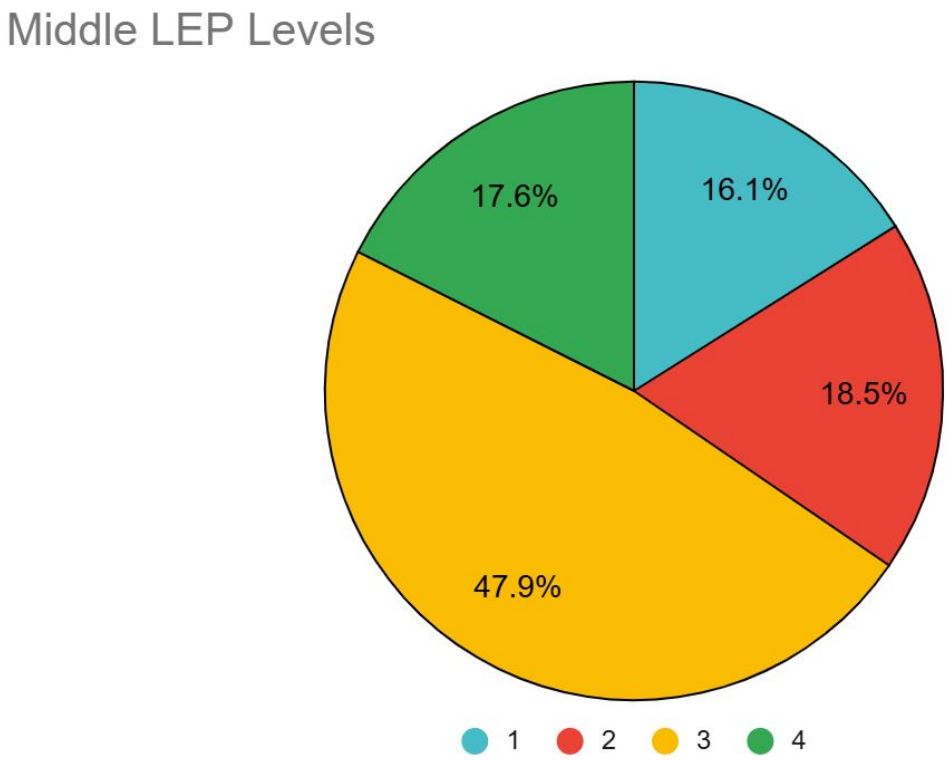
MULTILINGUAL LEARNER ELEMENTARY PROGRAM



MULTILINGUAL LEARNER MIDDLE SCHOOL PROGRAM

LEP Levels	Recommended percentage of support	Program Model
Levels 1-2	40-60%	-Focus on English Language Development Standard 1: Language for Social and Instructional Purposes in pull-out groups (not during “core” instructional time) -Mainstream for all subjects (co-plan/co-serve) by ML teacher in “core” areas such as Reading, Writing, and Math -May be supported by ML EA for Science, Social Studies, and SpecialS
Level 3	30-50%	-Mainstream for all subjects (co-plan/co-serve) with ML teacher in ELA or Math -May be supported by ML EA in ELA, Math, Science, Social Studies when appropriate -Enrolled in ML Resource support class for pull-out instruction
Level 4	20-30%	-Supported by ML EA in ELA or Math -Pulled for ACCESS test preparation/practice

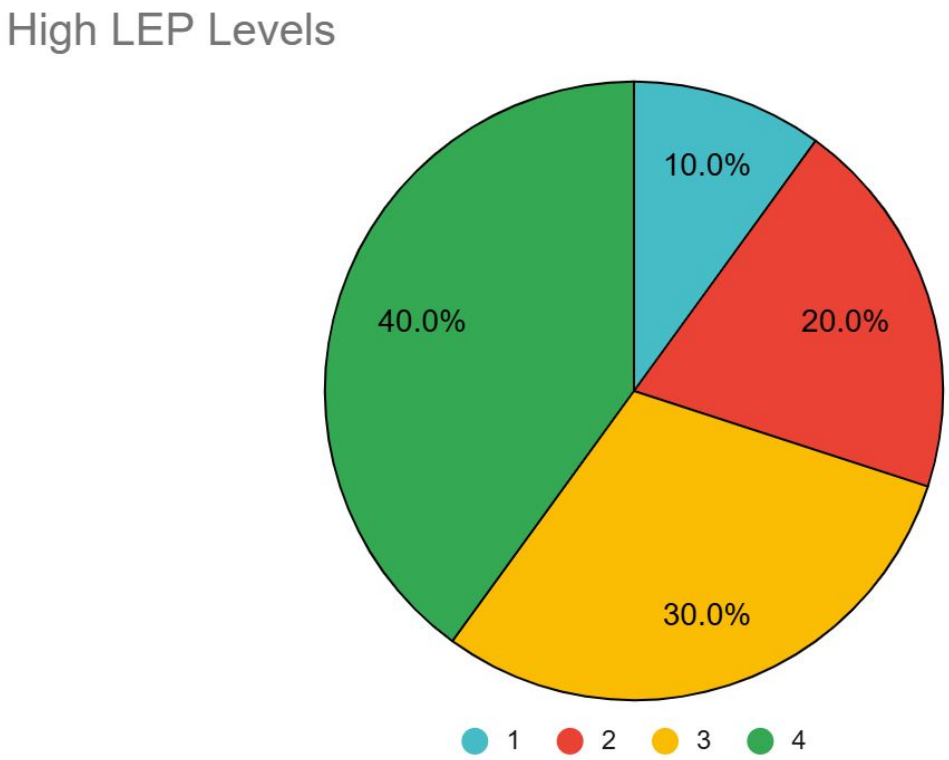
MULTILINGUAL LEARNER MIDDLE SCHOOL PROGRAM



MULTILINGUAL LEARNER HIGH SCHOOL PROGRAM

LEP Levels	Recommended percentage of support	Program Model
Levels 1-2	40-60%	-Focus on English Language Development Standard 1: Language for Social and Instructional Purposes -Taught (co-plan/co-serve) by ML teacher in ELA, Science, and Social Studies -May be supported by ML EA in Math -Enrolled in ML Lit Lab (North) or Learning Lab-English (South) as support class for pull-out instruction
Level 3	30-50%	-Taught (co-plan/co-serve) by ML teacher in ELA, Science, and Social Studies -May be supported by ML EA in Math -Enrolled in Learning Lab English elective support class for pull-out instruction
Level 4	20-30%	-Taught (co-plan/co-serve) by ML teacher in ELA, Science, and Social Studies -May be supported by ML EA in Math -Pulled for ACCESS test preparation/practice

MULTILINGUAL LEARNER HIGH SCHOOL PROGRAM



MULTILINGUAL LEARNER DUAL LANGUAGE PROGRAM

The program is a 50/50 dual language English/Spanish model that promotes bilingualism, biliteracy, and cultural awareness for all students. Literacy is taught and assessed in both English and Spanish.

Grade	Instruction	Support
4K	Math- English and Spanish.	ML Teacher supports in the classroom with small groups (push-in).
KG	Math & Social Studies- English Science- Spanish	ML Teacher supports language acquisition through pull-out instruction and push-in co-teaching, focusing mainly on students LEP Levels 1-3. ML Teacher supports LEP Level 4 on an as-needed basis.
Grade 1	Math & Social Studies- English Science- Spanish	
Grade 2	Math & Social Studies- Spanish Science- English	
Grade 3	Math & Social Studies- Spanish Science- English	
Grade 4	Math & Social Studies- English Science- Spanish	
Grade 5	Math & Social Studies- English Science- Spanish	

MULTILINGUAL LEARNER DUAL LANGUAGE PROGRAM

The program is a 50/50 dual language English/Spanish model that promotes bilingualism, biliteracy, and cultural awareness for all students. Literacy is taught and assessed in both English and Spanish.

Grade 6	Science- Spanish Health (one semester)- Spanish	ML teacher supports language acquisition through co-plan/co-serve and pull-out instruction.
Grade 7	Social Studies- Spanish Health (one semester)- Spanish	
Grade 8	Science- Spanish Health (one semester)- Spanish	

PURSUING MULTILINGUAL LEARNER RECOGNITION OPPORTUNITIES BY THE DPI

These programs boost student engagement, honor diverse linguistic backgrounds, increase workforce competitiveness, and provide tangible, recognized credentials for future opportunities.





SEAL OF BILITERACY

Core Purposes

- **Recognize bilingualism and biliteracy**
  - Honors students who achieve high levels of reading, writing, speaking, and listening in multiple languages
  - Validates multilingual skills as an academic achievement, not just a personal trait

- **Promote multilingual education**
  - Encourages students to study and maintain additional languages throughout K–12 education
  - Elevates language learning as a priority within schools

- **Value students' linguistic and cultural assets**
  - Recognizes home languages and cultural knowledge as strengths
  - Supports asset-based approaches for multilingual learners

- **Prepare students for college, careers, and a global society**
  - Signals to colleges and employers that graduates possess verified bilingual and intercultural skills
  - Supports workforce readiness in an interconnected world

- **Provide an industry-recognized credential**
  - DPI identifies the Seal as an official certification documenting bilingual proficiency on transcripts and diplomas

GLOBAL SCHOLARS

Core Purposes

- **Encourage Global Learning**
  - To prompt students to recognize the value of global aspects in their education and pursue them across different subjects (arts, sciences, and humanities)

- **Validate Student Achievement**
  - To provide a state-certified credential that distinguishes students in college admissions and the job market by signaling maturity and a broad perspective

- **Develop Competencies**
  - To help students build the capacity to examine local and global issues, appreciate the worldviews of others, and take action for collective well-being

Questions

Contact
Kelly Blum
Student & Instructional Services Coordinator

Alexandra Nugent Timofeeva
Assistant Principal North High & ML Program Support

Rachel C. Ledezma
Assistant Superintendent - Student and Instructional Services

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.

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

1. Name of Group: North High School HOSA
2. Date of Application: 2/11/2026
3. Person Making Application: JesLynn Castillo
4. School: North High School

5. Proposed Event: HOSA State Leadership Conference
6. Destination: Kalahari Resorts & Conventions Center, Wisconsin Dells, WI
7. Dates of Travel: April 8th - April 10th, 2026
8. Purpose: State competitions, business meetings, and leadership activities
9. # of students (estimate): 10
10. # of chaperones: 2

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

They competed in December/January at the Regional Leadership Competition and were rated in the top of their category. They are one of the 2 voting delegates to represent North HS HOSA, are helping run the competition as a courtesy corps member, and/or part of an Anatomage team that will be competing at State.

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	10
Cost Per Student	456.00
Total for all Students	4560..00

# of Chaperones	2
Cost Per Chaperone	360.00
Total for All Chaperones	720.00

Total Cost of Trip	5,280

B. Cost by Funding Source

Source			**Total**
Students	($ 153.00x5 198.00x5	each	1755.00
Chaperones	($ 0.00	each	0.00
Student Group/Fundraising - HOSA meals			$600
Grants - WHA Foundation Perkins Grant - Advisor Fees			500.00 720.00
Building Funds			
District/Central Admin Funds CTE Funds - Transportation			1080.00
Other - specify here: HOSA FUNDS DUES - acct			625.00
Total Cost of Trip			5,280

Continued on the next page

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? They have a detailed schedule including competitive events, anatomy tournament, business meetings, Breakout sessions of career exploration and healthcare focused sessions, leadership activities as well as team bonding activities.
b.	How will students demonstrate what they learned from this experience? (Please describe specific activities that will take place after the field trip.) They will be able to present to the other HOSA members about their competitions, what they learned as well as advocate for leadership in the future for HOSA, internships, and scholarship opportunities they will discuss and learn about at the SLC.
c.	How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities? I will be involved in actually judging some of the competitions, join the expo and healthcare focused sessions to learn what seems to be the most important both in Wisconsin, as well as competitively for ILC (if they make it) and hopefully bring new information to the Introduction to Medical careers classroom.
d.	Who will the chaperones be, and how were they selected? Jessica Lynn Castillo - HOSA Advisor, Ronnie Castillo- Chaperone, no parents wanted to chaperone this year as it is all during the work week, I originally asked another teacher to be chaperone during these events and he backed out last minute to FLC, so Ronnie was chaperone with HOSA already this year with the same kids, he can share my hotel room to save costs, has professionally driven kids in the past, and works for SASD currently.

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) ___ Yes X No
- Parental Consent to Travel outside the US ___ Yes X 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	
JesLynn Castillo	Advisor	x		via email
Nic Collins	Principal	x		via email
Rachel C. Redlyn	Asst Supt – S&I			
	Superintendent			
	Board of Education			

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

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

Guidelines:
If the field trip meets any of the following criteria, complete this form along with 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 be informed of all Extended Travel and approve all travel for Regional/National Competitions and International Travel before the trip takes place.

To meet these requirements, please follow these deadlines:

- Identify the date of a Curriculum & Instruction (C&I) meeting that occurs at least 4 weeks before the field trip's departure date.
- The forms must be completed and routed at least 2 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, email the advisor that the field trip may take place.

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

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

1. Name of Group: Red Raider Robotics
2. Date of Application: 2/9/2026
3. Person Making Application: Tim Pasche
4. School: North High School

5. Proposed Event: District State Championship Event FRC - Brookfield, WI
6. Destination: Brookfield, WI (BEHS)
7. Dates of Travel: Friday, April 17 to Sunday, April 19, 2026
8. Purpose: Students are attending this event as part of the culmination of their design and build season for Red Raider Robotics
9. # of students (estimate): 30
10. # of chaperones: 6

11. Is this field trip a regional/national competition? x Yes _____ No
12. If yes, what are the qualifying criteria for participation? Completion of a working robot
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	$217
Total for all Students	$6520

# of Chaperones	6
Cost Per Chaperone	$345
Total for All Chaperones	$2070

Total Cost of Trip	$8590

Totals in column A, B and Total cost of trip on Cost Worksheet should be equal.

B. Cost by Funding Source

Source			**Total**
Students	$ 175	each	$5250
Chaperones	$ 0	each	0
Student Group/Fundraising			0
Grants			$3340
Building Funds			0
District/Central Admin Funds			0
Other - specify here:			0
Total Cost of Trip			$8590

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?
    Scouting robots at the event, competing with the robot, watching other teams at the event, working on the robot at the pit.
    b. How will students demonstrate their learning from this experience? (Please describe specific activities that will take place after the field trip.)
    After the event certain revisions will be made on the robot to reflect the performance at regionals, which will be done by the students.

c. How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities?
Mr. Pasche will also be able to help out in advising the revisions of the robot and can use the experience to teach his engineering classes with real world examples.

d. Who will the chaperones be and how were they selected?
The lead chaperone is Mr. Pasche, who is the head coach of the robotics team. The other chaperons are mentors who lend their knowledge from the workforce to the team to improve the design of the robot.

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:	x			
• Consent for Treatment of Student		Yes		No
• Student Travel Notice and Consent form	x	Yes		No
• The Parent/Legal Guardian Exclusion Waiver form (applies only to trips outside the continental US)		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	
Tim Pasche	Advisor	x		via email
Nicholas Collins	Principal	x		via email
Russell C. Redeye	Asst Supt – S&I			
	Superintendent			
	Board of Education			

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

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- Includes an overnight stay
- More than 24 hours
- Is a regional or national competition

Deadlines for Approval:
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- 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.

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

1. Name of Group: UMS/HMMS
2. Date of Application: February 9th, 2026
3. Person Making Application: Mary Wenninger and Tina Thone
4. School: Urban and Horace Mann Middle School

5. Proposed Event: "Journey Through History: D.C. to Williamsburg"
6. Destination: Washington, D.C., and Williamsburg, VA
7. Dates of Travel: June 7 - 10 2027
8. Purpose: To immerse students in a hands-on exploration of American history, government, and culture.
9. # of students (estimate): 20
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	20
Cost Per Student	$2,399
Total for all Students	$47,980

# of Chaperones	5
Cost Per Chaperone	$2,774
Total for All Chaperones	$13,870

Total Cost of Trip	$61,850

B. Cost by Funding Source

Source			**Total**
Students	($ 2,399)	each	$47,980
Chaperones	($ 2,774	each	$13,870
Student Group/Fundraising			0
Grants			0
Building Funds			0
District/Central Admin Funds			0
Other - specify here:			0
Total Cost of Trip			$61,850

Continued on the next page

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 Washington, D.C.:

1. **Monument and Memorial Tours**:
   - Visit iconic landmarks like the Lincoln Memorial, Washington Monument, Martin Luther King Jr., and Vietnam Veterans Memorial.
   - Assign students reflection questions or sketching tasks for key monuments.
2. **Smithsonian Museums Exploration**:
   - Explore the National Museum of American History, Air and Space Museum, or Natural History Museum.
   - Scavenger hunt: Find artifacts tied to specific historical themes or topics.
3. **U.S. Capitol Visit**:
   - Tour the Capitol building and learn about legislative processes.
   - Arrange a Q & A session with a congressional staffer or representative.
4. **Arlington National Cemetery**:
   - Witness the Changing of the Guard at the Tomb of the Unknown Soldier.
   - Reflect on the importance of honoring those who served.
5. **Holocaust Memorial Museum**:
   - Engage in age-appropriate exhibits to learn about this significant period in history.
   - Discuss themes of resilience, courage, and justice.
6. **National Archives**:
   - View foundational documents like the Declaration of Independence, the Constitution, and the Bill of Rights.
   - Create a "document detective" activity with questions about these artifacts.
7. **Evening Walk on the National Mall**:
   - Reflect on illuminated monuments with group discussions about their historical significance.

In Williamsburg:

1. **Colonial Williamsburg Guided Tour**:
   - Participate in interactive tours to learn about colonial life.
   - Engage in trades demonstrations like blacksmithing, woodworking, or weaving.
2. **Revolutionary City Program**:
   - Join live reenactments of historical events from the Revolutionary War era.
   - Role-play as colonial citizens or revolutionary soldiers in mock town meetings.
3. **Visit Governor's Palace**:
   - Explore this historic building to learn about colonial leadership and lifestyle.
4. **Historic Trades Workshops**:
   - Try hands-on activities such as candle-making, pottery, or writing with quills.
5. **Walking Tour of Historic Streets**:
   - Observe architecture and participate in a "Then vs. Now" comparison activity.
6. **Bruton Parish Church Visit**:
   - Discuss its role in colonial life and its historic congregation.
7. **Evening Ghost Tours**:
   - During a guided ghost walk, listen to folklore and stories about Williamsburg's historic past.
8. **Jamestown Settlement and Island Visit**:
   - Learn about America's first permanent English settlement with interactive exhibits and reconstructed ships.

b. How will students demonstrate what they learned from this experience? (Please describe specific activities that will take place after the field trip.)

Students can apply the knowledge and experiences from this trip as they transition into high school. While no required in-class activities will follow the trip, as it is optional and paid for by the students, their insights can enhance their understanding of topics covered in high school courses such as American History and American Government.

c.	How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities? SASD staff members will use their field trip experiences to develop authentic classroom learning opportunities. They can create engaging lesson plans and multimedia presentations by incorporating photos, videos, and firsthand accounts of historical landmarks and reenactments. Additionally, insights gained from observing government processes and discussing civic responsibilities will enrich classroom discussions about democracy, citizenship, and ways to expand students' civic engagement.
d.	Who will the chaperones be, and how were they selected? The chaperones for the trip will be Mary Wenninger and Tina Thone. Additionally, other teachers and parents are invited to join the trip. There is no formal selection process, as all are welcome to participate.

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) ___ Yes X No
- Parental Consent to Travel outside the US ___ Yes X 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	
Mary Wenninger/Tina Thone	Advisor	x		
Joseph A. O'Brien	Principal	x		
Lindsay Ohlfs	Principal	x		
Rachel C. Redgrave	Asst Supt – S&I			
	Superintendent			
	Board of Education			

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