

- 2 Min. 3. **DIPLOMAS – Mr. Jacob Konrath** (Information/Action)
- The administration at Central, North and South High Schools recommends high school diplomas be awarded to Luis Cortes Gamez, Leonardo Enriquez, Alejandro Vallejo, and Owen Denson, class of 2022.
- The administration at North High School recommends a high school diploma be awarded to Sean Gall, class of 2022 who has met all requirements to receive a diploma through the GED Option 2 Program from the Wisconsin Department of Public Instruction (DPI).
- 10 Min. 4. **REGULAR AND SPECIAL EDUCATION ENROLLMENT CAPS – Mr. Jacob Konrath/Mr. Jason Ledermann** (Information/Action)
- The administration recommends approval of the regular education and special education open enrollment caps for the 2023-2024 school year.
- 5 Min. 5. **RESEARCH PROJECT PER BOARD OF EDUCATION POLICY 2416 – Mr. Jacob Konrath/Mr. Jim Renzelmann** (Information)
- The administration will provide information on a potential research project in 8th grade Social Studies.
- 2 Min. 6. **2023 UCA NATIONAL HIGH SCHOOL CHEERLEADING CHAMPIONSHIP FIELD TRIP – Mr. Jacob Konrath** (Information/Action)
- The administration recommends the approval of South High School students to travel to Orlando, Florida from February 7-13, 2023, to compete in the Universal Cheerleaders Association 2023 National Cheer Competition, as per Policy 2340.
- 2 Min. 7. **INTERNATIONAL MODEL UNITED NATIONS CONFERENCE FIELD TRIP – Mr. Jacob Konrath** (Information/Action)
- The administration recommends the approval of North High School students to travel to Chicago, Illinois from February 2-5, 2023, to compete in the International Model United Nations Conference, as per Policy 2340.

Regular Education Open-Enrollment Availability

Wisconsin ACT 55 requires that school districts set space availability enrollment numbers for open-enrollment for both regular and special education students. The Sheboygan Area School District monitors open-enrollment closely, as we value offering choices to families when space allows and fiscal ramifications do not exist. The SASD has not denied non-resident student applications for regular education in the District due to lack of space. Simply stated, the District has sufficient spaces in the District's regular education program to accommodate nonresident open-enrollment applications for regular education within our district. While all past regular education applicants have been accepted into the District's regular education program, the District may not have granted the applicant's specifically requested program or school. The District will not deny non-resident open-enrollment applications for regular education due to space availability within the district. The District reserves the right to grant or deny requests for specific programs or schools based on space availability of such programs or schools and appropriate and relevant prerequisites for such programs and/or schools. Acceptance or denial at an individual school is based upon 90% of district class size recommendation per teacher for each grade level as follows:

Grade	Capacity per Regular Ed Teacher	90% OE Capacity per Regular Ed Teacher
4K	20	18
K	23	20.7
1	19	17.1
2	23	20.7
3-5	28	25.2
6-8	25	22.5
9-12	25	22.5

Special Education Open-Enrollment Availability - The Sheboygan Area School District monitors the available space for students within Special Education. The district reviews the current amount of students in special education, the students IEP, and how it relates to current staffing. Students with an IEP have a wide range of needs as required through their IEP. These range of needs is considered when developing the capacity of programs.

PROGRAM/SERVICE	STAFF FTE	CAPACITY OF SEATS	PROJECTED SEATS 2023-24	SPACE AVAILABLE 2023-24
Elementary Cross Categorical	32	352	359	0
Middle School Cross Categorical	22	325	331	0
High School Cross Categorical	23	368	405	0
Kidship Program Elementary	3	21	21	0
Teenship Middle School Program	2	14	16	0
Teenship High School Program	2	14	15	0
CHANGE Academy Middle/High School	4	20	22	0
Significant Developmental Program Elementary	4	24	24	0
Significant Developmental Program Middle School	3	21	21	0
Significant Developmental Program High School	3	21	25	0
ASPIRE Adult Learners	3	24	24	0
Speech/Language	21.5	870	972	0
Occupation Therapy	8.3	299	314	0
Physical Therapy	2.9	73	81	0

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

Topic: 8th Grade Social Studies

Date: January 10, 2023

Prepared by: Jim Renzelmann, Coordinator of Student and Instructional Services

Recommended action: X Information only

Presentation/Discussion

Discussion/Possible Action by Committee

Discussion/Possible Action by Board of Education

Presentation/Possible Action next meeting

Purpose: To inform the Board of a potential research study in 8th Grade Social Studies. The study will look at learning and motivation outcomes for students as they participate in three specific history units at the beginning of the year.

How does this relate to the Principles of Equity: Principle #2 SASD will raise student achievement, increase sense of belonging, maintain high expectations and involve students in all organizational programming (classrooms, courses, teams, clubs, etc...) in a proportional and equitable way.

The research study will provide professional development to district Social Studies teachers that will lead to increases in student understanding of social studies content, reading comprehension, and motivation and engagement for all students.

Recommendation: The Administration recommends participation in the PACT (Promoting Accelerated Comprehension of Text) study to examine the degree to which the intervention increases student understanding of social studies content, reading comprehension, and motivation and engagement when implemented by local staff and coaches.

Background: This research study will impact 8th grade students at Farnsworth, Horace Mann and Urban Middle Schools during the 2023-24 school year. The study will focus on the following questions:

1. What is the effect of PACT-L on middle school students' social studies content acquisition, social studies reading comprehension, and general reading comprehension?
2. What is the effect of PACT-L on middle school students' motivation and engagement in social studies class?
3. What is the effect of PACT-L on diverse student subgroups (e.g., ELs, students with poor baseline reading skills, students living in poverty)?

The cost of the professional development, materials, and teacher stipends is fully covered by the research grant and is offered at no cost to the District.

The study will start in August of 2023 with PACT training provided to the teachers, and will continue throughout the year with final data collection ending in April/May of 2024. The majority of the components of the study will take place September through November.

The study will include pretest and posttests of students in the areas of general reading comprehension, silent reading fluency, Social Studies content knowledge and student engagement surveys. The research team will provide the District a brief summary of the results.

Attachments:

[SASD Board Form 2416F- Internal and External Research](#)

[PACT Study Documents Folder](#)

INTERNAL/EXTERNAL CLASSROOM RESEARCH

1. What is the purpose of your research? Please describe what you are studying, describe why you are collecting data, state your hypothesis (if any) and describe what you expect from the data.

The program - Promoting Adolescent Comprehension of Text (PACT) – is a teaching approach for history and reading. The study will look at learning and motivation outcomes for students as they participate in three specific history units at the beginning of the year. Past research shows that PACT leads to positive outcomes for students. But the research needs to be repeated to look at findings for additional contexts.

The primary goal of this project is to study the PACT intervention and examine the degree to which the intervention increases student understanding of social studies content, reading comprehension, and motivation and engagement when implemented by local staff and coaches. The study is being funded by the U.S. Department of Education, Institute of Education Sciences. AIR (American Institute for Research) has partnered with the University of Missouri, WestEd, and University of Texas for the study.

2. What data will you be collecting? How do you intend to collect the data? Please attach a copy of the questionnaire or other data collection instruments.

Student outcome measures include Gates-MacGinitie Reading Test (GMRT)– Fourth Edition, Test of Silent Contextual Reading Fluency (TOSCRF-2); PACT's Assessment of Social Studies Knowledge and Comprehension (ASK); and ELA state standardized tests. Researchers will also administer the Learning with Others (LWO) survey, a student perception survey that measures engagement, intrinsic motivation, and self-efficacy. The research team will ask teachers to conduct pre- and posttest reading tests and motivational scale, but all are group administered and brief, and we will train teachers how to implement the measures before implementation begins.

They will request data from the school district regarding classrooms and teachers. The data fall within three categories, described below:

- A. Class rosters—teacher-student linkage files. The file will allow the study team to assign students study IDs so that personally-identifiable information will be absent from student assessments and surveys. The study team can use rosters to track any parents that opt out of the study.
- B. Student academic and demographic information—student level data (e.g., scores from the state standardized ELA assessments). The data will be used to describe the sample and create covariates for impact analyses.
- C. Staff position and demographic information—district and school staff information. The data will be used to describe the sample and to create covariates for impact analyses.

The PACT-L Research team will work with the District to ensure an efficient and secure transfer of data file(s). Following AIR data guidelines and procedures, project data will be stored in the encrypted AIR Secure Project Portal that follows all federally required security principles for a restricted dataset. AIR will provide directions for the District to upload the data to the secure website.

All of the assessments and student surveys are available in this folder, [PACT Assessment Folder](#). The

table below summarizes the timeline for administration of the assessments.

Student assessment	When administered			Time (minutes)	Description
	Pretest (fall)	Posttest (winter)	End of year (spring)		
<i>Gates–MacGinitie general reading comprehension</i>	•	•		35 (timed)	Test of reading comprehension where students read passages silently and answer multiple-choice questions.
<i>Test of Silent Contextual Reading Fluency</i>	•			5 (timed)	Test of silent reading fluency that can be administered in a group format.
<i>Assessment of Social Studies (ASK)</i>		•	•	Approx. 45 (untimed)	Multiple-choice assessment of a student’s social studies content for the three units of the intervention.
<i>Learning With Others survey</i>	•	•		Approx. 20 (untimed)	Questions that focus on student perceptions of class engagement, motivation, self-efficacy, group work.

3. If the data collection is associated with a university course or advanced degree program, please describe the course or program.

This study is approved by the [AIR \(American Institutes for Research\)](#) Institutional Review Board and WestEd, not-for-profit research companies, and University of Missouri are conducting the study. Because of the prior evidence on effectiveness, PACT was specifically earmarked by the U.S. Department of Education for a replication study.

4. If the data to be collected is non-custodial in nature, please attach the parent permission letter.

This letter is a draft of the parent consent letter [PACT_Family Consent Information- SAMPLE](#). It contains all of the information regarding the study, the data collection and provides a link for parents to opt out of the study.

5. Describe the anticipated benefits for the Sheboygan Area School District.

Prior research studies have shown significant positive effects for social studies and reading outcomes. PACT has been found effective with diverse learners, including English learners,

students with and without disabilities and reading difficulties, and students of varying racial/ethnic backgrounds.

Many of the 8th grade Social Studies teachers also teach another content area. The professional development and coaching will provide an opportunity for teachers to develop their pedagogical approach to teaching Social Studies from a Disciplinary Literacy lens.

The PACT materials and professional development are all provided free of charge. In addition, teachers will receive modest incentives as a token of appreciation for their time related to the study data collection activities and training. Teacher compensation will be processed on a rolling basis (once after training, once in the fall, and once in the spring).

Attachments:

- Amendment Approved for B&P# 88946 - Promoting Adolescent Comprehension of Text Local— Full submission/Activity clarification.pdf



Institutional Review Board
IRB00000436 / FWA00003952

AIR IRB

Amendment Approval Notification

To: Lauren Artzi
From: IRB Administrator
Subject: B&P# 88946
Date: 12/09/2022

The amendment to **Promoting Adolescent Comprehension of Text Local— Full submission/Activity clarification** has been approved by Elizabeth Spier on 12/09/2022.

On the basis of this review, the IRB has determined that the data collection, as described in the materials submitted, is research and involves human research participants. The research is approved because the selection of participants is equitable and the risks to the participants are minimized and are reasonable in relation to the knowledge that may reasonably be expected to result. There are no risks greater than those ordinarily encountered in daily life or during routine tests or activities. The procedures for obtaining informed consent are appropriate and the procedures for protecting the privacy of participants and the confidentiality of the collected data are adequate.

An alteration consent is approved for this data collection because the conditions stipulated in 45 CFR §46.116 (f)(3) are met. The researchers may use an opt-out process for parental consent. This reviewer finds that:

- 1. The research involves no more than minimal risk to the participants;*
- 2. The waiver or alteration will not adversely affect the rights and welfare of the participants;*
- 3. The research could not practicably be carried out without the waiver or alteration; and*
- 4. If the research involves using identifiable private information or identifiable biospecimens, the research could not practicably be carried out without using such information or biospecimens in an identifiable format.*

In addition, the IRB waives any requirement that the data collection provide additional pertinent information after participation to participants. Data collection may proceed.

Thank you,
Erin Morrison
IRB Administrator
emorrison@air.org

Please be reminded that all projects must undergo IRB review before initiating any recruitment or data collection/analyses. Material changes to project activities also must undergo review via the Amendments tab.

MEMORANDUM OF UNDERSTANDING
Between
THE AMERICAN INSTITUTES FOR RESEARCH
AND
SHEBOYGAN AREA SCHOOL DISTRICT
PACT-Local Study

Purpose & Introduction

The purpose of this Memorandum of Understanding is to outline a mutually agreed-upon research project between your district (the “District”) and American Institutes for Research (AIR), a not-for profit research organization. This Agreement contains an overview of the study and a brief description of the intervention, a timeline for the project, and a description of the roles and responsibilities for your district and for the PACT study team.

Please review the contents of this Agreement and sign the last page to indicate your formal agreement to participate. Return the signed Agreement to Dr. Lauren Artzi at lartzi@air.org.

Study Overview

The primary goal of this project is to study the PACT (Promoting Accelerated Comprehension of Text) intervention and examine the degree to which the intervention increases student understanding of social studies content, reading comprehension, and motivation and engagement when implemented by local staff and coaches. The study is being funded by the U.S. Department of Education, Institute of Education Sciences. AIR has partnered with the University of Missouri, WestEd, and University of Texas for the study.

The PACT Intervention

PACT is designed to supplement existing middle school American history course curriculum with activities that include evidence-based comprehension practices. PACT also attends to student motivation and engagement. Prior research studies have shown significant positive effects for social studies and reading outcomes. PACT has been found effective with diverse learners, including English learners, students with and without disabilities and reading difficulties, and students of varying racial/ethnic backgrounds. Because of the prior evidence on effectiveness, PACT was specifically earmarked by the U.S. Department of Education for a replication study.

Study Design

The study is a randomized controlled trial, meaning that some schools in each district or district cluster will be assigned to receive PACT and some will serve as comparisons. Selection of schools for each condition will be conducted through a computerized lottery program, similar to the flip of a coin.

- Schools assigned to receive PACT will receive the materials and training in the 2023-24 school year. PACT provides training, coaching, and materials at no charge. PACT teachers will receive a two-day professional development session to learn how to use the strategies and PACT teachers will receive four job-embedded coaching sessions. No “typical” instruction or services will be withheld from students, however, teachers will implement the PACT activities across the three ~10-day units as a supplement during the time they regularly deliver the three associated history units (Colonial America, the Road to Revolution, and the Revolutionary War).
- Schools assigned to the comparison, “business as usual” group will continue with typical social studies teaching practices and professional development. Students in comparison classrooms should continue to receive any services that would be offered to them in the absence of the study. Teachers assigned to serve as comparisons will be offered professional development on adolescent content literacy strategies after the intervention year has been completed.

The study team requests and will train teachers to collect student data, as summarized in Table 1.

Table 1:

Student assessment	When administered			Time (minutes)	Description
	Pretest (fall)	Posttest (winter)	End of year (spring)		
<i>Gates–MacGinitie general reading comprehension</i>	•	•		35 (timed)	Test of reading comprehension where students read passages silently and answer multiple-choice questions.
<i>Test of Silent Contextual Reading Fluency</i>	•			5 (timed)	Test of silent reading fluency that can be administered in a group format.
<i>Assessment of Social Studies (ASK)</i>		•	•	Approx. 45 (untimed)	Multiple-choice assessment of a student’s social studies content for the three units of the intervention.
<i>Learning With Others survey</i>	•	•		Approx. 20 (untimed)	Questions that focus on student perceptions of class engagement, motivation, self-efficacy, group work.

Confidentiality and Data Security

All data collected as part of this study will be treated as sensitive and confidential. The study team will ensure processes are in place to remove personal identifiers from computer and printed forms and maintain a separate master list (crosswalk with identifiers) in a separate and secured storage file that has only restricted, password-protected access for study research staff. As this is a federally supported project, de-identified data could be shared with the research community in a public file format. However, no individual identifiers would be included in any public data file.

Incentives

The PACT materials and professional development are all provided free of charge. In addition, teachers will receive modest incentives as a token of appreciation for their time related to the study data collection activities and training. Teacher compensation will be processed on a rolling basis (once after training, once in the fall, and once in the spring). Please refer to the teacher compensation on Table 2 and Teacher Roles and Responsibilities on page 3 for more details.

Table 2:

Study Activity	Estimated Stipend	Estimated Time & Details
Attending PACT Full Teacher Training (<i>Treatment Teachers</i>) Note: if teachers are trained as part of the school day, the study can provide funds to the district for substitutes.	\$340	Two-day training (2 six-hour sessions in summer or fall)
Attending Comparison Teacher Training (<i>Control Teachers</i>)	\$60	2-hours
Supporting Study Activities (<i>Treatment & Control Teachers</i>); complete study data collection trainings and tasks, complete and upload audio recordings, collaborate with the study team for student recruitment, complete Teacher Survey, etc.	\$300	Throughout the study, teachers administer the pre-test (early fall), post-test (late fall or early winter), and delayed post-test (late winter or spring) assessments, and complete the study activities listed on page 3

Roles and Responsibilities:

The **roles and responsibilities of the District** include:

1. Assist the study team with the recruitment of schools, teachers, and students and provide relevant information, through avenues such as:
 - a. Identify a staff person to serve as a primary contact person to work with the primary contact with the study team for the purposes of obtaining school information, sharing information regarding the instructional context, working with the team to coordinate schedules for training teachers and collecting data.
 - b. Identify a data/research contact person, who will work with the study team to provide extant data (e.g., school-level average state test scores in reading and demographics, as well as deidentified student-level race/ethnicity, gender, free or reduced-price lunch, individualized education program [IEP], and English language learner [ELL] status, state test scores in reading)
 - c. Provide information on program costs, including social studies personnel and materials.
2. Communicate with principals and teachers about the study.
3. Communicate regularly with the study team to coordinate activities and address questions or concerns.

The **roles and responsibilities of the School** include:

1. Agree to random assignment, which will determine whether American history teaching staff in their school will use PACT or business-as-usual approaches to instruction.
2. Endorse teacher and student participation in the study.
 - a. Provide information from the study team to teachers.
 - b. Provide a space for and arrange training during the summer or other noncontract hours, OR provide teachers with release time to participate in training (substitute costs covered by study).
 - c. Help distribute consent forms to teachers and parents.
3. Provide the study team with administrative data, including class rosters of students enrolled in American history classes.
4. Communicate regularly with the study team to coordinate activities and address questions or concerns.

The **roles and responsibilities of the Teacher** include:

1. If assigned to the PACT condition, commit to full participation in PACT training and implementation of the supplemental curriculum:
 - a. Participate in a two-day training (2 six-hour sessions in summer or fall)
 - b. Work with the PACT coach before, during, after classroom coaching (4 sessions)
 - c. Conduct the PACT curricular activities during the relevant history units (Colonial America, the Road to Revolution, and the Revolutionary War)
2. Collaborate with the study team on student recruitment:
 - a. Send home information forms to parents of students in American history sections
3. Conduct study data collection
 - a. Participate in data collection training by study team. (*substitute coverage provided by study if needed*)
 - b. Work with study team to organize, distribute, collect student assessments in American history sections.
 - c. **Audio-record instruction and upload recordings** of selected class sections during the relevant American history units (instructions and equipment to be provided).
 - d. Complete a web-based survey asking background questions and information about their history instruction.

The roles and responsibilities of the Study Team include:

1. **Obtain necessary approvals from study review boards (federal, district, and organizational Institutional Review Boards) and comply with the research protocols in place.** Maintain the confidentiality of all data. Study reports will never include the individual names of schools, teachers, or children.
2. **Provide access to and pay costs of the PACT intervention, training and coaching for treatment schools.** This includes resources for students’ materials, teacher guides, games, posters.
3. **Coordinate with schools to minimize disruption of training, coaching, and data collection activities.** Accommodate requests, when possible, regarding scheduling of these activities.
4. **Provide stipends to teachers for participation in study activities, as outlined above.** The Study Team will provide stipends to all teachers participating in the study, regardless of if they are randomly assigned to the PACT or control group.
5. **Communicate about and organize data collection for the study.** Some of the data for this study will be administrative records transmitted from the district, thus minimizing the data collection burden on schools. The study team also train teachers to administer pre- and post- intervention measures.

Timeline

The following timeline provides a general sense of the study timing; trainings and units of study will be coordinated in conjunction with each district and school. An example scope and sequence for the project is shown below.

	Aug '23	Sept '23	Oct '23	Nov '23	Dec '23	Spring '24
PACT teachers receive PACT training	X	X				
PACT and comparison teachers receive data collection training	X	X				
Study team collects historical, extant school ELA data; rosters	X	X				
PACT and comparison teachers collect student pre-tests		X				
PACT teachers deliver PACT instruction during 3 history units		X	X	X		
PACT and comparison teachers audio record 2-3 activities as part of instruction during 3 history units		X	X	X		
PACT and comparison teachers collect near-term student post-tests				X	X	
PACT and comparison teachers complete survey					X	
PACT and comparison teachers collect longer-term student post-test						X
Study team collects current -year ELA data						X

Contact for Questions

Please contact members of the study team with questions:

- Matthew Burns, Ph.D., University of Missouri: burnsmk@missouri.edu
- Lauren Artzi, Ph.D., American Institutes for Research: lartzi@air.org

The District designates the staff person listed below to serve as the initial PACT contact person for the study.

Name:		Position/Title:	
Email:		Phone:	

The District will (check the box that applies):

- Commit participation of all middle schools in the district
- Recruit schools to participate and provide PACT-L staff with a list
- Support PACT-L project staff in recruiting schools to participate

Commitment

The District confirms that it has read this Agreement detailing the project and agrees to the roles, responsibilities, and conditions of participation. The District acknowledges the following:

- The District has communicated with its middle school sites and teachers about this project.
- The schools are aware of the PACT study and agree to participate as described in this Agreement.

Signatures

District Representative	Printed Name	Title	Date
Signature			

AIR Principal Investigator	Printed Name	Title	Date
Signature			

THE PACT-L STUDY IN AMERICAN HISTORY COURSES

Dear Parent or Guardian,

Your child's district is taking part in a study of PACT-L. The program - *Promoting Adolescent Comprehension of Text (PACT)* – is a teaching approach for history and reading used by teachers in your child's district. The study will look at learning and motivation outcomes for students as they participate in three specific history units at the beginning of the year. Past research shows that PACT leads to positive outcomes for students. But the research needs to be repeated to look at findings for additional contexts.

The American Institutes for Research (AIR) and WestEd, not-for-profit research companies, and University of Missouri are conducting the study. *We would like your middle schooler to take part in this study.*

▪ What will your child be asked to do?

Your child's American History teacher will ask them to take several history and reading assessments and complete surveys during class time. From these, we will look at child's answers at the start and end of the history units. The assessments will be very similar to ones your student already completes at school. Their regular teacher will hand out and collect the measures to their class. The measures are as follows:

- A reading comprehension test: measures student skills in reading passages and answering questions
- A reading fluency measure: measures student silent-reading fluency skills
- Motivation survey: asks students about their interest/engagement in history and social studies
- A history content assessment: measures student knowledge on the history units in PACT.
- A history application assessment: measures student understanding while they read other history content

****You can learn more about these assessments by looking at our website (see below) ****

As part of the study, we would also like to look at student performance on the English language arts (reading) tests that are given in the spring as part of your district's typical state assessment program and student academic and demographic information (e.g., race/ethnicity, gender, free or reduced-price lunch, individualized education program, and English language learner status). If you give your permission, we will request school records so that we can look at these outcomes for the study.

For the study to look at teaching methods, your child's teacher will audio record several class periods while he or she is teaching the history units. Your child's voice might be recorded during the course of the audiotaping, however no student names or identities will not be known.

▪ How will my child's answers or results be used?

Your child's participation will only be used for study purposes; they will not affect your child's grades or be kept in any school records. All student names are replaced by study IDs before students take the tests. No individual names (like your child's, their teacher's, or yours) will appear in study reports. Individual data from students will not be reported. All data will be kept private, except as required by law. The study team follows very strict procedures around data to keep student assessments private and secure.

▪ **How will your child’s involvement be helpful to the study?**

Your child’s involvement will help us better understand PACT. We want to know how it affects teachers, classroom teaching, and student learning in middle school American History classes. Results will also help social studies educators learn about choosing teaching methods and training teachers.

▪ **Are there any concerns for children or families for being in this study?**

There are no known risks to taking part in this study.

▪ **What if you don’t want your child to be in the study?**

If you do not want your child to take part in this study, that is fine. See below for the next steps to take. Nothing bad will happen to your child, you, or your child’s teacher or school if your child does not join. Also, if you agree to take part and change your mind later, tell your child’s teacher or principal, and we will remove your child from the study.

▪ **Who do you contact to learn more?**

This study is funded by the U.S. Department of Education, Institute for Education Sciences. It has been approved by your district and school. The lead researchers for the study are Drs. Lauren Artzi (AIR), Matthew Burns (University of Missouri), and Katie Drummond (WestEd). To get more information or ask questions, send email Dr. Artzi at PACT-L@air.org or call 202-403-6627.

If you have questions about your rights as a study participant, contact the chairperson of AIR’s Institutional Review Board: IRBChair@air.org or 1-800-634-0797 (toll-free).

▪ **How do you sign up?**

○ If you want your child to take part in this study, you do not have to do anything. Your child will be enrolled automatically.

○ If you **DO NOT** want your child to take part, please go to the following website:
https://missouri.qualtrics.com/jfe/form/SV_eRiO9VO6VewhDPE

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

1. Name of Group: Sheboygan South HS Cheer
2. Date of Application: 12/5/22
3. Person Making Application: Ben Roelse
4. School: Sheboygan South HS

5. Proposed Event: 2023 National HS Cheerleading Championship
6. Destination: Orlando, FL
7. Dates of Travel: February 7-13, 2023
8. Purpose: Compete at national HS cheer competition.
9. # of students (estimate): 22
10. # of chaperones: 12

11. Is this field trip a regional/national competition? Yes No

12. If yes, what are the qualifying criteria for participation?
 Must attend a summer camp for credentialing purposes, attend and receive a qualifying bid at a local UCA regional competition.

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	B. Cost by Funding Source																																						
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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.

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.	<p>What activities will the students be engaged in while on the trip? Students will be practicing in preparation for the competition and spending some time at the parks. There will also be required time set aside for student athletes to work on homework during our trip.</p>
b.	<p>How will students demonstrate their learning from this experience? (Please describe specific activities that will take place after the field trip.) The team will take our competition experience and judging scores/comments and apply them to our future state competition and future year's competitions.</p>
c.	<p>How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities? I will use this experience to help better the cheer program for future competitions in future years. We will be able to see how we have grown and where we are still able to grow as a program.</p>
d.	<p>Who will the chaperones be and how were they selected? Chaperones are myself, the coach, and parents of team members. They were selected by volunteering to chaperone and pay the necessary fees.</p>

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. 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	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
• Student Travel Notice and Consent form	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
• The Parent/Legal Guardian Exclusion Waiver form (applies only to trips outside the continental US)	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	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	
Ben Roelse	Advisor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<i>Kenn Formolo</i>	Principal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>via email.</i>
<i>[Signature]</i>	Asst Supt – S&I	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<i>[Signature]</i>	Superintendent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Board of Education	<input type="checkbox"/>	<input type="checkbox"/>	

8/27/13
New Form Number 9/18/14
Updated 10/6/16

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: Sheboygan North High School
2. Date of Application: 12/15/2022
3. Person Making Application: Riley McLeod
4. School: Sheboygan North HS
5. Proposed Event: MUN Conference at University of Chicago
6. Destination: University of Chicago, Hyatt Regency Chicago
7. Dates of Travel: 02/02-02/05/2023
8. Purpose: Model UN International Conference
9. # of students (estimate): 5
10. # of chaperones: 2

11. Is this field trip a regional/national competition? Yes No
12. If yes, what are the qualifying criteria for participation? None, we have already been accepted to attend.

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	B. Cost by Funding Source																																																		
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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.	<p>What activities will the students be engaged in while on the trip?</p> <p>The students will be competing in an International Model United Nations conference in the country of Guyana. This country was assigned to the students, and they will sit on committees debating topics that include: the Social, Humanitarian, and Cultural Committee, Organisation of Islamic Cooperation, and The Disarmament and International Security Committee. They will be writing, speaking, and collaborating with other students from around the country.</p>
b.	<p>How will students demonstrate their learning from this experience? (Please describe specific activities that will take place after the field trip.)</p> <p>We will prepare for this trip by fundraising and studying. Students will become experts about the country Guyana and its contributions to the UN. The students were assigned this country by the conference as well as the committees they will be serving on. Two students will participate on the Social, Humanitarian, and Cultural Committee. Two will serve on the Disarmament and International Security Committee. And one will serve on the Organisation of Islamic Cooperation.</p>
c.	<p>How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities?</p> <p>Both chaperones involved in the trip are both from the Social Studies department. They have knowledge of the content involved in MUN, and will be great resources to the students as they prepare and compete. Ms. McLeod is the advisor for the club, and Mx. Grabowski volunteered to assist as a colleague.</p>
d.	<p>Who will the chaperones be and how were they selected?</p> <p>The Model UN advisor Ms. Riley. McLeod will be leading the trip. Mx. Jacki Grabowski will be attending to assist. Mx. Grabowski and McLeod have worked closely together, and Mx. Grabowski offered to help.</p>



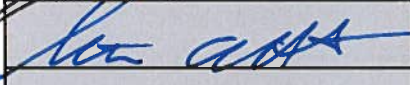
15. Verify that the appropriate documentation will be provided for this field trip.

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:

<input checked="" type="checkbox"/>	Consent for Treatment of Student	<u> x </u>	Yes	<u> </u>	No
<input checked="" type="checkbox"/>	Student Travel Notice and Consent form	<u> x </u>	Yes	<u> </u>	No
<input type="checkbox"/>	The Parent/Legal Guardian Exclusion Waiver form (applies only to trips outside the continental US)	<u> </u>	Yes	<u> x </u>	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	
Riley McLeod Jacki Grabowski	Advisor	X		
John Matczak	Principal	X		via email
	Asst Supt – S&I			
	Superintendent	X		
	Board of Education			

8/27/13
New Form Number 9/18/14
Updated 10/6/16