



Curriculum Committee Meeting
Wednesday, April 1, 2026
9:30 AM
Zoom Webinar

- I. Call to order
- II. Approval of February minutes
- III. Curriculum Updates:
 - Holocaust Remembrance Day (Jan)
 - Black History Month (Feb)
 - World Read Aloud Day & Read Across America (Feb/March)
 - No Place for Hate Activity #2 (Feb)
 - Music in Our Schools Month (March)
 - Portrait of a Graduate 2026-Overview and Reflection (March)
 - Feedback from the March 27th “The Future of Schools” District PD Conference
 - Weston 250 Past and Future Events
- IV. Mock Trial Overnight Field Trip
- V. Future meeting topics:
 - Future-Ready Schools Framework and Standards
 - Personal Finance/Business Writing
 - Science and Computer Science
- VI. Adjournment

Curriculum Committee Meeting

February 4, 2026 at 9:30 a.m.

Via Zoom

Present Committee Members:

Peter Gordon, Nicole Wallach

Present Administration:

Dr. Tina Henckel, Assistant Superintendent Meghan Conetta, WHS Principal; Jason Bluestein, WMS Principal; Jennifer D'Amico, WIS Principal; Laura Kaddis, HES Principal; James Bruni, 3-5 Math and Science CIL; Kelly DelVecchio, K-2 Math and Science CIL; Andrea Noble, K-2 ELA CIL; Alex Bluestein, 3-5 ELA CIL; Shawna Johnson, CIL 6-12 Social Studies

1. Call to Order

The meeting called to order at 9:32 a.m.

2. Mid-Year Data Snapshot

Discussion:

Dr. Henckel spoke on the slide presentation of the midyear snapshot on the progress on District Improvement Plan goals:

- The district provides an annual "snapshot" in February to track progress against the District Improvement Plan goals set at the start of the year. This specific update focuses on Academic Excellence, specifically student achievement in Math and English.
- NWEA MAP growth is the primary formative assessment tool used three times a year (Fall, Winter, Spring). In addition to MAP, the district uses DIBELS 8 for reading assessments in grades K-3.
- These formative assessments help determine proactively if students are on track to meet end-of-year grade-level expectations.
- Dr. Henckel explained the use of progressive benchmarks. Assessment results inform decisions about curricular units and instructional timing, ensuring alignment with student learning needs.
- Significant investment in teacher training and curriculum alignment is driving early academic gains and setting the stage for continued progress.
- Data are also used at the individual student level to create targeted intervention plans.
- Dr. Henckel clarified that performance dips in grades 3 and 6 reflect raised standards and curriculum shifts rather than lack of growth.
- Cohort tracking and longitudinal analysis are used at the school level to monitor student progress over time.

6. Adjournment

Due to scheduling conflicts and loss of quorum at this point in the meeting, the committee agreed to pause and revisit remaining questions in March.

Meeting adjourned at 10:02 a.m.

Respectfully submitted,
June Curiano

2026 Holocaust Remembrance Day



Marc Fontaine
presents to 6th
grade



"It gives [students] an example and inspiration... to become those voices and helpers to challenge injustice, bigotry, and hate."

"It gives me hope to meet your students—what a kind and intelligent bunch of kids who will go on to do great things and make the world a better place."



Rabbi Friedman presents to 7th grade



WHS JSU presents to 8th grade



WHS - Annie Bystryn



WHS - Andy Sarkany

BLACK HISTORY MONTH COMMEMORATION

Workshops • Student Leadership • Performance • Community • Celebration



We Are the Connection | Grades 6-8

Voice, Identity, and Creative Expression

- Grade-Level Assemblies
 - Facilitate by teaching artists, Yexanda Diaz and Tarishi Shuler from *The Word*, tailored grade-level workshops (ELA-aligned)
 - Grounded in George Ella Lyon's "Where I'm From," each grade co-created a collective poem, contributing original lines
 - Spoken word performances

We Are the Archive | Grades 9-12

Black Storytelling, Belonging, and Becoming

- Multi-Day Experience Included:
 - 9 high school spoken-word workshops (ELA-aligned) facilitated by teaching artists, Yexanda Diaz and Tarishi Shuler from *The Word*
 - Full-school student designed and emceed assemblies featuring poetry, alumni reflection, jazz ensemble, and spoken word performances
 - Workshop and assembly experience funded through the Weston High School PTO Philanthropy Grant

Through poetry, music, and performance, Black voices have preserved history, shaped culture, and carried hope forward.



They have been storytellers.
They have been visionaries.

They have been the archive.



HES World Read Aloud Day



Guest readers from Hurlbutt, the WPS Community and the Weston Community came to share stories with our classes.



Pop-Up Libraries filled with great read alouds could be found throughout HES all week.



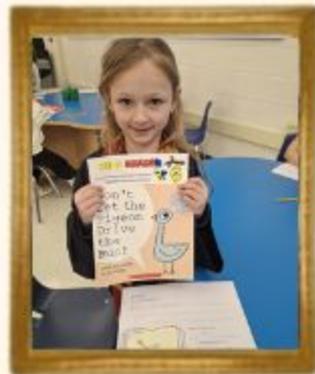
HES Read Across America



Every minute that classes read equaled one minute on their trip from Weston, CT to Weston, FL to Weston, OR.



Students donated books and wrote letters to the new reader at the Boys and Girls Club in Bridgeport. Over 275 letters were written and over 500 books were donated.



WMS LITERACY INITIATIVES

March brought a renewed sense of energy and purpose across our school community around literacy, and that momentum will continue through April and May.

March → Read Across America:

Community Literacy Initiatives

- Grade-level assemblies led by teaching artists Yexandra Diaz and Tarishi Shuler (The Word), where students explored voice and identity
- Celebrated Read Across America Week through One School, One Book
- Hosted a special author visit with Tami Charles (March 6), made possible by the PTO, providing students the opportunity to engage with a New York Times bestselling author

One School, One Book

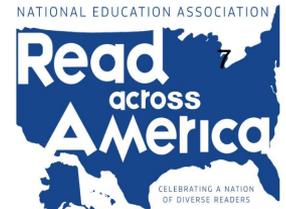
- Thanks to the Weston Education Foundation, every staff member and all students in grades 6–8 received *When We Flew Away* by Alice Hoffman
- Built a unified experience centered on empathy, historical understanding, and the power of voice

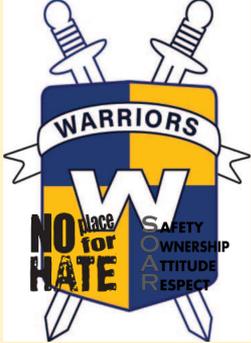
April → Reflection & Action:

- Students scheduled to complete *One School, One Book* on April 1
- Opportunity to reflect and set intentions to carry the message forward
- Special message and call to action from Superintendent Forti

May → Culminating Experience:

- Anne Frank traveling museum exhibit visits
- Bringing history, voice, and learning to life for our students





No Place for Hate Update

Weston Middle School
March 2026

Activity #2
Intent vs. Impact of Words



Timeline



- Planned by Activity #2 Planning Group in January.
- Introduced to staff at faculty meeting on Thursday, February 12 by students.
- Implemented on Friday, February 27 during an hour block.

Intent vs. Impact

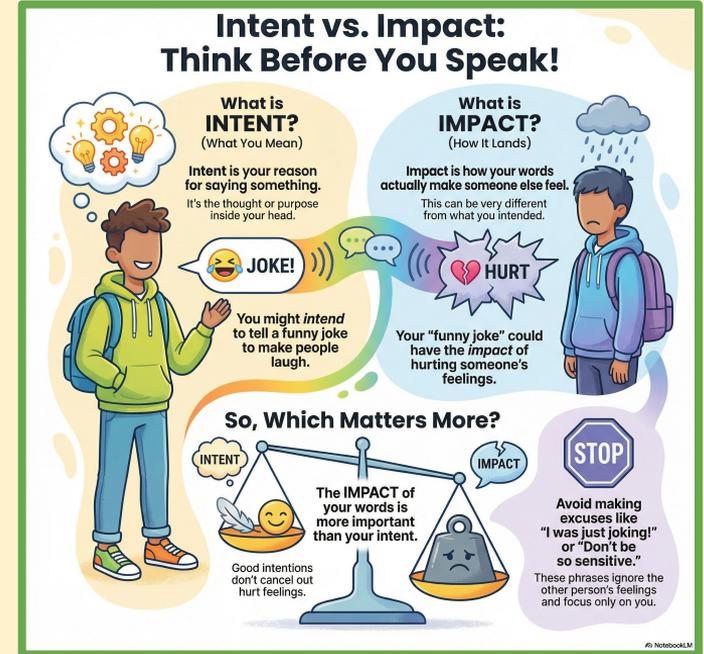
Goals and Teaching Point

Goals

- “Your words and actions can hurt people, even when that isn’t what you intended. Just kidding doesn’t erase pain.”
- “Think deeply about the words you choose to use in your everyday life at WMS.”

Teaching Point

“Intent is what someone meant. Impact is how words land. Today we are practicing paying attention to impact, because that’s where harm happens.”



Intent vs. Impact Multi-Grade Groups

Each group had a
NPFH student
leader.



There were 30
groups.

NPFH Student Leaders

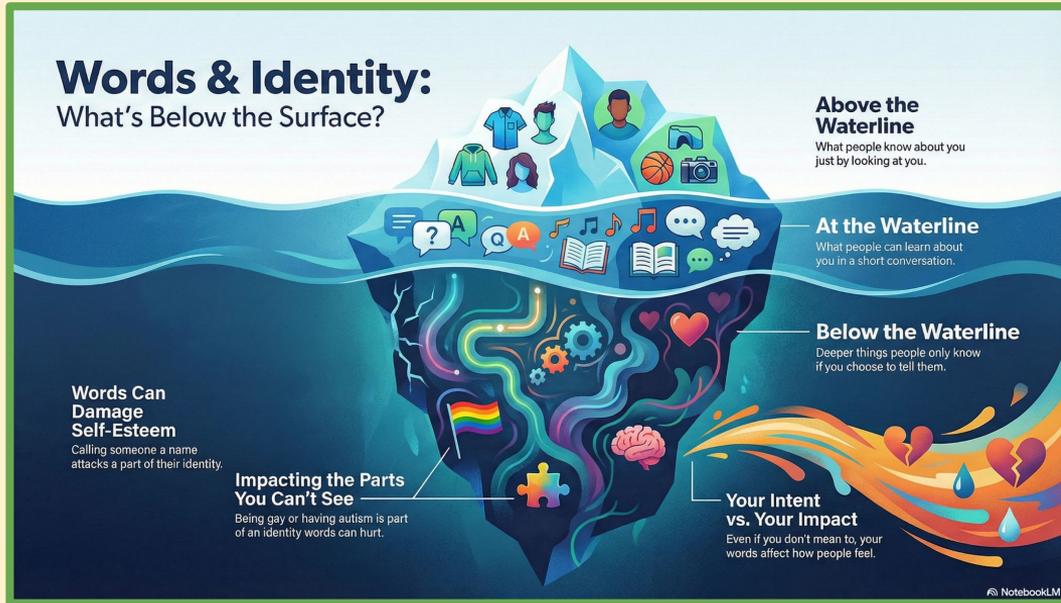
1. Abby Ackerman	10. Gillan Demartin-Guglielmo	20. Piper Crucitti
2. Abby Rand	11. Giselle Gordon	21. Roman Moravec
3. Abby Dilani	12. Graham Custis	22. Ruby Liff
4. Amelie Lepke Young	13. Leo Dolinski	23. Ryleigh Waller
5. Bradley Haas	14. Leo Wolfson	24. Sia Talekar
6. Charlotte Jacobs	15. Mahi Mehta	25. Stephen Akolzin
7. Christopher Patrona	16. Max Eckstut	26. Ted Austin
8. Eliza Feingold	17. Max Fazzari	27. Victoria Overton
9. Eloise Kelson	18. Mika Prissert	28. Vivienne Lashin
	19. Morgen Blair	29. Sophia Campos

	Nolle-Berg B9	Duyon Peña-B12	Kolodney B10	Ardito B11	Duyon/Kaplan H5
8th	<ol style="list-style-type: none"> James Awad Chloe Harrington Micah Goldstein Abby Dilanni Nick Kirkman 	<ol style="list-style-type: none"> Maya Douglass Willi Struminger Fiona Cohen Eleanor Roulston Max Eckstut 	<ol style="list-style-type: none"> Avery Savard Griffin Kingsley Amelia Stein Destin Tomlin Keira Nakamura Nick Cotronei Audrey Samuels 	<ol style="list-style-type: none"> Morgen Blair Connor Carrothers Drake Brooks Olivia Garber 	<ol style="list-style-type: none"> Giselle Gordon Bobby Rahilly Kate Will Ethan Masterson Angelika Soennichsen
7th	<ol style="list-style-type: none"> Crosby Qualizza Arabella Topalian Harley Dupstadt Max Roth 	<ol style="list-style-type: none"> Javi Perez-Christoforidis Annabelle Sherrick Cyrla Tobias 	<ol style="list-style-type: none"> Micah Atienza Violet Shemo Mathis Loustau Carla Rinaldi 	<ol style="list-style-type: none"> Leo Wong-Ferreira Grace Rizzi Amir Merritt Zoe Kaldes 	<ol style="list-style-type: none"> Vivien Marano Sagan Feder Sienna Wolt Andy Xia

Icebreaker



Connection to Activity 1



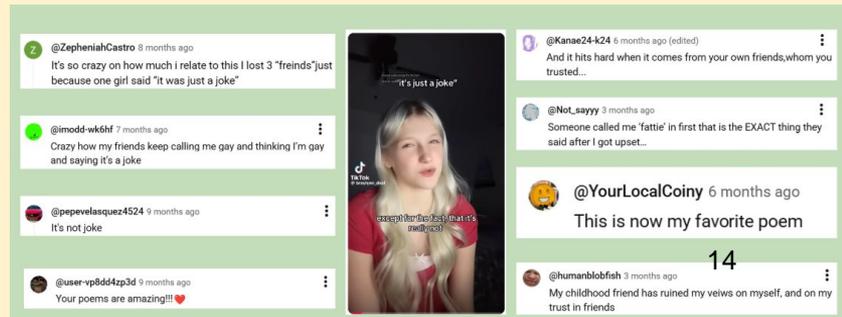
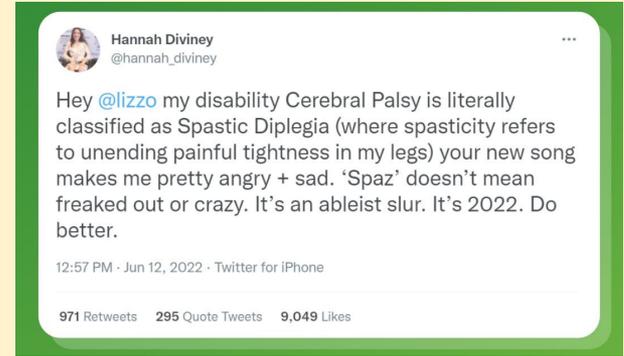
Activity #1 focused on:

- Who am I?
- What parts of me are visible?
- What parts of me are unseen?

Activity #2 extended that thinking to:

- What happens when words hit those unseen parts?
- What happens when jokes connect to someone's race, religion, ability, or body?
- Does “just kidding” undo that?

Real World, Relatable Models



The Activity

*These scenarios are based on actual language heard at WMS.

"Dumb Math"

At start of the school year a group of friends are sitting at lunch discussing their schedule. One kid says "I got into accelerated" everyone cheers. Another kid says "I'm in normal math." The kid who got into accelerated says "have fun in dumb math!"

Homophobia / Transphobia

During group work, students are talking about someone who uses different pronouns. One student says, "That stupid zesty trans idiot," and another laughs. A student at the table goes quiet and asks to work alone for the rest of the activity.

"Sped"

When someone raises their hand in class to ask a question and their friend laughs at them and says "that's sped" or "that's so sped". The kid did not know how to respond to what their friend said and went on with their day. This made the kid not want to raise their hand in class anymore.

"Retard"

During a game in class, a student messes up a simple rule. Someone says, "What are you, a retard?" A few students laugh, one student looks shocked, and the teacher doesn't hear the comment.

"Ching Chong/Chink"

In class, someone mispronounces a student's name. A few kids giggle. Later, someone whispers "ching chong" under their breath and laughs with a friend.

"Autistic"

During my last period the kids next to me was tapping on his chest. Then, the kids behind him started mimicking him and pretending he was autistic, making fun of the kid who was tapping his chest.

Stuttering

Someone starts talking to someone else and they start stuttering on a word, so the person they're talking to starts to mock them, by faking a stutter, making the person that stutters stop their idea, even if it was a good idea.

"Fat/Biggie/Big Back"

During gym, students are being picked for teams. When one student's name is called, someone says, "Don't pick them, they're too fat to keep up," and the group goes quiet.

Racist Accents

During group work, a student jokingly uses an exaggerated Indian accent while repeating what someone else said. A few kids laugh.

"That's so gay"

A student shows their group a project they worked hard on. Another student rolls their eyes and says, "Why'd you say it like that,." One student laughs, another says "that's so gay".

"Schizo"

During a class discussion, a student repeats the same thing twice while talking. A peer yells, "Your so schizo!" without even knowing what schizophrenia is.

Swastika

One morning, students notice a swastika scratched into a bathroom stall. A Jewish student whose family survived the Holocaust and felt shocked, saddened, afraid to have a symbol of hate and the Nazis in her school, overhears kids talking about it at lunch. They are saying "it's so not a big deal, I hope we don't need to have another assembly about this," "I'm sure whoever drew it didn't mean it against Jews", "I bet the person didn't even know what it means, they were just making art".

Cancer Jokes

During lunch, a student jokes about new short hair cut and says, "Guess I look like I have cancer." A few kids laugh.

N-Word

A student says the n-word, and then another said, "Why would you say that?" The student replied, "Oh it doesn't matter because it he's not dark skin!"



The Activity

SMALL GROUP WORK

Example:

	<p>1. He probably felt stupid and like he wasn't good enough.</p>
	<p>"Speed" When someone raises their hand in class to ask a question and their friend laughs at them and says "that's speed" or "that's so speed". The kid did not know how to respond to what their friend said and went on with their day. This made the kid sad enough to raise their hand in class anymore.</p>

- 1 How might the person targeted have felt in that moment?
- 2 What message does this language send—intentionally or not?
- 3 Even if someone "didn't mean it seriously," what was the impact?
- 4 Who had power in this moment, and who didn't?
- 5 If you were watching this happen, what choices did you have in that moment?
- 6 How does laughing—or staying silent—change the situation?
- 7 What is one small thing you could do next time that feels realistic for you?
- 8 What would make it easier for students to speak up in situations like this?
- 9 What responsibility do we have when something doesn't affect us personally—but deeply affects someone else?
- 10 If someone you care about was hurt by language like this, what would you want others to do for them?



[Click here for Mr. Bluestein's closing remarks.](#)



Student Responses

SCENARIO: Dumb Math (20 responses)

How might the person targeted have felt in that moment?

- Embarrassed, hurt, insecure, ashamed, sad, angry, discouraged.
- Felt dumb, not smart, not good enough.
- Felt targeted, betrayed, stunned, trapped.
- Lost confidence in their abilities.
- Felt like a laughing stock.
- Worthless, disrespected, hopeless, miserable, lonely.

What message does this language send, intentionally or not?

- Kids in normal math are “dumber.”
- The accelerated student is superior.
- You are less than someone else.
- Being in regular math is bad.
- You are not smart.

Even if someone “didn’t mean it seriously,” what was the impact?

- It still hurt.
- It made the student insecure about learning level.
- Could internalize the message and believe they are not smart.
- It opened a negative mindset.
- It made them question their intelligence.

Who had power in this moment, and who didn’t?

- The student in accelerated math had the power.
- The person insulted had no power.
- The people laughing added to the power imbalance.

SCENARIO: Swastika (13 responses)

How might the person targeted have felt in that moment?

- Shocked, scared.
- Unsafe, nervous.
- Sad, disheartened.
- Angry, disgusted.
- Lonely, stressed.

What message does this language send intentionally or not?

- Hatred.
- Anti-Semitism.
- You are not welcome.
- Others are superior.
- Threat and danger.

Even if someone “didn’t mean it seriously,” what was the impact?

- It still feels unsafe.
- The symbol’s meaning doesn’t disappear.
- The fear remains.

Who had power in this moment, and who didn’t?

- The person who drew it had power.
- The targeted Jewish students had none.

How does laughing or staying silent change the situation?

- Laughing minimizes hate.
- Silence feels like threat.
- Makes it seem less serious.

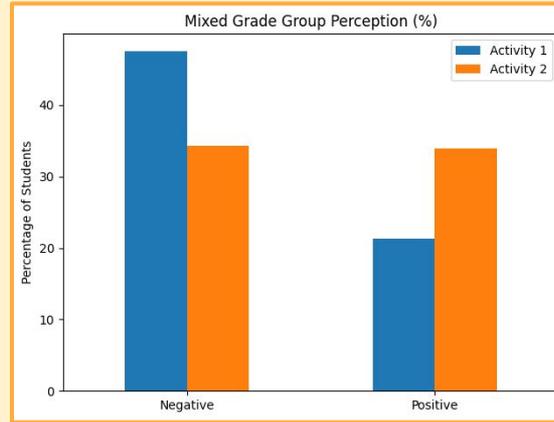
Activity #2: Lesson Evolution

Activity #1	Instructional Adjustment	Activity #2	
<p>Focus: Identity Awareness</p> <p>Identity has visible and invisible layers.</p> <p>You cannot judge someone by surface characteristics.</p> <p>Everyone has experiences and identities “below the waterline.”</p> <p>What Went Well</p> <ul style="list-style-type: none"> ✓ Students understood the metaphor ✓ Shared vocabulary around identity ✓ Increased empathy awareness ✓ Conversations extended beyond the lesson <p>What We Learned</p> <ul style="list-style-type: none"> • Mixed-grade grouping created discomfort for some students • Psychological safety varied across groups • Discussions were uneven in depth • Structural supports needed refinement 	<p>Based on staff and student feedback, we made targeted refinements for Activity 2.</p>	<p>Shift in Emphasis</p> <p>Identity reflection → Language analysis Personal metaphor → Real scenarios at WMS Abstract concept → Intent vs. Impact framework</p> <p>Students Analyzed</p> <ul style="list-style-type: none"> • Language heard in school • Emotional consequences • Power dynamics • Bystander responsibility • Why “just joking” does not erase harm <p>Outcomes of the Adjustment</p> <ul style="list-style-type: none"> ✓ More balanced and intentional groupings ✓ Increased student engagement ✓ Stronger, more focused discussion ✓ Clear articulation of impact vs. intent ✓ Greater awareness of how words affect peers 	<p>Students moved from: “I understand identity has layers.”</p> <p>To: “My words affect those layers.”</p> <p>Key Takeaways Moving Forward</p> <ul style="list-style-type: none"> • Psychological safety is essential • Structured prompts deepen thinking • Clear language (intent vs. impact) increases clarity • Iterative refinement strengthens climate work • Students are capable of meaningful moral reasoning when scaffolded <p>NPFH is an evolving process grounded in:</p> <p>Data → Reflection → Adjustment → Growth</p> <p>Activities 1 and 2 demonstrate responsive refinement and continued commitment to strengthening school climate.</p>

Activity #2: Feedback Growth - Students

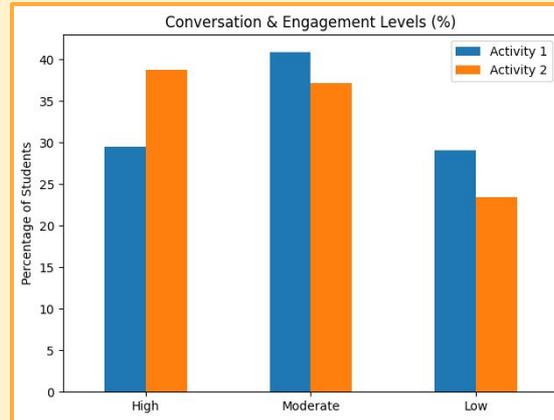
Mixed Grade Group Perception (%)

- Activity 1 vs Activity 2
- Negative vs Positive responses
- Shows the 13.3 point drop in negative responses
- Shows the 12.6 point increase in positive responses



Conversation & Engagement Levels (%)

- High, Moderate, Low comparison
- Shows the increase in High engagement (+9.2 pts)
- Shows the decrease in Low engagement (-5.7 pts)



Indicator	Direction of Change
Comfort with mixed groups	Improved significantly
High-level engagement	Increased
Low engagement	Decreased
Conceptual clarity	Deepened
Accountability language	Strongly increased

Activity #2: Feedback Growth - Staff

Positive Perception of Mixed Groups

Activity 1 (n=17): **23.5%** Activity 2 (n=24): **33.3%**

↑ Increase of 9.8 percentage points

Format Described as Clear / Easy / Organized

Activity 1 (n=17): **11.8%** Activity 2 (n=24): **54.2%**

↑ Increase of 42.4 percentage points

Explicit Affirmation That Lesson Made an Impact

Activity 1 (n=17): **17.6%** Activity 2 (n=24): **66.7%**

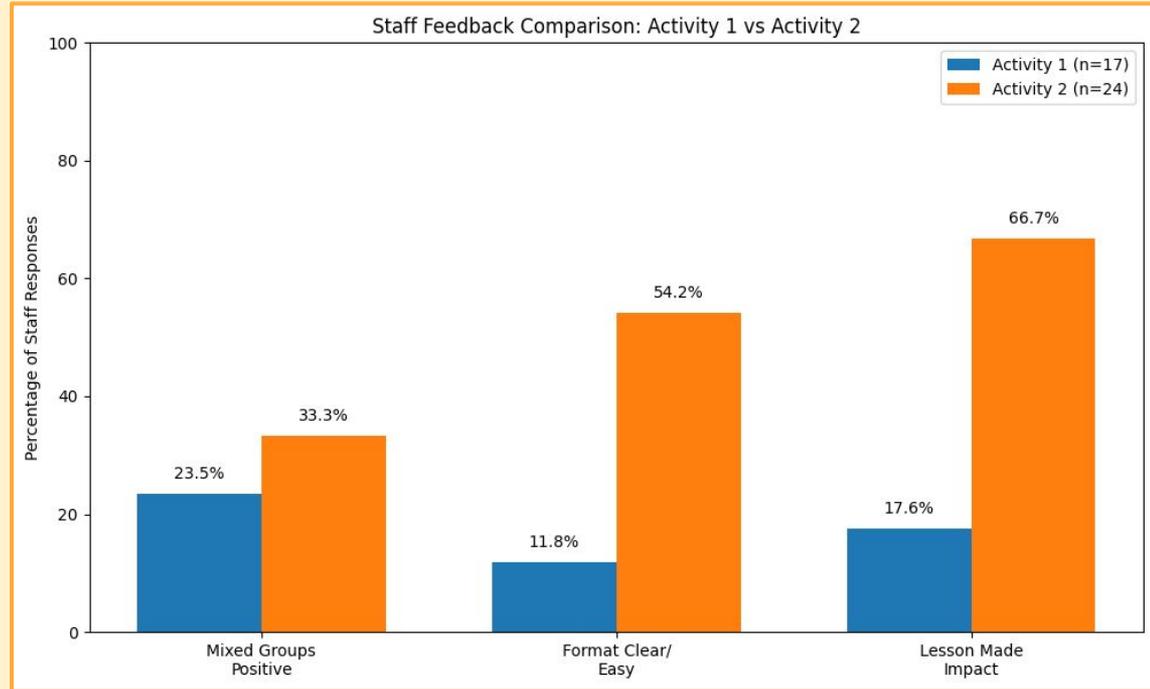
↑ Increase of 49.1 percentage points

What This Shows Clearly

The largest measurable shift is in:

- Staff perception of instructional impact
- Staff praise of facilitation clarity

Mixed group perception improved moderately. **Facilitation clarity and impact perception improved dramatically.**



Thoughts for Activity #3

For Students:

- Practice language.
- Practice intervention.
- Build ownership.

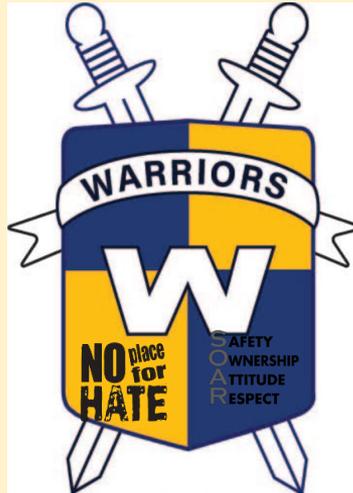
For Staff:

- Clear pacing cues.
- Intentional group balance.
- Built-in scaffolds.
- Maintain structured clarity.

- ★ Move from static discussion → active processing.
- ★ Practice applying it in real time.
- ★ Move from analysis → rehearsal.
- ★ Even when content was strong, students want movement and variation.
- ★ Build safety first, then cognitive challenge.
- ★ Design for varied participation styles.
- ★ Shorter instructions. Clear outputs. Visible structure.

Activity #3

Coming in April





For over 40 years, March has been designated by the National Association for Music Education (NAfME) as Music In Our Schools Month® (MIOSM®). The positive impact of music education in the lives of students lasts a lifetime. Therefore, ensuring equitable access to music education for the youngest members of our society, our students, is paramount.

Every day, in classrooms and rehearsal rooms across our school district, music educators dedicate themselves to reaching all students with life-changing musical experiences. Parents, administrators, and the wider community often only see the wonderful results of music performances; however, we miss the months of practice and rehearsals and more importantly the learning process that takes place to make it all happen.

Throughout the month of March, our schools will celebrate our exceptional music program with building-wide activities and in-school performances featuring student musicians. We will share stories celebrating MIOSM in our school community by using the hashtags #MIOSM and #UnitedThroughMusic and tagging the National Association for Music Education - @NAfME. We encourage members of our community to acknowledge and celebrate music education as an essential part of every student's educational journey!

Music in Our Schools Month (MIOSM) Schedule of Activities

At **Hurlbutt Elementary School**, we will feature "Musical Moments" on our morning announcements each week. School-wide Musical Moments will include Mystery Moments, Movement Moments, and Meditative Moments.

Weston Intermediate School will feature our student musicians on Pride News! We'll celebrate music in our school with Music Trivia, Music Fun Facts and Mystery Musicians! Music classes will reflect on the importance of music to unify the world with written reflections on "*How Music Unites Us*" and student musicians will perform in the atrium throughout the month!

March is an exciting time in the music rooms when our fourth grade students will begin to learn their first wind instrument- the recorder! At the end of the month, our third graders will perform their concerts, *Sing America Sing!*

The school musical, *Giants in the Sky* will be performed on Saturday, March 14th and Sunday, March 15th! Get your tickets at www.whscompany.com!

On Thursday, March 19th, join us for the *Celebrate 250: From Sea to Shining Sea* concert featuring district choirs, bands and orchestras at the high school!

Weston Middle School students will participate in March Madness Music Brackets featuring “*Music that Makes You Move*” all month long on the Morning Warrior show! Our budding student musicians will give lobby performances throughout the month and successfully auditioned students will perform in the Western Region Honors Ensemble Festival on March 7th!

On Thursday, March 19th, join us for the *Celebrate 250: From Sea to Shining Sea* concert featuring district choirs, bands and orchestras at the high school!

At **Weston High School**, Music in Our Schools month kicks off with Lobby Concerts featuring student musicians and organized by the Tri-M Music Honor Society!



Check out Tri-M’s school-wide Music Poster Display featuring “Music Through the Decades”!

On March 2nd, the Wind Ensemble and Symphonic Orchestra will participate in instrumental clinics given by music faculty at Sacred Heart University. The WHS Jazz Ensemble will perform at the Wilton Jazz Symposium on March 6th.

On Thursday, March 19th, join us for the *Celebrate 250: From Sea to Shining Sea* concert featuring district choirs, bands and orchestras at the high school!

The school musical, *Little Shop of Horrors* will be performed the weekend of March 27th! Get your tickets at www.whscompany.com!



March 2026 Music Performances



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 WHS Instrumental Ensembles at Sacred Heart University	3 Tri-M Lobby Concert	4	5 Tri-M Lobby Concert	6 WHS Jazz Ensemble at Wilton Jazz Symposium	7 MS Honors Ensemble Music Festival
8	9	10	11 Tri-M Lobby Concert	12	13	14 WIS Musical: Giants in th Sky
15 WIS Musical: Giants in the Sky	16	17 Tri-M Lobby Concert	18	19 Celebrate 250: From Sea to Shining Sea Concert	20	21
22	23 Tri-M Lobby Concert	24	25	26 All State Festival	27 HS Musical: Little Shop of Horrors All State Festival	28 HS Musical: Little Shop of Horrors All State Festival
29 HS Musical Little Shop of Horrors	30	31 WIS 3rd Grade: Sing America Sing				

Portrait of the Graduate

- Weston High School students demonstrate mastery in six broad competencies prior to graduation through successful creation and presentation of an electronic portfolio. This process is started at the end of freshman year and culminates when students are seniors.
- The portfolio is comprised of student work chosen from a variety of classes and displayed on a google website.
- The Class of 2026 will present their work to a panel of WHS faculty and community members on March 18, 19 & 20.
 - [Student Sample](#)
 - [Panel Member Questions](#)

A graduate of Weston High School:



Thinks Critically

Analyzes concepts, questions ideas, evaluates information, draws inferences and conclusions, applies knowledge to novel situations



Communicates with Purpose

Establishes purpose, advances a position, engages the audience, uses compelling resources, listens critically



Solves Problems

Designs questions, proposes solutions, demonstrates reasoning, overcomes obstacles, reflects on outcomes



Expresses Creativity

Designs novel ideas, seeks feedback, accepts criticism, takes intellectual and aesthetic risks, presents a unique point of view



Cares for Self

Advocates for oneself, sets goals for a healthy lifestyle, makes thoughtful decisions, notices and regulates emotions



Cares for Others

Fosters sharing of ideas, considers alternate perspectives, demonstrates empathy, collaborates toward a common goal, contributes positively to school and community

WESTON PUBLIC SCHOOLS
WESTON, CT

OVERNIGHT FIELD TRIP APPROVAL REQUEST FORM

SUBJECT AREA: WHS Mock Trial COST PER STUDENT: \$1695 (estimate)

DATE OF FIELD TRIP: May 6-10, 2026 FIELD TRIP DESTINATION: Des Moines, Iowa

STATE THE EDUCATIONAL PURPOSE OR RATIONALE FOR THE TRIP:

Departure from: Weston High/LGA Airport, NYC Date/Time: Wed., May 6th 2026. 1:45pm.
Return to: LGA Airport, NYC/Weston High Date/Time: Sun., May 10th 2026. 3pm.
Number of students: 9 Grade(s): 9th - 12th
Administrator in charge: Meghan Conetta Teacher in Charge: Matt Filip
Total Number of Chaperones: 3 Ratio of Chaperone to Student: 1 to 3
Names of Teachers: _____ Other Adults: Carl Bernstein, Marcia Hamelin
Substitute coverage will be required: X Yes 1 # of Subs No
Parent Informational Meeting: Date: Multiple emails beginning 3/20/2026

Location: _____ Email _____

TRANSPORTATION (Please check one)

- First Student: Yes _____ No X If yes, how many buses? _____
- Alternate Bus Company Name Elite Limo
- Van: Driver Name _____
- Student Driver: Name(s) _____

Have you completed and attached to this request form a copy of the cover letter sent to parents? Yes X No _____

Have you provided the school nurse with a list of students who will attend this field trip? Yes X No _____

Signed: [Signature]
(Teacher)

Requested by: [Signature]
(Principal)

Pre-Approval: [Signature]
(Assistant Superintendent)

Pre-Approval: [Signature]
(Director of Finance and Operations)

INSURANCE COVERAGE Y/N: _____

Approved: _____
(BOE Chairperson)

Request denied

Copies (once approved):

Teacher
Principal or Designee
Bus Garage (First Student)

Finance & Operations Office
Assistant Superintendent
Human Resources

WESTON PUBLIC SCHOOLS
Weston, Connecticut

BUS COMPANIES for Field Trips

	<u>PHONE NUMBER</u>
❖ First Student School Buses	(203) 454-1984
❖ DATTCO	(800) 229-4879
❖ Peter Pan Bus Lines	(800) 343-9999
❖ Coach Tours	(203) 740-1118
❖ J & R Tours	(203) 921-1890
❖ Land Jet	(800) 992-3231 or (203) 755-1647

PLEASE NOTE: You may use other bus companies, but they must provide the Board of Ed with proof of insurance with the following requirements on their Certificate of Insurance:

- \$5 Million minimum coverage
- The certificate must read “Town of Weston/Weston Board of Education as additional insured.”

Any questions, please call the Finance & Operations at X1550.

WESTON PUBLIC SCHOOLS
Weston, Connecticut

OVERNIGHT FIELD TRIP DETAILED DOCUMENTATION

Trip Destination(s): Des Moines, Iowa for Mock Trial National Championship

Departure Date: May 6, 2026

Return Date: May 10, 2026

Trip Leader(s): Matt Filip

Travel Agency/Trip Sponsor ("Trip Advisor") (if any): _____

Detailed Itinerary:

Travel - Depart

Wednesday | May 6

- 1:45pm departure from WHS to LGA. Elite Limo.
- 5:15pm Flight Delta Airlines DL4904. LGA-DSM. 5:15pm-7:28pm.
- Shuttle from Airport to Hotel
- Check-in Hotel - Des Moines Marriott Downtown

Thursday, May 7

- Team & Observer Check-In/Registration
9:00 AM – 5:00 PM | Marriott Downtown – Windows on 7th
- Scrimmage Rooms
8:00 AM – 2:00 PM | Marriott Downtown
- Team Portraits
10:00 AM – 3:00 PM | Marriott Downtown (Foyer 3)
- Coaches Orientation
2:30 PM – 3:30 PM | Marriott Downtown
- Timekeeper Orientation
2:30 PM – 3:30 PM | Marriott Downtown
- Pin Exchange (All-Access Pass Required)
6:00 PM – 9:00 PM | Drake Stadium

Friday, May 8

- Round 1
9:00 AM – 12:00 PM | Polk County Historic Courthouse, Justice Center, Criminal Courthouse
- Judges Orientation
12:00 PM – 1:00 PM | Surety Hotel (includes judge's lunch)
- Round 2
1:45 PM – 4:45 PM | Polk County Historic Courthouse, Justice Center, Criminal Courthouse
- Friday at the Fair Student Engagement Event (All-Access Pass Required)
6:00 PM – 9:00 PM | The Shop DSM
- Possible Minor League Baseball Game (evening)

Saturday, May 9

- Round 3
8:30 AM – 11:30 AM | Polk County Historic Courthouse, Justice Center, Criminal Courthouse
- Round 4
1:00 PM – 4:00 PM | Polk County Historic Courthouse, Justice Center, Criminal Courthouse
- Announcement of National Finalist
4:30 PM | Polk County Historic Courthouse Balcony
- National Championship Round
5:00 PM – 7:45 PM | Polk County Historic Courthouse
- Awards Celebration Program (All-Access Pass Required)
8:00 PM (doors open at 6:30 PM) | Marriott Downtown

Following the Awards Celebration Program, a student dance will take place at the Marriott.

Sunday, May 10th

- 6:00am hotel check-out
- Transfer from Hotel to Airport
- 9:00am Flight Delta Airlines DL4945. DSM-LGA. 9:00am-12:40pm.
- Transfer LGA to WHS, arrive 3:00pm. Elite Limo.

Flight Information:

May 6: Delta Airlines DL4904. LGA-DSM. 5:15pm-7:28pm.
May 10: Delta Airlines DL4945. DSM-LGA. 9:00am-12:40pm.
Group Size: 12
Inquiry ID: 2487629
Record Locator: GON99A

Hotel Information:

Des Moines Marriott Downtown
700 Grand Avenue Des Moines, IA 50309

Means of Travel:

Transfer from WHS to LaGuardia Airport and return. Elite Limo 14 passenger van.
Delta Airlines
Transfer from Des Moines Airport to hotel downtown and return
Taxi/Uber as needed in Des Moines (almost all events are within walking distance of hotel)

Travel Budget per student:

[The travel budget must include the overall cost per student broken down by detail (accommodations, food, airfare, chaperone stipend [per WTA contract], ground transportation, supplemental activities, etc.)]

Airfare: _____	\$490.80
Lodging/Hotel: _____	\$486.82
Dinner/Food (estimate): _____	\$250.00
Transportation to/from DSM Airport to Hotel (estimate): _____	\$30.00
Supplemental Activities and Transportation (estimate): _____	\$200.00
Bus Transport Round Trip WHS to LGA: _____	\$132.22
WTA Chaperone Stipend: _____	\$105.78
TOTAL per student (estimate): _____	\$1,695.62

Note: Tournament Registration is funded by Connecticut Bar Association

PARENT PACKET AND DOCUMENTATION

WESTON PUBLIC SCHOOLS

Weston, Connecticut

A parent communication cover letter is required (Please include with your document for parents)

In view of the Board of Education policy that field trips should be of significant educational value, the coordinator of the field trip must include a cover letter to each parent along with the required forms described below for written permission for their child to participate in a planned activity not held on the school grounds. This letter should include the following information.

- The purpose of the field trip and how it aligns to and enhances the school curriculum.
- The details of the field trip including destination, cost, departure time, return time, lunch provisions, etc.
- Any costs associated with the trip should be noted. This includes a stipulation that money may be made available from the Principal's Fund to provide for students who may be unable to afford the trip.
- The signature of the principal as well as that of the participating teacher.
- Assurance that adequate provisions have been made for chaperones to insure the safety and conduct of students.
- A contact name, email and phone number for questions and if there is an emergency during the trip.

Weston High School



115 School Road
Weston, Connecticut 06883

Meghan Conetta, Principal
Parthena Proskinitopoulos, Assistant Principal
Nicholas Torres, Assistant Principal

Telephone: (203) 221-6500
Fax: (203) 221-1252

April 2026

Dear Parents and Guardians,

We are thrilled to inform you that your student has been invited to participate in an overnight field trip to the **National High School Mock Trial Championship**, taking place **May 6–10, 2026** in **Des Moines, Iowa**. This prestigious event brings together the top mock trial teams from across the country and offers students a unique opportunity to engage with the legal process in a real-world, highly competitive setting.

Participation in the National High School Mock Trial Championship directly supports Weston High School's academic mission by reinforcing skills developed in our social studies, English, and public speaking curricula. Students will apply their knowledge of legal procedures, argumentation, critical thinking, and collaboration in a national courtroom simulation. The experience builds civic awareness, ethical reasoning, and leadership—skills that are essential for lifelong learning and active citizenship.

Trip Details

- Event: 2026 National High School Mock Trial Championship
- Location: Des Moines, Iowa
- Event Website: <https://iowa2026.nhsmtc.org/>

Departure – Wednesday, May 6, 2026

- 1:45pm transfer from WHS to LaGuardia Airport via Elite Limo.
- Flight Delta Airlines DL4904. LGA-DSM. 5:15pm-7:28pm.
- Transfer to hotel - Des Moines Marriott Downtown

Hotel Accommodations

- Des Moines Marriott Downtown
- 700 Grand Avenue Des Moines, IA 50309
- Check-in: May 6, 2026
- Check-out: May 10, 2026

Return – Sunday, May 10, 2026

- 6:00am hotel check-out
- Transfer from Hotel to Des Moines Airport
- Flight Delta Airlines DL4945. DSM-LGA. 9:00am-12:40pm.
- Transfer LGA to WHS, arrive 3:00pm via Elite Limo.

Identification Requirements for Air Travel

Beginning May 7, 2025, all travelers aged 18 and older must present a REAL ID-compliant form of identification or another acceptable form (such as a valid U.S. passport) to board domestic flights. A REAL ID-compliant license typically features a star in the upper right corner. For more information and to verify your ID's compliance, please visit the Department of Homeland Security's official website: <https://www.dhs.gov/real-id>.

Total Cost:

- **Total Cost (estimate): \$1,695** per student (includes airfare, hotel, ground transportation, most meals, supplemental activities)
- Students should have money for airport meals and some meals in Des Moines.
- If there is financial hardship, please contact the Principal, Ms. Meghan Conetta, at (203) 221-6500.

Chaperones:

Students will be accompanied and supervised by the following faculty and adult chaperones:

- **Matt Filip**, Mock Trial Advisor, WHS math teacher
- **Carl Bernstein**, Coach
- **Marcia Hamelin**, Coach

Behavior & Conduct Expectations

All Weston Public Schools rules and policies, as defined in the WPS Code of Conduct, will be upheld throughout the duration of the trip. Students are expected to demonstrate responsibility, respect, and maturity as representatives of our school community. **Any violation of school rules may result in the student being removed from the trip. In such a case, a parent or guardian will be required to travel to Des Moines at their own expense to retrieve their child and fly them home.** All associated travel expenses will be the responsibility of the parent or guardian. Please note that **no portion of the trip cost is refundable** in the event of a disciplinary removal.

Emergency Contact Information

For any urgent needs or emergencies during the trip, please contact:

Matt Filip

Email: matthewfilip@westonps.org

Personal Cell Phone: (203) 434-8620

Field Trip Forms

Please sign and return the attached trip forms by **Friday, April 24, 2026**.

Sincerely,

Mr. Matthew Filip
Math Teacher/Mock Trial Advisor

Ms. Meghan Conetta
Weston High School Principal

Mock Trial Roster - Nationals

1. Ruby Brownell - 10th
2. Andrew Carlon - 12th
3. Evelyn (Gracie) Chi - 9th
4. Sarra Grissa - 12th
5. Chloe Liu - 12th
6. Cavan Morvillo - 11th
7. Ananya Rajesh - 10th
8. Maddie Small - 9th
9. Will Walker - 11th

Chaperones/Coaches:

Matt Filip
Marcia Hamelin
Carl Bernstein

WESTON PUBLIC SCHOOLS
Weston, Connecticut

PERMISSION FORM AND ENFORCEMENT OF SCHOOL RULES

(In accordance to Weston Public School Policies 6153, 6153a, 6153b, and 6153c)

I give permission for my son/daughter to travel as per the attached itinerary for a Weston High School Field Trip to:

**2026 National High School
Mock Trial Championship
Des Moines, Iowa May 6-10, 2026**

I understand that all school rules will be strictly enforced and any violation of those rules can result in the student being sent home at the parent/guardian's expense and that other appropriate disciplinary action may be taken upon the student's return to Weston High School (including suspension from school). This includes prohibiting the use of any electronic devices.

Parent/Guardian's Name

Telephone Number

Parent/Guardian's Signature

Date

To help ensure an enjoyable trip for both students and chaperones, I give permission for my son's/daughter's bags to be inspected.

Parent/Guardian's Signature

Date

I, the student, understand that all school rules will be strictly enforced and any violation of those rules can result in my being sent home at my parent/guardian's expense and that other appropriate disciplinary action may be taken upon the student's return to Weston High School (including suspension from school).

Student Name

Student's Signature

Date

WESTON PUBLIC SCHOOLS
Weston, Connecticut

**CONSENT FORM FOR DRIVERS OF STUDENTS
ON SCHOOL RELATED ACTIVITIES**

The Weston Board of Education is attempting to limit as much as possible the liability of individuals involved in transporting Weston Public School students on school related trips. This is the primary reason why the school system has strongly recommended the use of public transportation whenever and wherever possible to transport students to places of interest.

Individuals who plan to drive Weston students on school related activities should be aware that they assume responsibility and liability when they personally transport students in a private vehicle. Even though the Weston Board of Education's insurance will respond in case of an accident related to a school sponsored activity, when an individual is driving students in a private vehicle, the Board of Education's insurance will respond only after the individual's personal insurance responds. Furthermore, the Weston Board of Education's insurance will generally only respond in cases of third party loss.

- I have read the above statement concerning the responsibility assumed by individuals driving Weston Public School students on school related activities and understand the liability I am accepting in driving students on school-sponsored activities.
- I am a licensed driver in the State of Connecticut.
- I have not had an accident or received a traffic violation during the last three years.
- I currently have automobile insurance in force as prescribed by the State of Connecticut.
- **I have attached to this form a copy of my insurance card and a copy of the Connecticut driver's license.**

Signature

Date

AGREEMENT, WAIVER AND RELEASE OF LIABILITY

The parties to this Agreement are the Student, the Student's parents or legal guardians, and [WESTON PUBLIC SCHOOLS BOARD OF EDUCATION] (the "District"). The Student, with the consent of the Student's parents or legal guardians ("Parents"), has chosen to participate in an off-campus, overnight travel program (the "Trip"). Participation in the Trip is voluntary and not an educational requirement of the District.

The Student and the Parents will:

- complete all forms and provide the necessary information as detailed in this Overnight Travel Packet,
- certify that the information provided in this Overnight Travel Packet is correct, and agree to keep it updated as necessary, and
- review and understand all information provided by the third-party travel agency/trip sponsor ("Trip Advisor") (as applicable).

I. Acknowledgements

- Participation in the Trip is voluntary and is not an educational requirement of the District. The Trip is offered as an accommodation to students who wish to travel abroad and is not considered part of the District's curriculum. No grade, award or academic advancement will be granted by the District as a result of a student's participation in the Trip.
- The Trip is not open to the general public and is offered only to qualified members of the District community. The District does not make any financial profit from the proceeds of the Trip nor does it charge any surcharge or other fee beyond those fees necessary to cover the cost of the Trip.
- The Student and the Parents have been given ample opportunity to review the Agreement and understand that the Agreement includes, among other things, a release of their claims against the District, its officers, directors, trustees, administrators, faculty, employees, agents and representatives (hereinafter "Released Parties") for personal injuries, damages and/or losses relating to and/or arising out of the Trip.

II. Acknowledgement of Risk(s)

The Student and Parents acknowledge and agree that:

- Travel generally and the activities associated with it and with the Trip present risks to the Student personally and to his/her property, some of which may result in serious personal injury or death, and that these risks can be a consequence of not only the Student's actions or negligence but also the actions or negligence of others, or travel conditions or equipment. Travel includes risks associated with the conduct of third parties, such as risk of traffic accidents, crime, assault and/or theft.
- Travel (particularly foreign travel) may also involve other risks, such as unfamiliar or different terrain, climate, food and drink, customs, laws, social and sexual mores, safety practices and regulations, communications, criminal and law enforcement activities, acts of war or terrorism, disability access, driving practices, disease, and lack of access to health care providers and facilities.

- The Student and the Parents have had the opportunity to read information that was provided about the Trip, and understand that it is their responsibility to review websites for the Centers for Disease Control (“CDC”) and the most recent State Department Travel Advisory, if any, for the country(ies) that the Student will visit and to review such information periodically for updates and changes, particularly related to COVID-19, prior to the Trip. For Students who will be required to take any medications during the Trip, the Student and the Parents have conferred with the appropriate District personnel about any applicable laws, rules and/or regulations regarding the possession, use and administration of medications in the particular location(s) where the Student will be traveling during the Trip, which may be different from Connecticut’s laws, rules and/or regulations regarding the possession, use and administration of medications.

PLEASE READ AND INITIAL TO CONFIRM:

I have read and/or reviewed the website for the CDC concerning health and other travel risks, cautions, and warnings, and recommendations, including any CDC Outbreak Notice/Travel Health in the areas in which the Student will be traveling, and the CDC and Connecticut Department of Public Health websites regarding COVID-19 available at <https://www.cdc.gov/coronavirus/2019-ncov/your-health/about-covid-19.html> and <https://portal.ct.gov/DPH>, respectively.

I am responsible for consulting with a physician or appropriate specialist for advice on the risks of travel and recommendations for appropriate precautions.

I am responsible for taking the precautions recommended by the CDC.

I will continue to review the information above to obtain the most current, up-to-date travel information possible up to the departure date for the Trip.

 Initials of Student

 Initials of Parent/Guardian

- The Student and the Parents have reviewed the Trip literature provided by the District and, if applicable, the Trip Advisor, that describes the risks associated with the Trip. The Trip Advisor is solely responsible for describing the risks related to the services it provides. The Student’s and the Parents’ questions and concerns regarding those risks have been addressed to their satisfaction, and they fully understand and assume those risks.
- The Student and the Parents are responsible for evaluating the risks that the Student may face and for taking any health precautions that they deem advisable or necessary and agree that the Student may participate safely in all Trip activities with or without reasonable accommodation. If the Student requires a reasonable accommodation or if the Parents have concerns about the Student’s participation in any Trip activities, they agree to provide written notice to the District at least four (4) weeks in advance of the Trip, unless extraordinary circumstances exist.

- The specific itinerary for the Trip may change during the course of the Trip due to unforeseen and unknowable circumstances and any activities that the Student may take part in, whether as a component of the Trip or separate from it, will be considered to have been undertaken with the Student's and the Parents' approval and understanding of any and all risks involved.
- The District is not responsible for any injury, loss, or damage to the Student's person or property, whether resulting from acts or omissions of third parties, or other persons not under the control of the District, from the operation or condition of facilities or premises, from acts of war or terrorism, or from acts of God or nature, except to the extent that the injury, loss, or damage is caused by the sole negligence or reckless, wanton or intentional misconduct of the District, its officers, trustees, faculty, employees, agents, or representatives.

- **Notice of Risks Related to COVID-19**

COVID-19 is an illness caused by a virus that can spread from person to person, primarily through respiratory droplets, even among individuals with mild (or no) symptoms or those who do not feel ill. COVID-19 symptoms can range from mild (or no) symptoms to severe illness. Symptoms of COVID-19 may include fever or chills, cough, shortness of breath or difficulty breathing, fatigue, headache, congestion or runny nose, muscle or body aches, sore throat, new loss of smell or taste, nausea or vomiting, and diarrhea. The estimated incubation period is between 2 and 14 days. Though COVID-19 is a relatively new disease, currently available information indicates that those at increased risk are older individuals or individuals of any age who smoke, are immunocompromised, or have underlying medical conditions (such as, but not limited to, cancer, chronic kidney disease, COPD, Down Syndrome, certain heart conditions, moderate to severe asthma, obesity, pregnancy, or sickle cell disease). Currently, there are authorized and recommended vaccines to prevent COVID-19, and the CDC recommends that everyone who is eligible get a booster and stay up to date on their COVID-19 vaccines, especially people with weakened immune systems.

Additional information regarding COVID-19 is available on the CDC's website at <https://www.cdc.gov/coronavirus/2019-ncov/your-health/about-covid-19.html> and on the Connecticut Department of Public Health's website at <https://portal.ct.gov/DPH>.

- The District cannot protect against exposure to or infection by COVID-19 that occurs due to the Student's participation in the Trip, particularly given that the Student will be traveling to another location outside of the District's control. However, by participating in the Trip, the Student and the Parents agree that the Student will abide by all health and safety protocols related to COVID-19, including those established by the District, the Trip, the Tour Company, the CDC, and other public health officials, and that they will continue to monitor information related to COVID-19 available at <https://www.cdc.gov/coronavirus/2019-ncov/your-health/about-covid-19.html> and <https://portal.ct.gov/DPH> up to the date of departure for the Trip.

III. Assumption of Risks and Waiver of Liability/Release of All Claims

In consideration for being allowed to participate in the Trip, and with only those exceptions described below, the Student and the Parents fully ASSUME ALL RISKS, inherent

and otherwise, whether or not described above, in connection with the Trip and RELEASE AND DISCHARGE the District, its officers, trustees, faculty, employees, agents or other representatives under the direction and control of the District (the "Released Parties") from any and all liability, damage, injury or loss, including bodily injury or death, arising from, related to, occurring during, or associated with the Student's participation in the Trip for any reason. These agreements of Assumption of Risks and Waiver of Liability/Release of All Claims do NOT apply if (1) the liability, damage, loss or injury is CAUSED SOLELY BY THE NEGLIGENCE of the Released Parties and do not include the negligence or any other act or omission by any other person or entity (such as the Student, the Parents, other third parties or independent vendors/contractors); or (2) the liability, damage, loss or injury is CAUSED BY THE RECKLESS, WANTON or INTENTIONAL MISCONDUCT of a Released Party. These agreements of Assumption of Risks and Waiver of Liability/Release of All Claims will be construed in accordance with Connecticut law.

IV. Indemnification and Hold Harmless

The Student and the Parents agree to defend, indemnify and hold harmless the Released Parties from any and all claims, lawsuits or demands made by anyone arising from or relating to the Student's involvement with the Trip, except for negligence caused solely by a Released Party or the reckless, wanton or intentional misconduct of a Released Party.

V. Code of Conduct and Adherence to Standards

The Student and the Parents understand and agree that:

- By participating in the Trip, the Student is subject to the policies, rules and regulations of the District and any host school, company, and/or organization that may be involved regarding conduct on the Trip, including but not limited to the National High School Mock Trial Championship, and may be subject to District disciplinary action as provided in the District's Student Handbook and applicable student discipline policies for any violations of applicable policies, rules and/or regulations.
- The Participant will be subject to the laws, rules and regulations of the country[ies] where the Student is traveling and those laws may be substantially and materially different from those in the United States.
- While participating in the Trip, the Student will comply with the Expectations and Code of Conduct, attached as Appendix B, and the Expectations and Protocols Related to COVID-19, attached as Appendix D, and will not engage in inappropriate conduct, including but not limited to, the use of physical or verbal threats or violence, abuse of the customs or mores of the community, or unauthorized absences from scheduled Trip activities.
- Consumption, use or possession of illegal drugs or alcohol will not be tolerated. The laws of many foreign countries state that possession or use of illegal drugs is punishable by fine, imprisonment and/or deportation.
- The Student will obey all directives issued by the District, the Trip Leader(s), any associated organizations and/or the United States Government.

VI. Financial Obligations

The Student and the Parents agree:

- to pay any money owed to cover any costs and fees relating to the Trip (for travel, accommodations, cultural visits and the like) by the date specified;
- to pay any additional costs that may be incurred relating to the termination of the Student's participation in the Trip, as explained in the Expectations and Code of Conduct and Section VIII below; and
- to abide by the Trip Advisor's and/or the District's Refund Policies, which are attached as Appendix C.

VII. Participation and Trip Modification

The Student and the Parents understand and agree that:

- The District and/or Trip Advisor reserve the right to cancel or modify the Trip at any time for any reasons including, but not limited to, emergencies, low enrollment, change in conditions, COVID-19, and unavailability of facilities and/or personnel.
- Absent express permission from the Trip Leader(s), the Student will attend and participate in all scheduled Trip activities and will adhere to the Trip schedule as set by the District and/or the Trip Advisor.
- Failure of the Student to attend and participate in all scheduled Trip activities may result in increased risk for all of the participants and the District, and may result in disciplinary consequences in accordance with the Expectations and Code of Conduct.

VIII. Termination of Participation

The Student and the Parents understand and agree that:

- In its sole discretion, the District may terminate the Student's involvement with the Trip at any time, including before departure or during the Trip. Reasons for termination may include, but are not limited to, inappropriate conduct or other behavior by the Student deemed detrimental to the best interests of the Trip and violations of this Agreement, including (but not limited to) the Expectations and Code of Conduct, the Expectations and Protocols related to COVID-19, emergencies, or health or safety conditions or considerations.
- If the Student's conduct should cause him/her to be removed from the Trip, the Participant and the Parents or legal guardians will bear the costs of return transportation. Such termination shall not diminish or otherwise alter the Student's obligation to make any payment required for the Trip, and the District shall not be required to make any refund.

IX. Activities Outside the Trip's Itinerary

The District strongly advises against voluntarily withdrawing the Student early from the Trip and thereby causing the Student to travel separately from Trip participants and chaperones. Such early withdrawal of the Student from the Trip by the Parents and/or the Student presents risks to the Student personally and to his/her property, some of which may result in serious personal injury or death. Notwithstanding the foregoing, should the Student choose to, or should the Parents cause the Student to, remain at the Trip location or elsewhere after the Trip ends, or should the Student leave the Trip voluntarily or involuntarily, the Student will cease to be involved in the Trip; the Parents will be fully responsible for the Student thereafter; and the District will not be responsible for supervising the Student in any respect, or for any injury, loss, or damage to the Student's person or property.

X. Severability

It is understood and agreed that, if any provision or term of this Agreement or the application thereof is held invalid, the invalidity shall not affect other provisions, terms or applications of this Agreement, which can be given effect without the invalid provisions, terms or applications. To this end, the provisions and terms of this Agreement are declared severable.

XI. Governing Law; Venue

This release shall be construed in accordance with, and governed by, the laws of the State of Connecticut. The parties agree that the venue for any dispute arising under this Agreement shall be in any Connecticut court of competent jurisdiction.

XII. Construction and Scope of Agreement

The language of all parts of this Agreement shall in all cases be construed as a whole, according to its fair meaning, and not strictly for or against any party. This Agreement, which includes the entire International Travel Packet, is the entire and complete agreement of the parties relating in any way to the subject matter hereof. This Agreement supersedes any earlier written or oral understandings or agreements between the parties.

Student signature Date

Parent/Legal Guardian signature Date

Parent/Legal Guardian signature Date

Weston Public Schools

Signature Date

Print Name

Title

STUDENT INFORMATION SHEET
Student Information and Instructions

Student's Name:
Student's Cell #:

Parent(s)/Guardian(s) and Other Contacts

Parent/Guardian 1 Name:	
Parent/Guardian 2 Name:	
E-mail address:	
Address of Parent(s)/Guardians:	
Home# /	Work# /
Cell# /	

Medical/Health/Insurance Care Information

Student's Doctor Name:	
Address:	
Office Telephone:	After Hours Number:

Health Insurance Company:
Group or Policy Number:
Name of Insured:
Date of Birth of Insured:
Worldwide Telephone Number:

Secondary Health Insurance Company, if any:
Group or Policy Number:
Name of Insured:
Date of Birth of Insured:
Worldwide Telephone Number:

Passport Information Form

If you have a passport, please complete this form. If you do not yet have your passport, you must complete this form as soon as you receive your passport. Make sure to attach a photocopy of the first page of your passport, showing your personal data and signature. If you have a student visa, please make a photocopy of your I-20 form as well.

Name as it appears on passport

Country of issue

Passport Number

Date of Issuance

Place of Issuance

Date of expiration

**YOU MUST ATTACH A PHOTOCOPY OF THE FIRST PAGE OF YOUR PASSPORT
SHOWING YOUR PERSONAL DATA AND SIGNATURE**

WESTON PUBLIC SCHOOLS
Weston, Connecticut
PARENTAL MEDICAL AUTHORIZATION
(For Students Under 18)

I am the legal parent or guardian of _____ (my "child"), who was born on _____ and who is currently less than eighteen (18) years of age as of departure of the Trip. I understand that, in the United States, in the event of a medical emergency threatening my child's life or limb, no informed consent is required for my child's treatment and that emergency medical care will be obtained and rendered to my child. I further understand that if my child's medical condition is urgent but not life threatening, informed consent is required for treatment. I also understand that the customs and requirements in other countries may differ as to the need for consent.

If my child needs medical care for which informed consent or my permission may be required, whether on an emergency or urgent basis, and if reasonable attempts to reach me for consultation and informed consent are unsuccessful, then I hereby delegate to the Trip Leader(s) or his/her designee or representative the authority to make on my behalf all medical decisions regarding the care and treatment of my child, including decisions regarding surgery, transfusions, and the administration of anesthetic, and to give informed consent to such treatment.

I also consent to, and authorize, the Trip Leader(s), or his/her designee, to arrange for and provide routine care and treatment for my child's health needs or conditions, such as basic first aid. I understand and agree that further specific consent will not be obtained prior to providing such routine treatment.

I hereby confirm that I have reviewed the District's Policy 5141.21 and understand that, if my child is required to take any medications during the Trip, such medications will be administered in accordance with this Policy and Regulations and all applicable federal, state and international laws. As such, if my child is required to take any medications during the Trip, an authorized prescriber has provided a written medication order, including the recommendation for self-administration by my child, if applicable. I further understand that I must meet or speak with the school nurse prior to the Trip to review and discuss procedures for the administration of the medication.

I represent that medical professionals have verified that my child has no past or current physical or psychological condition that might adversely affect his or her participation in these activities, other than as described on the Medical Information Form. My child is fully capable of participating in this activity, with or without reasonable accommodations, without causing harm to himself/herself or others.

Parent/Legal Guardian Signature _____ Date _____

Printed Name of Parent/Legal Guardian _____

Address _____

(OVER)

Home Telephone _____ Business Telephone _____

Cell Phone _____ E-mail Address _____

PARENTAL AND STUDENT MEDICAL AUTHORIZATION
(For Students 18 or Older)

I, _____ (the "Student"), was born on _____ and I am now or will be or become during the Trip at least eighteen (18) years of age. I understand that, in the United States, in the event of a medical emergency threatening my life or limb, no informed consent is required for my treatment and that emergency medical care will be obtained and rendered to me. I further understand that if my medical condition is urgent but not life threatening, informed consent is required for treatment. I also understand that the customs and requirements in other countries may differ as to the need for consent or as to the age of majority.

If I need medical care for which informed consent or my permission may be required, whether on an emergency or urgent basis, and if I am unable to consent or give permission, I request that reasonable attempts be made to reach my parents/guardians for consultation and informed consent. If those efforts are unsuccessful, then I hereby delegate to the Trip Leader(s) or his/her designee or representative the authority to make on my behalf all medical decisions regarding my care and treatment, including decisions on surgery and the administration of anesthetic, and to give informed consent to such treatment.

I hereby confirm that I have reviewed the District's Policy 5141.21 and understand that, if I am required to take any medications during the Trip, such medications will be administered in accordance with this Policy and Regulations and all applicable federal, state and international laws. As such, if I am required to take any medications during the Trip, an authorized prescriber has provided a written medication order, including the recommendation for self-administration by me, if applicable. I further understand that I must meet or speak with the school nurse prior to the Trip to review and discuss procedures for the administration of the medication.

I represent that medical professionals have verified that I have no past or current physical or psychological condition that might adversely affect my participation in these activities, other than as described on the Medical Information Form. I am fully capable of participating in this activity, with or without reasonable accommodations, without causing harm to myself or others.

I acknowledge that this document may not comply with the laws of the state where it was signed to constitute a power of attorney for health care, but I nevertheless wish it to provide guidance to health care providers as to who may give substituted consent on my behalf if I cannot speak for myself or make an informed decision.

Student Signature _____ Date _____

Printed Name of Student _____ Place of Execution _____

(OVER)

I am the parent or legal guardian of the above-named Student and, to the extent required, confirm the instructions and wishes of the Student as expressed in this Authorization.

Parent/Legal Guardian Signature _____ Date _____

Printed Name of Parent/Legal Guardian _____

Address _____

Home Telephone _____ Business Telephone _____

Cell Phone _____ E-mail Address _____

MEDICAL INFORMATION FORM

Student name: _____ Date: _____

Name of Primary Care Physician: _____

Office Address: _____

Phone number: _____ Fax number: _____

Date of Student's Last Physical Exam: _____

Emergency Contact Person: _____

Phone number: _____ Email Address: _____

Relationship of Emergency Contact Person: _____

Does this person have authority to make medical decisions for the Student? _____

Secondary Emergency Contact Person: _____

Phone number: _____ Email Address: _____

Relationship of Secondary Emergency Contact Person: _____

Does this person have authority to make medical decisions for the Student? _____

1. Does your child have any health conditions?

2. Is your child under any medical treatment?
(Please indicate name of treatment or medication, dosage and directions for use.)

3. Does your child have any allergies? (Please list foods, medications or other allergies.)

4. If the answer to number 3 is yes, does your child have a prescription for an EpiPen?

5. Is there any medical restriction or other reason that would cause your child to be unable to participate in any part of the Trip?

6. You are strongly encouraged to purchase travel insurance for your child to cover accident, illness and injury. Have you purchased travel insurance for your child that covers accidents, illness and injury while abroad? If so, please provide policy information below.

7. In order to participate in the Trip, you must provide us with the following:

- a. A medical certificate from the child's physician certifying that your child is physically able to travel abroad, up to date with all scheduled immunizations, and is able to participate in all aspects of the Trip with or without reasonable accommodations.
- b. The administration of medication on this Trip shall be done in accordance with the District's 5141.21 and all applicable laws. As such, if the Student is required to take any medications during the Trip, an authorized prescriber must provide a written medication order, including the recommendation for self-administration by the Student, if applicable. A parent/guardian must meet or speak with the school nurse prior to the Trip to review and discuss procedures for the administration of the medication.
- c. I have filled out the medical and emergency contact information section above fully, accurately and to the best of my ability and I certify that there is no medical or health condition that I have not reported herein.

Name of Parent/Guardian (Please Print)

Parent/Guardian Signature

Date

Suggested Packing List (optional)

[This packing list should be inclusive of all items recommended for participation in the Trip and should be as detailed as possible. These items may include but are not limited to the following: specific types of clothing and accessories appropriate for weather, planned activities and terrain; backpacks/small travel bags; bug spray; sunscreen; leisure items; toiletries; personal items; rain gear; footwear.]

APPENDIX B

Expectations and Code of Conduct

WESTON BOARD OF EDUCATION wishes to insure that the Trip is a great one for everyone involved. With large groups, order is important. Rules are necessary to guarantee your safety and the success of the Trip. Please understand that the guidelines listed below are important and are for everyone to follow. As this is a District sponsored trip, all participants are expected to conduct themselves with the maturity, respect and dignity that are expected of a student in the District. Each participant is an ambassador for the District and the reputation you create by your behavior, actions, and performance directly reflects on the entire school community.

1. All participants will be expected to follow behavior guidelines and requirements as set forth by the Weston Public Schools Student Handbook and Policy 5114-2.21.
2. The use of any alcoholic beverages, drug substances, or any type of tobacco is not permitted.
3. Students will follow the directives of all chaperones that have been appointed for the Trip.
4. Involvement in any misconduct during the Trip that violates local or federal law, where such conduct or the likelihood of engaging in such conduct poses a clear and present danger to the health, welfare or safety of other students or chaperones, will result in disciplinary action. Chaperones cannot intervene on behalf of any student who might be arrested for shoplifting, vandalism, disturbing the peace, etc. Such an event would jeopardize the success of the Trip and the possibility of any future trips hereafter.
5. Leaving assigned areas without prior consent from a chaperone will not be permitted.
6. Students will be responsible for their own belongings, including luggage, music, and passport.
7. Do not use hotel phones or make any additional room purchases.
8. Students will be on time on all occasions, respecting the group timeline of the Trip.
9. Students are not permitted to leave hotel premises after curfew. Disciplinary action will be taken.
10. Students will be expected to have spending money and money for meals/snacks as requested on the Trip.
11. All students are expected to travel in groups of three or more at all times.

If infractions occur during the Trip, it will be at the discretion of the chaperones and/or school administrators what action will be taken during the Trip, including but not limited to the following: (1) limited free time; and/or (2) students will be sent home early at parent's or legal guardian's expense. Students may also face disciplinary action upon return to the country and to their school site.

(OVER)

I have read the above rules and regulations. I agree to the consequences in the event a problem with my child arises. I understand that I will be required to provide transportation for my child to return home, if it is deemed necessary by the chaperone(s) and/or the District's administration.

Parent's Signature: _____ **Date:** _____

I have read the above rules and regulations and I agree to abide by them. I also understand that, in the event of my misconduct, I will be sent home at my parent's or legal guardian's expense.

Student's Signature: _____ **Date:** _____

Student's Name: _____

APPENDIX C

Refund Policies (optional)

APPENDIX D

Health and Wellness Expectations and Protocols in Accordance to Policy 5132.2

Before the Trip:

- Students must be in good health, have no flu-like symptoms, including being fever-free for 24 hours before the departure of the trip.
- It is highly recommended that all students participating in the Trip be vaccinated. Please email the school nurse with a copy of your child's COVID-19 vaccination card, if you have not done so already.
- During the week prior to the Trip, students will be required to test for COVID-19. Additional information regarding COVID-19 testing prior to the Trip.
- Students who test positive for COVID-19 before departing for the Trip will not be permitted to participate in the Trip. For information regarding refund policies, please refer to the Agreement above and Appendix C.

Protocols for students experiencing COVID-19 symptoms during the Trip:

- If a student experiences or exhibits Flu-like or COVID-19 symptoms at any point during the Trip, the following actions will be taken:
- The student promptly will be given a COVID-19 test via self-testing with an FDA approved or authorized COVID-19 test kit ("Test Kit"), administered by the Trip nurse or other chaperone.
- If the student tests negative for COVID-19, the student may continue participating in the Trip with no change to the applicable expectations, rules, and protocols for the Trip.
- The student's parent/guardian will be promptly notified of the test result.

Protocols for students who test positive for COVID-19 via a Test Kit:

- The student will be isolated in a hotel room and will be monitored regularly by the Trip nurse and a chaperone.
- The student's parent/guardian will be notified promptly, and the parent/guardian will be required to travel to the trip site within 24 hours of receiving such notification.
- Once the student is with their parent/guardian at the Trip site, the student's participation in the Trip is terminated and the parent/guardian will be considered to have assumed full responsibility for the student's care, including, without limitation, responsibility for monitoring the student and transporting the student home. The parent/guardian is responsible for all costs incurred in connection with the student upon termination of the student's participation in the Trip, as set forth more fully in Appendix C.