For: April 2027 and April 2028

JJH-E-1

Berlin-Boylston Regional School District
EDUCATIONAL FIELD TRIP APPLICATION

Late night, overnight and out of state field trips: (see attached notes)

- This form, with signatures on page 4, must be submitted to the Office of the Superintendent at least two weeks prior to the next scheduled School Committee meeting.
- The School Committee requires that final approval be sought no less than 30 days prior to the scheduled trip dates.
- Approval by the School Committee is required before engaging students in fundraising activities.

Local, day field trips:

- This form, with signatures on page 4, must be submitted to the Building Principal no less than 30 days prior to the field trip.
- Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

- Any planned trip off the school grounds is considered a field trip.
- This includes "walking trips."
- Students have increasingly complex medical and medication needs that may not be evident to staff or administrators. Therefore, school nurse participation in field-trip planning is critical for safety and success. A minimum of one month notice to the school nurse is required.

Permission is hereby requested to conduct the following field trip:

Field Trip Coordinator: Bill Whitehead
School: Tahanto
Class/Group: Tahanto World Explorers Club
Place to be Visited: Italy in 2027 / Germany in 2028
Address:
Number of students expected to attend: 15-25
Number of Chaperones needed: 1 per 6 students
Number of Staff Chaperones: All chaperones would be staff
Number of Volunteer Chaperones:
Date of Departure: April Break 2027 & 2028 (just like Japan)
Departure Time:
Day/Date of return:
Return Time:

1) **Specific Purpose(s) of the trip:**
Student travel & cultural enrichment

2) **Transportation plans:**
- Knight's Limo to/from airport from Tahanto
- Flights setup through ACIS

3) **Pre-Trip Orientation and/or Activities to be conducted in preparation for the trip:**
World Explorers Club focus on Italy via weekly meetings

4) **Trip Itinerary:** Attached (will be updated prior to trip)
A sufficiently detailed trip itinerary must be attached to this application form, which indicates a precise sequencing of events. Detailed information should include, but not be limited to the following (where applicable):
   - Confirmations of reservations for planned events
   - Confirmations of reservations for lodging (MUST specify name, address AND phone number of hotel/motel AND specific room numbers assigned to the group)
   - Number and names of teacher chaperones
   - Number and names of other chaperones
   - CORI checks completed satisfactorily for chaperones
   - Detailed and sequential descriptions of the duties, responsibilities and authority of the chaperones which are specific to the trip, including a description of the method utilized to convey this information. (This is also to be clearly conveyed to all students prior to taking the trip).
   - Emergency number for parents to call
   - Nurse Coverage **(minimum 1-month prior approval required)** Medication Plan in place
   - Kitchen Notification
   - Special Education Notification
   - Specialist Notification
   - Communication Network Statement
   - Parent permission slip
   - Name of students going on trip
   - If trip is going prior to 1st period of the day, then attendance must be given to the office

5) Parent Permission Slip: A sample of the parent permission slip to be secured prior to taking the trip must be attached to this application form, (Note: phone number of parent is to be included on permission slip.)

6) If transportation is being provided in private vehicles, the following must be adhered to according to Policy EEAG (attached) of the Berlin-Boylston Regional

School District Manual Policy. All necessary documentation needs to be attached to this field trip application.

- A photocopy of the driver's coverage selections page to confirm bodily injury liability insurance coverage on the vehicle in the amounts of $100,000/$300,000 or more AND that the driver is listed as a principal or occasional operator of that vehicle.
- A photocopy of the driver's operating license.
- Confirmation by the trip coordinator that the volunteer driver has been through a CORI test without incident.
- Confirmation by the trip coordinator that the vehicle is equipped with seatbelts for each rider, including car seats or booster seats, if required by Motor Vehicle Law (MGL, Chapter 90, Section 7AA and MGL, Chapter 90 Section 13A).
- In the case of an employee driving one(1) or more students in a private vehicle, the employee must own the vehicle, and the employee must file evidence with this form of personal liability insurance coverage on the vehicle in the amounts of $100,000/$300,000 or more.

7) Specific follow-up activities planned as appropriate to this trip:
Presentation of trip highlights by club on a night in May open to community

8) How is this trip being financed?
Students/families and group/personal fundraising

What provisions are being made for students for whom the expense is a hardship?
Fundraising opportunities

9) Communication Network: A communications network must be in place prior to the trip which provides a means of communication between the trip coordinator and the parents of students taking the trip as unanticipated circumstances might dictate (i.e. delayed or early return)

Note well: The building administrator's approval of the trip application will serve as verification of this network being in place.

10) Standards addressed for this trip: Please indicate how this trip aligns with the standards within your curriculum (Specifically address the standards).
Attached

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Approval: (Signatures below indicate your approval of the field trip as described on this form and addenda conditional upon the satisfactory completion of all items as contained herein. It shall remain the responsibility of the Field Trip Coordinator (as identified on this application) to submit evidence of such satisfactory completion to the appropriate building administrator no later than TWO school days prior to departure on the trip.

Department Head _____ Date: 10/28/25

Principal _____ Date: 10/29/25

***Nurse** _____ Date: 10/30/25

Superintendent (or designee)

_____ Date: _____

School Committee (Required for overnight/out of state trips)

_____ Date: _____

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NOTE: The following signature indicates that the Principal has received all required forms at least TWO days prior to the trip.

Principal: _____ Date: _____

School Committee Policies related to Field Trips

School Committee Policy on Student Travel

- All student trips which include late night travel after 9:00 p.m., overnight travel, or out-of-state travel must have prior approval of the School Committee. Initial approval by the School Committee is required before engaging students in fundraising activities. The School Committee will also consider the educational value of the trip in relation to the cost prior to granting initial approval. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.
- Final approval will not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements and fundraising efforts. The School Committee requires that final approval be sought no less than 30 days prior to the scheduled trip dates.
- Teachers and other school staff are prohibited from soliciting for privately run trips through the school system and in the schools. The School Committee will only review for approval school-sanctioned trips. The School Committee will not review or approve trips that are privately organized and run without school sanctioning.

NOTE I am seeking approval for trips in 2027 *and* 2028 so families can plan and save. Registration would not open for the respective trips until January of the year prior to traveling.

Planning breakdown:

School Year: '25/ '26 (current)

-World Explorers Club Focus: Japan
-January 2026: Registration open for April 2027 Italy trip
-April '26: Trip to Japan

School Year: '26/ '27

-World Explorers Club Focus: Italy
-January 2027: Registration open for April 2028 Germany Trip
-April '27: Trip to Italy

School Year: '27/ '28

-World Explorers Club Focus: Germany
-January 2028: Registration open for....?
-April '28: Trip to Germany

*It is understood that a situation may arise in which a trip may need to be cancelled or postponed due to unforeseen circumstances even if previously approved by administration/the school committee

Italy 2027

Cost: $5,641
Full Payment due 12/7/26 (if not on a payment plan)

Day 1: Overnight Flight
Depart from the USA.

Day 2: Venice
Benvenuti in Italia! Arrive in Venice, meet your ACIS Tour Manager and enjoy a fast and fun transfer by private motor launch to your hotel on the Lido. Your 24-hour vaporetto pass allows you to come and go throughout the city as you please—take the vaporetto to downtown Venice and begin exploring this magnificent city of canals and palaces.

Day 3: Florence
An archipelago carved by nearly 150 canals into 118 different islands, the incomparable city of Venice contains a wealth of sights. Use your vaporetto pass to ride along the Grand Canal past singing gondoliers as you cross under the Rialto Bridge. Arrive in St. Mark's Square where you can see the Basilica of St. Mark and the Bridge of Sighs, which connected the old prisons of Venice to the interrogation rooms of the neighboring Doge's Palace. Then learn more about one of Venice's most famous exports during an authentic glassblowing demonstration before having time to explore more at your own pace with unlimited access to the entire canal network and smaller islands using your vaporetto pass. You'll feel like a local by the time you depart for Florence, known as the Cradle of the Renaissance.

Day 4: Florence
During today's sightseeing tour a local guide provides commentary while showing you Brunelleschi's splendid Duomo, Ghiberti's famous *Baptistry Doors*, Ponte Vecchio and the Piazza della Signoria—the political center of the Renaissance city. *In the afternoon you may choose to partake in an o*ptional Tuscan cooking lesson as *you help one of the city's finest chefs prepare traditional Tuscan dishes before sampling the delicious results.* Otherwise, why not visit the Pitti Palace and stroll through the Boboli Gardens? After dinner perhaps see the statues of the Loggia dei Lanzi illuminated or sample gelato at Vivoli.

Day 5: Assisi
This morning journey to Siena, one of Italy's best-preserved hill towns, for a walking tour that shows you the green and white marbled Duomo and the famous Piazza del Campo. Continue on to Assisi and visit the incredible Basilica of St. Francis, home to Giotto's famous frescoes, and learn about St. Francis' founding of the Franciscan Friars. Enjoy time to experience more of beautiful Assisi like a local this evening after the day-trippers have left.

Day 6: Sorrento Area
Journey south toward the Bay of Naples and visit Pompeii. As your local guide provides commentary, learn how this famous city was perfectly preserved when the eruption of Mount Vesuvius covered it in ash in 79 AD. See the villas of ancient Roman holiday-makers and the chariot-grooved cobblestone streets. Then explore a working mozzarella farm and learn first-hand about how this creamy cheese is made, from ingredients to production to taste. Enjoy dinner on the farm before continuing to the Sorrento area for a night's rest.

Day 7: Rome
Today journey north to Rome. In the afternoon a local expert accompanies you through the Vatican Museums, including the Sistine Chapel, and St. Peter's Basilica. You'll enjoy timed entrances, meaning you can breeze right by the long lines facing other tourists. After dinner you'll be introduced to the Italian art of an evening *passeggiata romana* to the Spanish Steps and Trevi Fountain.

Day 8: Rome
Rome is called "The Eternal City" because the ancient Romans believed that no matter what empires rose and fell, Rome would endure forever. Today go inside the iconic and historic Colosseum with a local guide (another line-avoiding timed reservation) and learn the many stories of this nearly 2,000-year-old Roman landmark that's considered one of the architectural wonders of the ancient world. In the evening, we'll dine on authentic, brick-oven Roman pizza before taking a final stroll around Piazza Navona and gazing on the imposing, illuminated dome of the Pantheon to celebrate our last night in Italy.

Day 9: Departure
Depart for the USA.

Scan QR code for all details of the trip

Germany (w/stop in Prague) 2028

Cost: $4,598
Full Payment due 12/6/27 (if not on a payment plan)

Day 1: Overnight Flight
Depart from the USA.

Day 2: Berlin
After arriving in Germany's storied capital, meet your ACIS Tour Manager and get settled in. While Berlin was divided, Eastern and Western sections maintained separate opera houses and other institutions. Now the united city offers two of everything, and is known as a hub of European innovation. Begin to explore this historical and dynamic city.

Day 3: Berlin
This morning a sightseeing tour with an expert local guide shows you some of Berlin's most important historical touchstones, including a portion of the Berlin Wall, Brandenburg Gate, the Holocaust Memorial, Potsdamer Platz, and the infamous Checkpoint Charlie. In the afternoon engage with modern German culture as you try something completely different: a street art workshop, where you'll learn about the history and styles of the edgy urban graffiti movement with a local expert. Then collaborate as a group to design and create your own street-savvy masterpiece, leaving your mark on Berlin.

Day 4: Prague
Travel to the Baroque gem of Dresden in the morning. You'll witness how the entirely reconstructed buildings rose from the ashes of WWII destruction during a guided sightseeing tour viewing the Frauenkirche (Church of our Lady), the beautiful Opera House and the massive Zwinger Palace. Continue on to Prague in the late afternoon.

Day 5: Prague
Left virtually untouched by World War II bombing, Prague is one of Europe's most beautiful cities as you'll see during your guided sightseeing tour. A local expert will show us the quaint Malá Strana (Czech for "Lesser Quarter," named for its location at the foot of Prague's ancient castle) and the graceful Charles Bridge, built during the 14th century. We'll also visit the fortress-like Hradčany Castle complex, perched high above the city. This evening, we'll wander the checkerboard, cobblestone streets of the medieval Old Town to watch the street performers in the main square.

Day 6: Munich
Begin the day with a drive to Nuremberg, once considered the unofficial capital of the Holy Roman Empire. Your tour manager will show you around the city, notable centuries ago for its contributions to early astronomy and printing. View the massive Zeppelintribüne at the Nazi Party Rally Grounds. Then enjoy the historical insight given

by audio guides on your visit of the Nuremberg Documentation Center, a museum that provides socio-political
context for the Nazi reign of terror. From Nuremberg you'll continue to lovely Munich.

Day 7: Munich
The word *Gemütlichkeit* means coziness, hospitality, warmth and welcome. Dive right into this Bavarian way of thinking with an expertly guided sightseeing tour to sites like Marienplatz with its famed Glockenspiel, the Viktualienmarkt food and flower market and the surfers on the Isar River in the Englischer Garten. In the afternoon, visit the Dachau Concentration Camp Memorial, a somber but important reminder of Germany's Nazi past.

Day 8: Munich
Today, we'll hit the road to show you crazy King Ludwig's fairy tale castle of Neuschwanstein—literally the stuff of legends (and Disney dreams). The famous castle, with its many turrets and towers, was opened to the public in 1886 and clings to the top of the surrounding cliffs. Back in Munich, we'll celebrate our wonderful week together with a final dinner.

Day 9: Departure
Depart for the USA.

Scan QR code for all details of the trip

(Some) Frameworks Addressed in Student Travel & The World Explorers Club

While the World Explorers' Club is not associated with a specific academic class, it certainly maintains a Humanities' spirit. Standards aside, there is inherent value in traveling to a new place and experiencing life in other parts of the world. In this case, it creates a knowledge and appreciation for how Japanese culture has influenced American culture in terms of art (be it movies, tv, literature, music, etc), technology, and food (to name a few).

In general, it is also important to encourage students to set a goal, develop a plan, take action-oriented steps forward, and complete a project. What seems like a pipedream can become a tangible reality—they need to see that there are many experiences out there waiting for them...they just need to take the initiative & necessary steps to get there.

In terms of the MA Curriculum Frameworks, the following would be touched upon through the club.

ELA

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that:
    - Listeners can follow the line of reasoning.
    - The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5. Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

World History & Social Science

World History I Content Standards
Building on knowledge from study of world cultures in middle school, students should be able to:

Topic 1. Dynamic interactions among regions of the world
Supporting question: What kinds of global connections existed among humans in the past?
1. Explain different ways in which societies interact across regions (e.g., trade; cultural, religious, linguistic, and technological exchange and diffusion; migration; exploration; diplomatic alliances; colonization and conquests).
2. Give examples of exchanges of ideas and goods among ancient complex societies to c. 500 CE.
3. Explain how interactions among societies are affected by geographical factors such as the location of bodies of water, mountains, and deserts, climate, the presence or scarcity of natural resources, and human factors such as population size and density, mortality rates, or migration patterns.
4. Demonstrate the ability to analyze primary sources, including texts, maps, diagrams, works of art and architecture.

Topic 2. Development and diffusion of religions and systems of belief c. 500 BCE-1200 CE
Supporting question: How did the development of religions and belief systems influence the political and cultural structures of the regions where they were produced?
5. Locate on a map and analyze relationships between political power, religion, and cultural achievement in one empire that flourished between c.100 and 1000 CE.
Topic 3. Interactions of kingdoms and empires c. 1000-1500
Supporting question: How did the interactions of kingdoms and empires in this time period influence political, economic, and social developments?
6. Explain the concepts of hereditary rule, kingdom, empire, feudal society, and dynasty and explain why these concepts are important in the analysis of political power and governments in different historical periods and in different places.
15. Evaluate the causes, course, and consequences of the European Crusades in the Mediterranean region in the 11th, 12th, and 13th centuries CE.

Topic 4. Philosophy, the arts, science and technology c. 1200 to 1700
Supporting question: How did increasing global connectedness in the world lead to the developments in philosophy, arts and sciences in the early modern world?
19. Explain how classical learning survived into the medieval world.
a. the role of Islamic scholars in preserving Greek, Roman, and Arabic texts after the collapse of the Roman Empire and the role of Christian monasteries housing libraries and making manuscript copies of Christian and pagan texts
b. the development of Islamic and European universities from the 9th to the 13th centuries
21. Describe the importance to India's medieval economy of textile technologies (e.g., processes to improve the growing, processing, spinning, weaving, printing, and dyeing of cotton), and the importance of cotton cloth as an export to Africa and Europe.

22. Describe the origins and development of the European Renaissance, the emerging concept of humanism, and the influence and accomplishments of key artists, writers, and inventors of the Italian and Northern European Renaissance.
23. Describe political and religious origins of the Protestant Reformation and its effects on European society, including. the reasons for the growing discontent with the Catholic Church; the main ideas of Martin Luther and John Calvin; the importance of Gutenberg's invention of the printing press and its adoption by others in the spread of Protestantism across Europe, and the formation of the Anglican Church.
24. Explain the purposes and policies of the Catholic Counter-Reformation, including the influence and ideas of Ignatius Loyola.
25. Explain the emergence of a wealthy Protestant middle class in the 17th century Northern Europe, its involvement in global trade, and its patronage of the arts and sciences.
26. Summarize how the scientific method and new technologies such as the telescope and microscope, led to new theories of the universe; describe the accomplishments of at least two figures of the Scientific Revolution (e.g., Nicolaus Copernicus, Galileo Galilei, René Descartes, Johannes Kepler, Robert Hooke, Antoni von Leeuwenhoek, Isaac Newton, Carolus Linnaeus); explain how advances in shipbuilding contributed to European exploration and conquest.

Topic 6: Philosophies of government and society
Supporting question: How did philosophies of government shape the everyday lives of people?
27. Identify the origins and the ideals of the European Enlightenment, such as happiness, reason, progress, liberty, and natural rights, and how intellectuals of the movement (e.g., Denis Diderot, Emmanuel Kant, John Locke, Charles de Montesquieu, Jean-Jacques Rousseau, Mary Wollstonecraft, Cesare Beccaria, Voltaire, or social satirists such as Molière and William Hogarth) exemplified these ideals in their work and challenged existing political, economic, social, and religious structures.
28. Explain historical philosophies of government, giving examples from world history:

World History II Content Standards
Building on knowledge from previous years, students should be able to:

Topic I: Absolute power, political revolutions, and the growth of nation states, c. 1700-1900
Supporting Question: What are the similarities and differences of political revolutions in this period?

6. Analyze the causes and methods of the unification of both Italy and Germany, including the respective roles of Cavour and Bismarck, and the effect that such unification had on the balance of power in 19th century Europe.

Topic 4. The Great Wars, 1914-1945
Supporting Question: What were the causes and consequences of the 20th century's two world wars?
17. Analyze the factors that led to the outbreak of World War I (e.g., the emergence of Germany as a great power, the rise of nationalism and weakening of multinational empires, industrial and colonial competition, militarism, and Europe's complex alliance systems.
18. Evaluate the ways in which World War I was a total war and its impact on the warring countries and beyond.
19. Analyze the political, social, economic, and cultural developments following World War I.

20. Evaluate the negotiation of the Treaty of Versailles and how the treaty did or did not address the various issues caused by World War I.
Clarification Statement: Students may address this standard by comparing and contrasting the Paris Peace Conference and the Congress of Vienna.
21. Identify the various causes and consequences of the global economic collapse of the 1930s and evaluate how governments responded to the effects of the Great Depression.

Evaluate the global political, economic, and social consequences of World War II.

PARENTAL CONSENT FORM FOR WORLD EXPLORERS' CLUB TRIP

Student Information:

Full Name: _____

Date of Birth: _____

Passport Number: _____

Issuing Country: _____

Parent/Legal Guardian Information:

Full Name: _____

Relationship to Student: _____

Phone Number: _____

Email Address: _____

Consent Statement:

I, _____ (Parent/Legal Guardian), hereby grant permission for my child, _____ (Student's Name), to travel internationally to Japan as part of the World Explorers' Club from _____ (Departure Date) to _____ (Return Date).

I acknowledge that I have been informed of the travel itinerary and potential risks involved. I confirm that my child is in good health and has all required vaccinations and travel documents. I acknowledge that all school expectations, rules, and consequences are applicable to this trip. I also authorize emergency medical treatment if necessary.

Signature

Parent/Guardian Signature: _____

Date: _____

This form should be completed, signed, and returned to the school or travel coordinator before the trip.