Curriculum/Instruction Subcommittee

Monday, November 23, 2026 7:00 PM
Meeting Access: Curriculum Subcommittee (11/23/26 at 7 p.m.) Web: https://zoom.us/j/97054959691 Dial In: (929) 205-6099 Meeting ID: 970 5495 9691

I. **CALL TO ORDER**

II. **APPROVAL OF THE MINUTES**

II.A. October 26, 2026 - Regular

III. **INFORMATION/ACTION ITEMS**

III.A. Career and Technical Education Update: Career Pathways and Industry-Related Credentials (Curriculum goal)

III.B. Spanish for Health and Community (Allied Health Pathway), Course Proposal (Curriculum goal)

III.C. Digital Design Lab: Adobe Suite Certifications, Course Proposal (Curriculum)

III.D. Northern Italy / France Field Trip Proposal (April 2028)

IV. **OTHER**

V. **ADJOURNMENT**

NFPS BOE Curriculum Subcommittee Meeting Minutes, 10-26-27

Present: Amy Johnson, Greg Flanagan, Kathy Baker, Joanne Tolles, Ed Sbordone, Ken Craw, Kris Woleck, Allyson Story, Jennifer Hilderbrand, Karen Gruetzner, Katie Blore

The meeting was called to order by Amy Johnson at 7PM.

Strategic Plan 2.0 Overview
The Curriculum Subcommittee meeting focused on presenting the district's Strategic Plan 2.0, Summer Curriculum projects, and updates on AI integration in education. Dr. Woleck provided an overview of the two-year strategic plan centered on student engagement through curriculum, instruction, and wellness goals.

2026 Summer Curriculum Projects
Dr. Woleck followed with details of summer curriculum projects involving 52 staff members across 13 projects totaling 540 work hours. Specific areas of curriculum design focused on mathematics in grade 6 and Algebra II at the high school, 9-12 core English courses, and phase 2 of the social studies curriculum updates.

NFPS AI Update
The meeting included a significant update on the district's intentional approach to AI in our schools with attention to how AI and digital literacy skills, wellness and balanced screen time, and our Vision of a Learner pillars intersect. Dr. Woleck recognized three NFHS student leaders - Emma Ciminello, Lena Woolsey, and Saki Cohen - for their significant contributions to the AI workgroup over the past year, including serving as guest panelists at regional conferences for educators. Emma and Lena attended the meeting and spoke about their student leadership roles in supporting the development of AI guidance and competencies alongside our staff, including the design of new freshman modules addressing AI use and ethical considerations. They noted that, while most students use AI, productive use is improved when teachers provide clear purposes and guidelines for AI integration. Dr. Woleck's discussion highlighted the district's approach to balancing technology use with human connection and critical thinking skills, addressing both the opportunities and challenges of AI in education.

The meeting adjourned at 7:47PM.

Career & Technical Education (CTE) Update

New Fairfield High School

November 23, 2026



Overview

Modernizing Career and Technical Education Programs

About Career Clusters

About Industry Recognized Credentials

NFPS Next Steps

Modernizing Career and Technical Education (CTE) Programs

The Intent of the Modernized CTE Framework



Career and Technical Education (CTE) programs in Connecticut are committed to preparing students for high-skill, high-wage, and in-demand occupations in our State through coordinated career pathways.

CSDE has developed a new, modernized CTE Framework to support the design and development of district CTE programs given shifts in the labor market, the nature of work and the workplace, and the role of technology in the workforce.

This modernized CTE Framework is to be used as a map for districts to consider how to ensure college and career readiness skills and opportunities for students.

NFHS Program of Studies, 2026-2027

Career & Technical Education

Students are required to complete two (2) credits from the following courses. Some courses can be counted as CTE or FAPA based on the student's need. However, one course cannot be designated as meeting two requirements toward graduation. Students can have the choice of which category in which the course will be counted.

	Course	Grade Levels			
12132	Information Processing Skills	9			
12103	Introduction to Business	9	10	11	12
12263	Entrepreneurship		10	11	12
12333	Business Law	9	10	11	12
12122	Personal Finance		10	11	12
12214	Marketing I	9	10	11	12
12314	Marketing II	9	10	11	12
12413	Marketing III		10	11	12
19102	Fashion Design I	9	10	11	12
19112	Fashion Design II		10	11	12
19122	Interior Design	9	10	11	12
19202	Culinary Arts I		10	11	12
19212	Culinary Arts II		10	11	12
19213	Culinary Practicum Honors			11	12
19222	Sports Nutrition		10	11	12
19232	Personal Growth		10	11	12
19242	Child Development		10	11	12
19302	Early Childhood Workshop			11	12
17419	Digital Design	9	10	11	12
17420	Digital Design Lab	9	10	11	12
05242	Commercial Art & Design	9	10	11	12
05272	Publications		10	11	12
17425	Digital Production & Broadcasting	9	10	11	12
17422	Animation	9	10	11	12
05696	Music Technology I	9	10	11	12
05697	Music Technology II		10	11	12
17414	Woodworking I	9	10	11	12
17202	Woodworking II		10	11	12
17302	Woodworking III			11	12
17402	Woodworking IV				12
17415	Architectural Design I	9	10	11	12
17416	Architectural Design II	9	10	11	12
17417	Engineering & Design I	9	10	11	12
17418	Engineering & Design II	9	10	11	12
17313	Architectural & Engineering Design Workshop		10	11	12
21152	Foundations of Engineering I	9	10	11	12
21162	Foundations of Engineering II	9	10	11	12
21182	Robotics I	9	10	11	12
21192	Robotics II	9	10	11	12
10194	Introduction to Programming	9	10	11	12
10295	AP Computer Science Principles		10	11	12
10605	AP Computer Science A			11	12
08612	Lifeguard Training		10	11	12



UNLOCKING *Lifelong* POTENTIAL

CONNECTICUT Education

Layer: Career Clusters

- Advanced Manufacturing
- Construction
- Supply Chain & Transportation
- Arts, Entertainment, & Design
- Hospitality, Events, & Tourism
- Financial Services
- Education
- Healthcare & Human Services
- Public Service & Safety
- Agriculture
- Energy & Natural Resources
- Digital Technology
- Marketing & Sales
- Management & Entrepreneurship

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UNLOCKING *Lifelong* POTENTIAL

CONNECTICUT Education

Layer: Sub-Clusters

Caring for Communities

Education
- Early Childhood Development
- Education Administration & Leadership
- Learner Support & Community Engagement
- Teaching, Training, & Facilitation

Healthcare & Human Services
- Behavioral & Mental Health
- Biotechnology Research & Development
- Community & Social Services
- Health Data & Administration
- Personal Care Services
- Physical Health

Public Service & Safety
- Emergency Response
- Judicial Systems
- Local, State, & Federal Services
- Military & National Security
- Public Safety

Building & Moving

Advanced Manufacturing
- Engineering
- Industrial Machinery
- Production & Automation
- Robotics
- Safety & Quality Assurance

Construction
- Architecture & Civil Engineering
- Construction Planning & Development
- Equipment Operation & Maintenance
- Skilled Trades

Supply Chain & Transportation
- Air & Space Transportation
- Ground & Rail Transportation
- Maintenance & Repair
- Marine Transportation
- Planning & Logistics
- Purchasing & Warehousing

Connecting & Supporting Success**

Digital Technology**
- Data Science & AI
- IT Support & Services
- Network Systems & Cybersecurity
- Software Solutions
- Web & Cloud

Management & Entrepreneurship**
- Business Information Management
- Entrepreneurship & Small Business
- Leadership & Operations
- Project Management
- Regulation

Marketing & Sales**
- Market Research, Analytics, & Ethics
- Marketing & Advertising
- Retail & Customer Experience
- Strategic Sales

Creating & Experiencing

Arts, Entertainment, & Design
- Design & Digital Arts
- Fashion & Interiors
- Lighting & Sound Technology
- Media Production & Broadcasting

Hospitality, Events, & Tourism
- Accommodations
- Conferences & Events
- Culinary & Food Services
- Travel & Leisure

Cultivating Resources

Agriculture
- Agribusiness
- Animal Systems
- Food Science & Processing
- Plant Systems
- Water Systems

Energy & Natural Resources
- Clean & Alternative Energy
- Conservation & Land Management
- Ecological Research & Development
- Environmental Protection
- Resource Extraction
- Utilities

Investing in the Future

Financial Services
- Accounting
- Banking & Credit
- Financial Strategy & Investments
- Insurance
- Real Estate

****Cross-Cutting Clusters**
Denote careers that overlap in **all** industries, highlighting the versatile and interconnected nature of today's workforce. These careers can stand on their own or be contextualized in each Cluster and emphasize the need for adaptability in navigating the modern economy.

Crosswalk:

Old Framework to the Modernized Framework

Original Cluster	New Cluster
Agriculture, Food & Natural Resources	Agriculture
Architecture & Construction	Construction
Arts, A/V Technology & Communications	Arts, Entertainment, & Design
Business Management & Administration	Management & Entrepreneurship
Education & Training	Education
Finance	Financial Services
Government and Public Administration	**COMBINED** into Public Service & Safety
Health Science	**COMBINED** into Healthcare & Human Services
Hospitality and Tourism	Hospitality, Events, & Tourism
Human Services	**COMBINED INTO** Healthcare & Human Services
Information Technology	Digital Technology
Law, Public Safety, Corrections & Security	**COMBINED** into Public Service & Safety
Manufacturing	Advanced Manufacturing
Marketing	Marketing & Sales
STEM	**Removed**—Engineering was primarily placed in Adv. Manufacturing
Transportation, Distribution & Logistics	Supply Chain & Transportation
None	Energy & Natural Resources

Implications

Next Generation Accountability Report

Indicator 5: Postsecondary Preparation / College & Career Readiness - Course Taking (Access)

Indicator 5 reports the % of Grade 11 and Grade 12 students who successfully completed at least 1 of the following during their time in high school:

- **2 courses designated as AP, IB, or Dual Credit, or**
- **2 CTE courses in the same career cluster, or**
- **2 workplace experience courses in a given area.**

Intent

This cluster modernization is intended to allow districts to better create cohesive **pathways** that:

1. Reposition courses to promote visibility and relevance

2. Lead to increased career-oriented and work-based learning opportunities, including attainment of **Industry-Related Credentials (IRCs)**, and access to dual credit courses.

About Industry Recognized Credentials (IRC)

CSDE Industry Recognized Credentials (IRC) Registry



Welcome to the CSDE Credential Registry, a curated list of industry recognized credentials and authorizing organizations.

An **Industry Recognized Credential (IRC)** is a certification that validates an individual's knowledge, skills, and competencies within a specific industry. Developed, offered, or endorsed by nationally or regionally recognized industry associations or organizations representing a substantial portion of the industry sector, IRCs set industry standards and serve as benchmarks for employers. It also enhances employability and supports professional growth.

Next Steps: Career Pathways

- **Enhance existing pathways** (Allied Health)
- **Redesign and expand course opportunities to create new pathways** (Education, Marketing)
- **Integrate and expand opportunities in current and future CTE courses for IRCs** (Culinary, Adobe Suite, Engineering)

Next Steps: IRC Opportunities

- **Current:** Culinary IRCs include Food Handler Certification & ServSafe Certification
- **Proposed, 2027-28:** Adobe Suite certifications through the repurposing of the Digital Design Lab course to serve as a Digital Lab course to mentor students who would like to pursue Adobe coursework at this advanced level for the related IRC.
- **Looking ahead ...** Certified Solidworks CAD Associate, Health & Human Services, Marketing, Sewing, Construction, Culinary 1 Certification, Child Development

Spanish for the Health Professional

NFHS World Language / Allied Health Pathways Course Proposal

Board of Education Curriculum Subcommittee
New Fairfield Public Schools
November 23, 2026

Allied Health Pathway



Allied Health Pathway

Required Courses:

- ECE Allied Health Professions or ECE Medical Terminology
- Statistics (any course) or Explorations in Data Science or AP Statistics
- Introduction to Psychology or AP Psychology

In addition to the above courses, students need to complete the following courses based on their focus:

Pre-Med Focus
Required Course:

- AP/ECE Biology
- AP/ECE Chemistry
- Honors or AP/ECE Physics

Health Careers Focus
Required:

- Anatomy and Physiology
- ECE Medical Terminology
- Sociology
- Sports Nutrition or Child Development

Electives (Minimum Two)
*course taken as part of above focus requirement cannot also count towards elective requirement

- Anatomy and Physiology
- Child Development
- ECE Allied Health Professions
- ECE Medical Terminology
- Lifeguard Training
- Sociology
- Sports Nutrition
- CPR Certification (through a class or other outside of school opportunity)
- Medical Internship (through EdAdvance, Danbury Hospital, or other opportunity)

Credit Beyond High School (minimum one of the following)

- ECE Course:_____ Institution:_____
- AP (minimum score of 3) Course:_____
- Community College enrollment Course:_____ Institution:_____

Certification (Minimum one must be earned)
*certification can be earned through NFHS class, or outside training if applicable

- CPR Certification
- Red Cross Lifeguard Certification
- CNA Certification

Proposed elective: Spanish for Health and Community

Career Immersion or Co-Curricular Involvement (30 hours or two years of participation)

Organization/Business/Club	Hours Completed	Organization/Business Contact

SEE Planning

Topic/field of interest:

Spanish for Health and Community Course Proposal

- This sequence of 2 one-semester courses offers an intensive study of specialized communication in Spanish oriented towards the development of Spanish communication skills and cultural knowledge to serve the needs of the community in professional health care-related settings.

- The courses will focus on Spanish language training, translation/interpretation skills, Latino cultural practices, specialized health-related vocabulary, and community health issues.

Spanish for Health and Community Course Proposal

- Grade 11 and Grade 12 students
- Spanish III prerequisite or teacher interview and recommendation (including for heritage Speakers)
- Only World Language elective course outside of the Spanish sequence
- Offered for ECE credit through Western Connecticut State University (two semesters)
- Course materials will be curated by the instructor, in consultation with WestConn.
- Reallocation of existing WL FTE, based on course enrollment

Spanish for Health and Community Course Proposal

Unit	Descripción	Description
	SEMESTER 1	
1	• Presentación del curso • Repaso de anatomía y vocabulario • Amigos Falsos	• Class Introduction • Review of Anatomy and Related Vocabulary • False Cognates
2	• El sistema de salud de los Estados Unidos • Traducción e interpretación	• The Health Care System of the US • Translation and Interpretation
3	• Leyes y políticas sobre el acceso al idioma • Interpretación médica y comunitaria	• Laws and Policies Regarding Access to Language Services • Medical and Community Interpretation
4	• Protocolos y modos de interpretación • Consultas médicas: diálogos	• Protocols and Methods of Interpretation • Medical Appointments: Dialogues
5	• Ética y conducta profesional • Dilemas éticos en la interpretación	• Ethics and Professional Conduct • Ethical Dilemmas in Interpretation
6	• La salud en el mundo Hispano • Temas culturales	• Health in the Spanish Speaking World • Cultural Themes
	SEMESTER 2	
7	• Terminología y traducción médica	• Medical Terminology and Translation
8	• Salud mental	• Mental Health
9	• Salud femenina	• Women's Health
10	• La dieta en el mundo Hispano	• Diet in the Spanish Speaking World
11	• Enfermedades cardiovasculares	• Cardiovascular Health
12	• La profesión del traductor e intérprete	• Translation and Interpretation Careers

Spanish for Health and Community Course Proposal

The course is unique in its application of Spanish specific to community health and health-related professions; nursing and health-related fields are areas of specific interest among our high school student population.

While also expanding the depth and breadth of our Allied Health Career Pathways, this course is an innovative way to position our students to move into health fields with the related communication skills and global citizen dispositions that we value in our Vision of a Learner.



New Fairfield Public Schools

New Course Proposal

Directions:
Before completing this form, please discuss this proposal with the appropriate administrator(s) in your school. Complete this proposal form thoroughly, and attach any supporting documentation that would help the Board of Education's Curriculum Sub-Committee understand this proposal better. Be sure that you adhere to all deadlines, and be certain to acquire all required signatures. To ensure that a course can be properly planned for, if it is intended for a coming school year, please complete it by October 31. All other proposals can be forwarded at any time of the year.

Course Being Proposed Spanish for Health and Community, I and II

Proposal submitted by Ernest Fabrizio-García

School New Fairfield High School

1. **Indicate the department/grade level in which this course/program will run.**

   World Language / Grades 11 and 12

2. **Please indicate if the new course or instructional program is a semester long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.** This new course would be available to 11th and 12th students at NFHS. The course in full is a one semester course, sectioned across two semesters (I and II). Students could select to take semester 1(0.5 credit), semester II (0.5 credit), or the full year course (semester I and II) (1.0 credit).
   The course is an elective in the World Language department but will require a prerequisite Spanish skill level (completion of Spanish III, or teacher interview and recommendation, including for heritage Spanish students).
   This course (full-year) will be offered for ECE credit through Western Connecticut State University (WCSU CEP Spanish 170: Spanish for Health and Community).

3. **Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.**
   This course provides an opportunity to continue study of World Language for high school students who choose not to pursue honors or AP Spanish. This allows these students, particularly those interested in our Allied Health Pathway, nursing, and pre-med, to continue

their study of Spanish, while also giving them the opportunity to connect their Spanish speaking skills to real-world, work-force related applications and occupations.

Please indicate the target population for this proposal.

Grades 11 and 12 with previous Spanish coursework (Spanish III) as well as heritage Spanish speakers.

4. **Please explain if this course or instructional program is an addition or a replacement for an existing course or program.**

   This course is an addition to the World Language offerings at NFHS, and will be our only elective course outside of the existing Spanish sequence.

5. **List any prerequisites for this course or instructional program.**

   Spanish I, II and III or teacher interview and recommendation (including for heritage Spanish speakers).

6. **Please write a short description of the new course or instructional program that would be suitable for the high school Program of Studies or for a curriculum document.**

   These courses offer an intensive study of specialized communication in Spanish oriented towards the development of Spanish communication skills and cultural knowledge to serve the needs of the community in professional health care-related settings. The courses will focus on Spanish language training, translation/interpretation skills, Latino cultural practices, specialized health-related vocabulary, and community health issues.

7. **Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.**

   Course goals for students include learning in the following:

   Students will ...

   1. Strengthen their oral and written Spanish proficiency by accurately using anatomical, medical, and health-related terminology.
   2. Develop foundation skills to accurately translate and interpret between English and Spanish during healthcare consultations and community dialogues.
   3. Identify false cognates and medical jargon to prevent language misunderstandings and support patient-provider communications.

4. Analyze ethical dilemmas, professional codes of conduct, and laws about language rights in community healthcare settings.

5. Grow in understanding of Latino cultural traditions, values, and health practices across the Spanish-speaking world.

6. Examine verbal and nonverbal communication patterns across diverse populations to be able to navigate patient interactions effectively.

Long term program course and program goals seek to increase the percentage of students who continue their study of Spanish across 3-4 years of high school by offering electives such as this course as an option to upper classmen. The goal is to also provide opportunities for a wider-range of students to continue their world language study and connect world language to work-force occupations and post-graduation goals for students.

Given this additional Spanish course opportunity, the World language program continues to seek to increase the number of students who earn the Seal of Biliteracy during their time at NFHS.

7. **Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?**

Unit	Descripción	Description
	SEMESTER 1	
1	• Presentación del curso • Repaso de anatomía y vocabulario • Amigos Falsos	• Class Introduction • Review of Anatomy and Related Vocabulary • False Cognates
2	• El sistema de salud de los Estados Unidos • Traducción e interpretación	• The Health Care System of the US • Translation and Interpretation
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5	• Ética y conducta profesional	• Ethics and Professional Conduct

	• Dilemas éticos en la interpretación	• Ethical Dilemmas in Interpretation
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	SEMESTER 2	
7	• Terminología y traducción médica	• Medical Terminology and Translation
8	• Salud mental	• Mental Health
9	• Salud femenina	• Women's Health
10	• La dieta en el mundo Hispano	• Diet in the Spanish Speaking World
11	• Enfermedades cardiovasculares	• Cardiovascular Health
12	• La profesión del traductor e intérprete	• Translation and Interpretation Careers

Full Course Description

Assessments will include quizzes, oral presentations, a medical glossary project, translation projects, interpretation exercises, and a final exam (as per WestConn requirements).

The Spanish for Health and Community course is unique in its application of Spanish specific to community health and health-related professions; nursing and health-related fields are areas of specific interest among our high school student population.

While also expanding the depth and breadth of our Allied Health Career Pathways, this course is an innovative way to position our students to move into health fields with the related communication skills and global citizen dispositions that we value in our Vision of a Learner.

8. **Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment and space needs.**

All materials and texts will be delivered to students via Google Classroom. All materials will be teacher created and extensive use of the World Language Lab will be used. Staffing: One section

per semester = .2 FTE. (This FTE will be reallocated from existing FTE based on course enrollment in the department.)

9. **If this course will require a textbook, what is the title and cost estimate of a likely text?**

   N/A

10. **What impact will this course/program proposal have upon other courses/programs currently being offered in the district?**

    This is an opportunity for students to continue their study of Spanish in a meaningful, relevant, and practical way that will also serve as a useful elective for students who are interested in the Allied Health pathway and/or health profession. Because there are no semester electives in World Language currently, this is also an opportunity to explore the benefits of such offerings. This course is also an ECE course offering if students elect to take both semesters in an academic year, thereby enhancing our dual enrollment offerings for students as well.

Signatures of those making this proposal:

Teacher	11/12/24 **Date**
Department Chair (if applicable)	11/12/24 **Date**
Principal	11/13/24 **Date**
Assistant Superintendent	11/13/24 **Date**

Digital Lab: Adobe Certified Professional

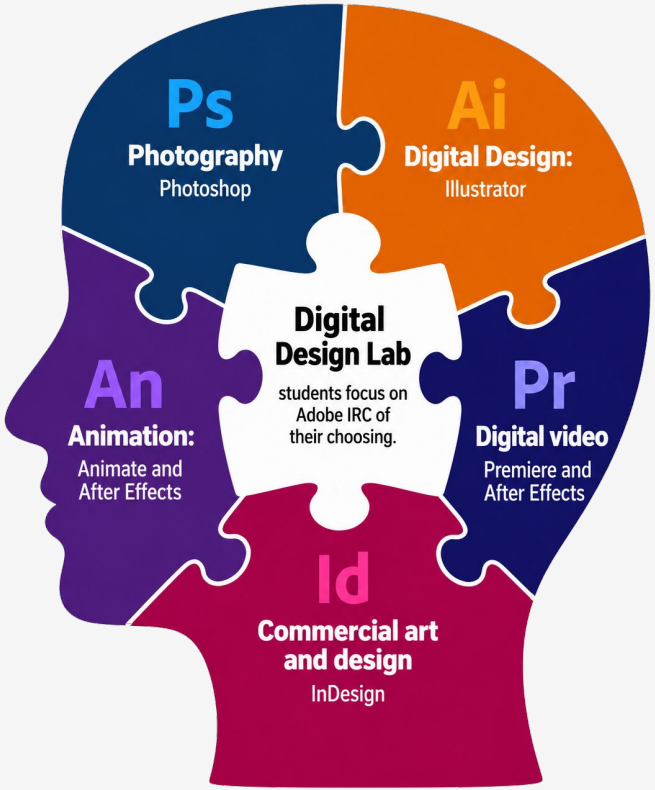
NFHS CTE Course Proposal

Board of Education Curriculum Subcommittee
New Fairfield Public Schools
November 23, 2026

Digital Lab: Adobe Certified Professional Course Proposal

- This one-semester CTE course prepares students to become Adobe Certified Professionals by earning an industry-recognized credential (IRC) in Photoshop, Illustrator, InDesign, or Premiere Pro.
- Through collaborative projects, self-directed test preparation, and portfolio design students master professional media tools and prepare to pass an Adobe Certification Exam.
- These IRCs enhance student resumes for college as well as employment opportunities. IRCs are recognized and promoted by the CSDE in conjunction with the modernized CTE career clusters and pathways.

Digital Lab: Adobe Certified Professional Course Proposal



Digital Lab: Adobe Certified Professional Course Proposal

- For Grade 11 and Grade 12 students
- **Prerequisite:** Students must successfully complete one of the following courses: Animation, Commercial Art, Digital Design, or Video Production, and receive approval from the instructor.
- The Adobe Software subscription used in current coursework will support this course.
- Course materials (Adobe Classroom in a Book series) will be aligned to specific credential pursued.
- Reallocation of existing CTE FTE, based on course enrollment, will support staffing for the course.
- Administrative tasks will entail setting up NFHS as an ADOBE certification test center, ordering tests, and coordinating test administration.

Digital Lab: Adobe Certified Professional Course Proposal

The “rebranded” Digital Lab CTE course will augment the value of other media courses in the NFHS CTE program by providing students with opportunities to deepen their learning and skills from introductory courses through certification options in a creative pathway of interest.

While also expanding our IRC offerings, this course supports college and career readiness for students across a range of potential professional, technical, and creative career areas. It also fosters the dispositions of critical and creative thinking and a self-determined individual valued in our NFPS Vision of a Learner.



New Fairfield Public Schools

New Course Proposal

Directions:
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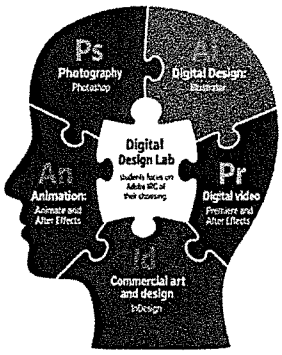
Course Being Proposed __Digital Lab: Adobe Certified Professional__

Proposal submitted by ___Dr. Sterling Miller____ **School** ____NFHS_____



1. Indicate the department/grade level in which this course/program will run.

Career and Technical Education (CTE)
Grades 11-12

2. Please indicate if the new course or instructional program is a semester long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

One Semester course, Grades 11 and 12

3. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.

This course will prepare students to earn an Adobe Certified Professional industry-recognized credential (IRC), which is recognized by the CSDE and industry. This will provide our students with additional credentials that can stand out in job interviews and college applications. Presently, our program of study includes coursework in Adobe's Industry Grade software including Photoshop, Illustrator, InDesign, Premiere, Character Animator. These are one-semester courses. Adobe Professional Certifications recommend 180 hours of seat time to develop the skill and expertise needed for credentialing. This course will allow students interested in the creative industries to build on these introductory courses and pursue focused certification in a selected Adobe software. This course builds upon students' knowledge and skills in a selected Adobe software, gives them the autonomy to choose a specific Adobe Certification that they are interested in pursuing.

4. Please indicate the target population for this proposal.

Students interested in the creative field, either pursuing this field in college or directly working as a creative after (and during) high school, are the target population for this course. Our current high school CTE course offerings currently support a breadth of Adobe software experiences; this course allows a student to pursue a selected Adobe software with greater depth. This also provides an industry-recognized credential (IRC) for students to bring with them into the workforce.

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

Our current NFHS Program of Studies offers a Digital Design Lab course; this proposed course would "rebrand" this previous course as Digital Lab: Adobe Certified Professional to shift from a project focus to skill development and preparation for an industry credential.

6. List any prerequisites for this course or instructional program.

Students must successfully complete one of the following courses: Animation, Commercial Art, Digital Design, or Video Production, and receive approval from the instructor.

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

This course prepares students to become Adobe Certified Professionals by earning an industry-recognized credential in Photoshop, Illustrator, InDesign, or Premiere Pro. Through collaborative projects, self-directed test preparation, and portfolio design students master professional media tools and prepare to pass their selected Adobe Certification Exam. These credentials enhance student resumes for college as well as employment opportunities.

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

This course expands our CTE program offerings in the realm of IRCs for students in support of college and career readiness for the workforce across a range of potential professional, technical, and creative career areas.

9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

Students will select their Adobe area for certification. They will follow curated curriculum resources aligned to that credential and undertake study for the Adobe Certification. Resources may include the Adobe Classroom in a book series, often used by colleges in their first-year

courses. Students will be assessed through instructor guided self-reflection and evaluations of project work. At the end of the course students will take the Adobe Certification Exam.

10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment and space needs.

Curriculum would be needed for the individualization of student learning based on their selected Adobe certification area. The following budget impacts have been considered:

Licensing for online training programs: $1800
Adobe Classroom in a Book series: $75 per text
(Some costs may be offset through grant funding.)

Existing staff support for administrative tasks (registering NFHS as an ADOBE certification testing center, ordering tests, and coordinating test administration, etc.).

The Adobe Software subscription is already in place for current coursework, and current FTE would be reallocated based on enrollment to provide for this course.

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

See above.

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

This course will augment the value of other media courses in the NFHS CTE program by providing students with opportunities to extend their learning and skills from those introductory courses with certification in a creative pathway of interest. While also expanding our IRC offerings, this course fosters the dispositions of critical and creative thinking and a self-determined individual valued in our NFPS Vision of a Learner.

Signatures of those making this proposal:

Teacher Sterling Miller **Date 11/11/26**

Kathe A Bl 11/13/26

Principal **Date**

Kristine R Urlerk 11/16/26

Assistant Superintendent **Date**

NEW FAIRFIELD PUBLIC SCHOOLS | NFHS WORLD LANGUAGES DEPARTMENT

INTERNATIONAL EDUCATIONAL FIELD TRIP

Northern Italy & France: Cultural & Linguistic Immersion



A 10-day immersive educational journey connecting classroom curriculum directly to authentic historical, language, and cultural landmarks.

Trip Details

TRIP DATES

April 14 – April 23, 2028*

TARGET STUDENT GROUP

15–20 NFHS French & Italian Students (priority to Gr 11 and 12)

NFHS Group Structure & Chaperone Supervision Ratio

4 Designated NFHS Faculty Chaperones for up to
20 Students (Supervision ratio of 1:5)

Tour Operator: Explorica by WorldStrides

Faculty Chaperones:
E. West, R. Onofrio, S. Rowley, Dr. K. Blore

Full-time experienced WorldWide Tour Director stays with the group 24/7 from airport arrival to departure.

**Subject to change based on finalized 2027-2028 NFPS Calendar - April Break*

TOUR OPERATOR BACKGROUND

Explorica by WorldStrides

Educational Accreditation & Standards

WorldStrides is formally accredited as an educational institution by the New England Association of Schools and Colleges (NEASC), the Middle States Association (MSA), and the Western Association of Schools and Colleges (WASC).

Tours integrate LEAP (Learning through Experience and Activity Program) to keep students actively engaged through interactive field activities

Connecticut Public High School References Contacted

Fairfield Public Schools (Fairfield Warde HS)

New Milford Public Schools

Region 14 Public Schools

Wilton Public Schools

Curriculum Alignment

Culture & Language Immersion – NFPS Vision of a Learner

Talented Communicator

Direct target-language fluency and auditory comprehension practice in real-world, daily interactions (Venice, Florence, Nice, Paris).

Knowledgeable Scholar

Guided visits to the Doge's Palace, Accademia Gallery, Uffizi Gallery, Louvre Museum, and Palace of Versailles.

Engaged Global Citizen

Fosters personal independence, adaptability, cross-cultural appreciation, and critical thinking.

ITINERARY OVERVIEW — PHASE 1

Venice & Verona (Days 1–4)



Days 1–2: Arrival & Venice Exploration

Overnight flight to Venice; meet Tour Director; guided walking tour of canal district.

Day 3: Venetian History & Artistry

St. Mark’s Square & Basilica, Doge’s Palace guided visit, glass-blowing demonstration.

Day 4: Transit via Verona to Florence

Verona city walk featuring Castelvecchio Bridge & Arena; traditional pizza dinner.

Hotel: Hotel Villa Pannonia (Venice)

ITINERARY OVERVIEW — PHASE 2

Florence & Côte d'Azur (Days 5–7)

Day 5: Renaissance Florence

Accademia Gallery (Michelangelo’s David), Duomo, Ponte Vecchio & Uffizi Gallery.

Day 6: Coastal Transit via Genoa

Visit Genoa Aquarium during transit along the Italian Riviera to the French Côte d'Azur.

Day 7: French Riviera & Arts

Excursion to St. Paul de Vence & Chagall Museum; Mediterranean coastal immersion.

Hotels: Hotel Corona d'Italia & Residence Nemea



ITINERARY OVERVIEW — PHASE 3

Parisian Immersion & Return (Days 8–10)



Day 8: High-Speed Train & Paris Intro

TGV express train to Paris; Latin Quarter walk, Louvre Museum & Eiffel Tower ascent.

Day 9: Historic Landmarks & Seine Cruise

Arc de Triomphe, Champs-Élysées, Versailles excursion & evening Seine River cruise.

Day 10: Return Flight to NY

Direct international flight from Paris back to JFK/EWR; bus transfer to NFHS.

Hotel: Les Jardins du Marais Hotel (Paris)

FINANCIAL DETAILS

Tour Cost & Inclusions

Student Rate

$5,337.00

Per student (triple/quad rooming)

Additional cost TBD for coach bus transportation to/from NFHS / JFK airport.

* Cost may vary based on enrollment and fluctuations in costs at time of booking.

Complete Package Inclusions:

- **Transportation:** Round-trip international flights, TGV high-speed train, private European motorcoach transfers.
- **Lodging:** 8 night stays in clean 3–C hotels with private en-suite bathrooms.
- **Meals:** Full European breakfast daily + authentic regional dinners daily.
- **Leadership & Guides:** Dedicated full-time Tour Director + expert local city guides.
- **Sightseeing & Tips:** Pre-paid entry to all listed museums/ monuments and local guide/driver gratuities.

Out-of-Pocket Expenses (Not Included):

Daily lunches on location, passport/visa application fees, personal spending money, additional travel insurance protection.

Additional Information Provided in Trip Packet:

- Travel Insurance Required – Travel Protection Plan options available (Trip Mate)
- Trip Cancellation / Refund Policy
- NFPS Student Code of Respect and Responsibility expectations



NEXT STEPS:

Pending approval from Curriculum Committee (November) & Board of Education (December 3)

1. Promoting trip to French & Italian students - Jan. 4 - 13
2. Interest Meeting with Parents - Jan. 14th
3. 10-day enrollment period



TRAVEL PACKET FOR
New Fairfield High School OVERNIGHT INTERNATIONAL FIELD TRIP TO Italy and France

April 14th - April 23rd, 2028

Dear Parent/Guardian:

We are excited about the upcoming New Fairfield High School French/Italian trip to Italy and France from April 14th-23rd (the "Trip"). The administrator responsible for the Trip is Dr. Katherine Blore - NFHS Principal, and we are working with a tour company called WorldStrides(the "Tour Company"). **There will be a parent meeting on TBD to review the travel plans, flight information, hotel accommodations, admission passes, and to answer any logistical questions.**
We will also provide you with an update on our plans to help ensure a safe and successful experience for all students and chaperones. It is very important that each student be represented by a parent/guardian at this meeting. Students are also welcome to attend.

In addition to the medical and permission forms we provided previously, we are providing additional information in this Travel Packet and requiring that additional forms be signed and submitted to Signora Onofrio and Monsieur West by participating students ("Student" or "Students") and their parents or legal guardians ("Parents"). Failure to review the information in this packet and to submit the required forms may result in difficulties with the Student's ability to participate in the Trip.

Included in this packet are the following:

- TRAVEL DESCRIPTION
- AGREEMENT, WAIVER AND RELEASE OF LIABILITY
- EXPECTATIONS AND CODE OF RESPONSIBILITY AND RESPECT (APPENDIX A)
- REFUND POLICIES & TRAVEL INSURANCE (APPENDIX B)
- PAYMENT PLAN (APPENDIX C)

THESE DOCUMENTS HAVE IMPORTANT LEGAL CONSEQUENCES.
DO NOT SIGN THEM UNLESS YOU KNOW WHAT THEY MEAN.

TRAVEL DESCRIPTION

Trip Destination: Northern Italy and France

Departure Date: April 14th

Return Date: April 23rd

Trip Leader(s): Ethan West, Rosalba Onofrio

Tour Company/Trip Sponsor ("Tour Company") (if any): World Strides

Detailed Itinerary: *Breakfast and Dinner are included in tour price, Lunches are to be found on location and paid for out of pocket

Friday April 14, 2028

Load the buses after school at New Fairfield High School
The buses will bring the group from New Fairfield High School to JFK or Newark airport for direct flight to Venice, Italy.

Saturday April 15, 2028

Arrive in Venice, Italy and meet with World Strides Tour Director
Walking tour of Venice
Check in at Hotel

Sunday April 16, 2028

Venice guided sightseeing tour: St. Mark's Square and Basilica
Doges' Palace visit, Glass-blowing demonstration

Monday April 17, 2028

Travel to Florence via Verona by bus
Verona city walk: Castelvecchio Bridge, Verona Arena, Piazza delle Erbe
Traditional Italian pizza dinner

Tuesday April 18, 2028

Accademia Gallery guided visit
Florence guided sightseeing tour:
Palazzo Vecchio, Piazza della Signoria, Chiesa di Santa Croce, Ponte Vecchio, Duomo, Giotto's Bell Tower
Dante's House ; Uffizi Gallery Visit

Wednesday April 19, 2028

Travel from Florence to Genoa
Genoa Aquarium visit
Travel to Nice/Côte d'Azur via Genoa

Thursday April 20, 2028

Côte d'Azur and Nice
St. Paul de Vence and Chagall Museum excursion

Friday April 21, 2028

Travel to Paris on TGV (High speed train)

Paris city walk: Île de la Cité, Notre-Dame Cathedral, Île Saint-Louis, Latin Quarter
Louvre Museum visit
Eiffel Tower ascent
Montmartre & Sacre Coeur night walking tour

Saturday April 22, 2028

Paris guided sightseeing (bus) tour: Arc de Triomphe, Champs-Élysées, Eiffel Tower, Les Invalides, Paris Opera House
Afternoon guided excursion to Versailles
Seine River cruise

Sunday April 23, 2028

Flight from Paris back to New York (JFK/EWR)
Take buses back to New Fairfield High School
Families pick up from NFHS

Hotel Information:

Hotels:
Venice: Hotel Villa Pannonia
Florence: Hotel Corona d'Italia
Cote d'Azur: Residence Nemea Lido - Hotel Cagnes sur Mer
Paris: Les Jardins du Marais Hotel Paris

Means of Travel: Plane, Coach Bus, High Speed Train

Air Transportation: TBD

Flight Information: *Departure and arrival times to be provided by* _____

Bus Transportation: _____TBD_____ motor coach services for travel to and from airport. Motor coach provided by Explorica Worldstrides in Italy & France.

Expected Number of Student Participants: 20

Names of Chaperones: Ethan West, Rosalba Onofrio, Sunshine Rowley, Katherine Blore

Name of Trip Nurse: NFHS School nurse will prepare documentation and first aid kit.

Anticipated Cost per Student: $5,137 based on occupancy (single, double, triple, or quad)

For payment plan options see Appendix C

AGREEMENT, WAIVER AND RELEASE OF LIABILITY

The parties to this Agreement, Waiver and Release of Liability ("Agreement") are the Student, the Student's parents or legal guardians, and the New Fairfield 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 Travel Packet,
- certify that the information provided in this Travel Packet is correct, and agree to keep it updated as necessary, and
- review and understand all information provided by the third-party Tour Company/trip sponsor ("Tour Company") (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 participate 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 the Student's 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 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 other public health authorities and to review such information periodically for updates and changes 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.

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 Tour Company, that describes the risks associated with the Trip. The Tour Company 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.

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 Responsibility and Respect 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 the Tour Company, 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 Student will be subject to the laws, rules and regulations of the location where the

Student is traveling and those laws may be substantially and materially different from those in Connecticut.

- While participating in the Trip, the Student will comply with the Expectations and Code of Responsibility and Respect attached as Appendix A, and will not engage in inappropriate conduct, including but not limited to the use of physical or verbal threats or violence or unauthorized absences from scheduled Trip activities.

- Consumption, use or possession of illegal drugs or alcohol will not be tolerated.

- The Student will obey all directives issued by the District, the Trip Leader(s), any associated organizations.

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 Appendix A and Section VIII below; and

- to abide by the Tour Company's and/or the District's Refund Policies, which are attached as Appendix B.

VII. Participation and Trip Modification

The Student and the Parents understand and agree that:

- The District and/or Tour Company reserve the right to cancel or modify the Trip at any time for any reason, including but not limited to emergencies, low enrollment, change in conditions, 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 Tour Company.

- 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 Responsibility and Respect

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 Responsibility and Respect, the Expectations and Protocols related to emergencies, or health or safety conditions or considerations.

- If the Student's conduct or health 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 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 Travel Packet, including the permission slips and medical forms provided on **TBD**, 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

New Fairfield Board of Education

Signature Date
Superintendent of Schools

Print Name

Title

APPENDIX A

Expectations and Code of Responsibility and Respect

The New Fairfield 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 expectations 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 students will be expected to follow behavior guidelines and requirements as set forth in the New Fairfield High School Student Handbook.
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 District 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 New Fairfield High School after the Trip.

**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:** _____

APPENDIX B

Refund Policies

Cancellation Policies

All cancellations must be made in writing by the person listed on the registration form to your account representative or customer service at cancellations@explorica.com or via mail to WorldStrides, P.O. Box 9033, Charlottesville, VA 22906-9033, must be postmarked prior to the group's departure, and must include account number, registrant's name, and complete address.

The Program Leader may cancel the program on behalf of the entire group, or any individual participant. Within 24 hours following receipt of your registration confirmation or initial payment invoice (whichever is first), you may cancel your WorldStrides program and receive a full refund. After 24 hours, the Standard Cancellation Policy applies.

All refunds are issued using the original form of payment on the account. Check refunds are only issued to the primary responsible party listed on the account. WorldStrides accepts payment via check, e-check, debit card, and credit card. Should you choose to use a gift and/or preloaded credit card to make one or more payments on your WorldStrides account, WorldStrides is not responsible for replacing any credits that are successfully processed back to any lost, stolen, or destroyed gift or preloaded credit card account used for payment.

Standard Cancellation Policy:

The services and value we provide begin long before your date of departure, and there are significant unrecoverable costs as your departure date approaches. Therefore, if you do not enroll in the Cancel for Any Reason Plan and you, the Program Leader, school, or school administration cancel beyond the 24-hour grace period, WorldStrides will be entitled to retain (in addition to the Non-Refundable Fees):

- $399 non-refundable fee if more than 150 days
- $599 non-refundable fee if between 150-110 days
- 50% of all fees + $99 non-refundable fee if between 109-76 days
- 75% of all fees + $99 non-refundable fee if between 75-31 days
- 100% if 30 days or less

Cancellation due to Exceptional Circumstances:

If your group is unable to reschedule your trip to a new destination or date, and your program is canceled or cannot be delivered due to Exceptional Circumstances (explained below), travelers who did not purchase the Cancel for Any Reason Plan, will be refunded all monies paid less Non-Refundable Fees and an additional cancellation fee of $399 for trips involving international air travel, $289 for trips involving domestic air travel, or $149 for trips involving domestic bus travel. After August 2021, cancellation fees for non-purchasers of Cancel for Any Reason Plan will be $499 for international air travel, $389 for domestic air travel, and $189 for domestic bus travel. Please note – these fees are not intended to be a penalty, but rather a fair estimation of a portion of

the unrecoverable internal and external costs related to planning, managing, and administering a full-service group travel program, that are incurred by WorldStrides prior to the date of departure.

Exceptional Circumstances:

Without limitation, WorldStrides, including its affiliates, owners, officers, agents, employees or any associated organization, is not responsible for any injury, loss, or damage to person or property, death, delay, overbooking or downgrading of accommodations, mechanical or other failure of airplanes or other means of transportation or for any failure of any transportation mechanism to arrive or depart timely, dangers associated with animals, sanitation problems, food poisoning, lack of or quality of medical care, illness or disease, difficulty in evacuation in case of a medical or other emergency, or for any other inconvenience beyond the direct control of WorldStrides, in connection with the provision of any goods or services whether occasioned by or resulting from, but not limited to, Exceptional Circumstances. Exceptional Circumstances may also justify postponement or (if postponement is not achievable) cancellation of trips. Exceptional Circumstances include, but are not limited to, acts of force majeure, war (whether declared or not), criminal or terrorist activities of any kind or the threat thereof, civil unrest, strikes or other restrictive labor activities, illness or disease, actual, perceived or threatened epidemics or pandemics, government-imposed travel restrictions or closures, and other events outside WorldStrides's control that make performance of a trip as contemplated impossible or impractical.

Travel Insurance

Travel Insurance is optional and may be purchased by participants when they register for the trip

Through Trip Mate, our third-party travel protection plan provider, WorldStrides offers two great plans that help protect your educational travel investment.

Travel Protection Plan: Trip Mate's standard travel protection plan covers you for the following events:

- A traveler's injury, sickness, or death of a family member
- Theft of passport or visas
- Flight cancellations due to strike or bad weather
- Loss of luggage and personal effects
- Trip cancellation or trip interruption due to covered reasons such as a covered sickness, illness, injury or death
- Trip cancellation or trip interruption due to terrorist acts, as defined

Travel Protection Plan Plus: Along with providing you the same benefits as our standard Travel Protection Plan, the Travel Protection

Plan Plus also includes a Cancel For Any Reason Waiver Benefit.

With our Cancel For Any Reason Waiver Benefit, if you cancel your trip for any reason not otherwise covered by this policy, we will reimburse you for 75% of the non-refundable cancellation fees which apply to your trip, provided:

1) Payment for this plan is received by WorldStrides within 14 days of your initial deposit/payment for your trip; and

2) you cancel your trip 48 hours (2 days) or more before your scheduled trip departure date.

This Cancel For Any Reason Waiver Benefit does not cover penalties associated with any air or other travel arrangements not provided by WorldStrides; or the failure of WorldStrides to provide the bargained-for travel arrangements due to cessation of operations.

The Cancel For Any Reason Waiver Benefit is provided by WorldStrides and is not an insurance benefit underwritten by United States Fire Insurance Company and must be purchased within 14 days of your initial payment for your trip.

For details visit explorica.com/Resources/Travel-Protection-Plan.aspx

The cost for the Travel Protection Plan and Travel Protection Plan Plus is based on your program's total price and provided at enrollment.

The estimated cost of TPP and TPP+ for your program will be provided in advance. This plan should be purchased at the time of enrollment.

You have ten (10) days from the date of purchase to review and cancel your plan for a full refund. After that period, the cost of the plan is non-refundable.

Submitting a Claim

Before you submit a claim to Trip Mate through your Travel Protection Plan, there are a few things you'll need to have ready:

- Your Plan Number: UF433E
- The departure and return date of your trip
- Depending on the reason for the claim, Trip Mate may indicate further documentation is required.

Claims may be reported to Trip Mate by any of the following methods:

- Online - https://www.travelclaimsonline.com
- Phone - 1-833-297-2255
- Mail - Trip Mate, a Generali Global Assistance & Insurance Services brand
  P.O. Box 527
  Hazelwood, MO 63042

Appendix C

Payment Plans

What are your payment options?

1) Monthly Automated Payments: Pay your deposit and optional travel protection plan costs with credit/debit card or checking account upon enrollment, and the balance of your Tour Fee will be automatically charged to your card or debited from your account in equal monthly installments until 35 days prior to your departure date (checking account) or 65 days prior to your departure date (credit/debit card). Please note that you must make all payments by credit card, debit card, or checking account. If two consecutive payments are returned NSF or declined by your bank or credit card company, we will change your account to the designated Manual Plan.

2) Pay in Full: Pay in full at the time of enrollment.

3) 4-Step Manual Payments: Pay your deposit and travel protection plan costs upon enrollment, $500 toward your Tour Fee 30 days later, and 75% of your remaining balance at 110 days prior to departure. The final remaining balance is due 65 days prior to departure and can be paid by check, credit or debit card, or checking account. If you enroll 150 days prior to departure or later, you will make only three payments - deposit and travel protection plan costs at enrollment, 75% of your remaining balance at 110 days prior to departure, and the final balance at 65 days prior to departure. Please note that we do not automatically deduct payments on this plan; you must make each payment manually.

All full-paying participants, including participants who have previously traveled, are required to pay a deposit upon enrollment. Any participant who has already paid the deposit for a previous tour will receive a $100 credit on your account.

Your account must be paid in full by the final payment deadline or your account will be subject to cancellation.

What if you're late on a payment?

Late Registration, Late Payment, and Fees: WorldStrides charges a late registration charge of $145 if enrollment is less than 110 days before departure. If you are late on any payment, you will be subject to a $50 late payment fee. No personal checks or business checks will be accepted after the final payment deadline. Only certified check, money order or credit card payments will be accepted. There is a $35 service charge on returned checks, declined credit cards or declined e-checks. A $200 fee may apply for any name changes made within 85 days of departure. A $50 fee, plus any additional airfare costs, will be assessed if you cancel your reservation and choose to re-instate at a later date.

Waitlist: Your program space is not guaranteed until your account has been paid in full and you have been advised in writing that all conditions for travel have been satisfied. If you are placed on a waitlist due to late registration or an outstanding account balance after final payment date your account must clear waiting list procedures and may involve additional airline and other charges.

What do you need to know about your program fees?

The price quoted is based upon a minimum number of travelers. The price quoted is also subject to adjustment if the minimum enrollment is not met, if the program content or itinerary changes, or in the event of circumstances beyond WorldStrides's direct control. Your group may be combined with other group(s) on the program to reach a minimum. The combinations may not be of the same age level or have the same itinerary. If the Program Leader chooses not to be combined and travels with less than the minimum number of participants, an additional cost will be charged to your account.

Non-Refundable Fees: The fee for enrollment in a Trip Protection Program (discussed below), your deposit, any handling charges, merchandise fees, fees for returned checks, fees for declined credit cards or electronic drafts, late payments, and registration fees are not refundable under any circumstances.

What is not included in your program fees?

Unless specifically stated in your program, WorldStrides' program prices do not include college credit fees, passport fees, visa fees, trip protection fees, baggage charges, porterage at airports and hotels, gratuities to guides or bus drivers, private or small group fee, expenses incurred during free time, optional excursions, trip extensions, local transportation to unscheduled activities, transportation from your home to the origination point of the program, overnight lodging and meals prior to departure or upon return from a program or the weekend supplement if your departure or return flight falls on a Friday, Saturday or Sunday (not applicable to tours to the United States, Canada or Puerto Rico).

Adult Supplements: Adults are automatically placed in twin rooms unless a single room upgrade is requested and available for the required additional applicable fee(s). Depending on the selected tour type, adult groups may be combined with student groups. In addition to the twin or single room fee, adults pay a supplement fee of $125.

Private Group Fee Breakdown

