

Brookline High School Field Trip Application
Brookline – Global Health Film Festival
London, England November 8-13 2017
<http://www.globalhealthfilm.org/>

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Forms to be completed by parents/students

Prepared by:

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Chaperones:

Ben Kahrl, History and Global Leadership teacher at BHS, Lead chaperone
Mark Wheeler, History and Film as History teacher at BHS, co-chaperone

Statement of Purpose

Brookline High School

Serving nearly 1800 students, Brookline High School represents the whole world, and it is a laboratory for the future of our global society. The student body is diverse in terms of race, nationality, culture, and socio-economic strata. The school is 9% African American, 14% Asian, 11% Hispanic, 61% White, and 5% Multi-Ethnic. At Brookline High School students come from over 69 countries and speak 44 different languages. We are proud of our diversity; and we have simultaneously created unity amidst the diversity, as our students pursue two common goals – academic success and exemplary citizenship.

Connection to Global Leadership Course and Film as History Course

The Global Leadership course has four major units: Cultural Awareness, Global Diplomacy, Global Economics, and Global Development. The trip to Montreal for the World Health Summit Regional Meeting connects directly to the first and last of these units.

The trip connects to the Global Leadership in several central ways. The course begins with a unit about the importance for leaders to be culturally sensitive and aware of differing cultural morals, mores, and customs around the world. As the program link (below)¹ shows, the Global Health Film festival incorporates films from all over the world. Students will be able to see films, and speak with directors, from all over the world.

The Global Leadership curriculum culminates in a unit on Global Development where students must identify a health challenge in a low income country. Several films from the 2016 session hit directly on this idea. They include a session on “Seeds of Hope” about refugee sheltering, “Positively Beautiful” about AIDS work, and “Novemba” about a Tanzanian hospital.

In addition, we have a unit on Global Economics that focuses directly on the textile industry and the issue of justice with respect to wages and also environmental damage. The film “The True Cost” speaks directly to both of these issues in this global industry.

In Global Leadership, we have a “speakers series” where students must contact a professional who has worked in the field of Global Development and invite them to the class, either through remote connection or actually visiting the class, to talk about their work promoting development. At the Global Health Film Festival, they will be forming a network of potential speakers for future classes as well as seeing and meeting many of these same type of speakers first hand.

¹ Global Health Film Festival 2016 Program -

<http://www.globalhealthfilm.org/sites/default/files/files/Global%20Health%20Film%20Festival%202016%20-%20final%20programme.pdf>

The Global Health Film Festival and “Film as History”

From the “Film as History” course description:

“Using the tools of a history classroom (textbooks, academic articles, primary source documents, etc.), combined with the tools of a filmmaking classroom (viewing and analyzing documentary films for content and techniques), students will study certain historical eras and events, with an emphasis on exploring local stories of those events and eras. Integrating these tools and skills, students will then critique films and filmmaking choices such as including and omitting information, showing both sides of a story, and how lighting and camera angles affect mood and portray power/ powerlessness. Importantly, the sequence of study will vary: sometimes, students will come at the process focused first on the historical process then film; other times, students will begin with film first and then use this understanding to critique history.” Clearly, students could apply each of these techniques to more current documentaries and issues today.

The Global Health Film Festival also supports the “Film as History / History as film” class. Some of the concepts from the course are listed below:

Concepts covered in the course will be:

- Gain clear understanding of the techniques and elements that compose different types of documentaries
- Find and apply a unique voice through historical storytelling and create awareness of multiple cultures, issues and events
- Develop confidence in teamwork that demands individual and team accountability
- Reflect on process and practice as an artist and historian
- Acquire understanding of modern educational tools and how to keep an audience engaged
- Apply skills to creative work across disciplines

Students will be able not only to view the various documentaries that concern Global Health, and also speak with several of the directors or other people who have worked on the films. They will understand some of the direct obstacles of making documentaries in challenging places and settings, or on unusual and controversial topics.

In addition to this, as stated in the course syllabus, “Film as History” works on the following skills:

Students will engage in developing skills as collaborative learners across disciplines from multiple perspectives and understandings. Through the lens of presenting historical information in film, the students will address issues of academic research, writing, media literacy, and perspective using the essential questions that guide this course. Decision-making and ethics will be a central

theme of the intersection of the written and filmed presentation of historical events.

Viewing films similar to those listed in the 2016 Programme, such as “The Black Zone”, “Ambulance”, “Drone” and “The Plastic Ocean” demonstrate multiple perspectives on controversial and highly relevant current issues for students. With these controversial topics, such as “Drone”, issues of multimedia ethics and point of view will be center stage.

Students who had previously gone to Berlin for the World Health Summit heard about this film festival when they were in Berlin and received an invitation from one of the filmmakers who also presented in Berlin and also the film festival organizers as well. Due to the experience of the World Health Summit, students are eager to extend their experience and knowledge in London. This trip will serve as another step in their study in the global field, in hopes for further opportunities and experience. It is also an amazing opportunity for those who have not previously been involved in travel with BHS, to get a chance to do so.

Additionally, the trip also supports the Vision Statement, which reads: “The Public Schools of Brookline Dynamic, Collaborative, Equitable Engaged with the Community Contributing to the World.” Students will learn from experts on a world stage and how they can help contribute to issues in Global Health through the use of film.

Further, the trip supports the third Strategic Area of Focus, which reads: “Strategic Area of Focus: Thriving in a Complex Global Society -- Goal 3. Prepare students with the intellectual, interpersonal and reflective skills needed to thrive in an increasingly complex and diverse global society. Strategy 3.1: Develop opportunities to enhance the global awareness of every student. Strategy 3.5: Create opportunities for student-led discussion and debate over matters related to moral and ethical global issues. While attending the film festival, students will develop considerable global awareness about developments in film documentaries in particular throughout the world.

The trip will involve approximately sixteen students. There is at least some interest in the global health field that we know of (approximately 70 applications for Women Deliver—conference on women’s development). This will be the fourth time that we have organized a trip to a development conference like this, and will therefore have experience in conference style, organizing kids, meal planning, etc. Currently, we have a two BHS teachers, Ben Kahrl and Mark Wheeler who will be the chaperones.

The trip will involve approximately sixteen students and two chaperones. We are aware of interest in this field due to the Berlin Summit and the Women Deliver conference as well. In addition, many students who attended the World Health Summit in Berlin received many questions from students who would be interested in trips to professional conferences. We are experienced in the requirements of planning a trip like this, and have Ben Kahrl to support our

process and guide us when necessary in planning. We have recruited another teacher who had experience: Mark Wheeler.

These professional conferences allow Brookline High School students to mix with adults in their field and that simple experience has a powerful effect on students as students' testimony from the Berlin World Health Summit experience attests.

Liam Downey: "I thoroughly enjoyed all of the sessions that we attended. They provided a very inspirational insight into global work that we rarely hear about in the U.S. It was also at these sessions that we were able to talk to amazing change makers."

Isabel Lobon: The Berlin Trip 2016 was truly a life changing experience that I was incredibly lucky to be a part of with such a wonderful group of students. Because of the trip I am more confident in my own abilities to connect with people (some much older than me) as well as help me understand more thoroughly all the different medical fields and specialities. At the end of the trip I was talking to a few of the girls and we all agreed that without that trip, we would have never learned all of the incredible things that the different sessions offered us. The detail of the presentations and the connections that the presenters made with the audience really encapsulated what learning is all about.

The Itinerary

November 8th - evening - depart Boston for London

November 9th - land in London, go to hotel, tourism experience in later afternoon and evening.

November 10th - film festival sessions all day and into the evening.

November 11th - film festival sessions all day and into the evening.

November 12th - Tourism experiences - possibly the Westminster Cathedral, St. Paul's Cathedral, National Gallery, the Globe Theater, and Imperial War Museum.

November 13th - fly home from London to Boston.

APPLICATION FOR ALL OUT-OF-STATE, OVERNIGHT TRIPS

TRIP LOGISTICS:

1. **Name of Field Trip:** Global Health Film Festival London 2017
2. **Educators Requesting Field Trip Approval:** Ben Kahrl and Mark Wheeler
- 2b. **Students Requesting Field Trip Approval:** Maansi Patel, Lucia O'Brien, Megha Shrivastava, Claudia Marza
3. **School:** Brookline High School **Grade Level:** 10th, 11th, and 12th
4. **Have you reviewed the new School Committee Policy I 3 a. for Field Trips?** Yes
5. **Have you reviewed the document, *Administrative Procedures for School Sponsored Field Trips*?** Yes
6. **What is your destination?** London, England
7. **What is the date you are leaving Brookline?** Wednesday, November 8th, 2017
8. **What is the date you are returning to Brookline?** Monday, November 13th, 2017
(anticipated evening return)
9. **Do the dates of the trip conflict with any religious holidays or observances?** No
10. **How many days will students miss from school?** Three
11. **How are students being transported?**
 - a. Plane (to and from London)
 - b. Subway (while in London)
12. **How many students will be participating in the field trip?** ~16
13. **What members of the student body are eligible for the trip?** All 10th, 11th, and 12th grade students who have demonstrated an interest in international affairs and development through coursework (specifically, but not limited to Global Leadership or Film as History enrollees), Global leadership club membership, previous travel, or extensive volunteer experience.
14. **How are students selected to participate in this field trip?** Students will be selected based on the following criteria:
 - Strong academic record (good study habits, participation, attendance)
 - Interest in global health and international aid work
 - Ability to serve as an ambassador from Brookline and the United States
 - Sensitivity to other people and cultures
 - Previous experiences away from home
 - Successful completion of the application
 - Participation in Global Leadership Club
 - Interview with sponsoring teacher
 - Perceived potential for personal growth
 - Participation in Film as History

15. Where will students be staying?

Best Western - Victoria Palace - London 60-64 Warwick Way, Pimlico, London SW1V 1SA, UK

Phone: +44 20 7821 7113

16. What are the names and cell phone numbers of the primary staff chaperones on the trip? Ben Kahrl, Mark Wheeler

Ben (508) 717-2302 Mark Wheeler (617) 697-0402

17. All of our chaperones have experience with international travel, and have either led student groups and/or participated in exchange trips in the past. They will be supervising the students and available to them on a 24-hour basis.

A. Benjamin Kahrl and Mark Wheeler

B. While in London, the teacher-chaperones will be using their American cell phones for easy parent contact.

EDUCATIONAL RELEVANCE:**19. What is the purpose of the trip and how does it relate to the Brookline High School Course Syllabi?**

The purpose of this trip is to further expose students to issues in World Health and Filmmaking. These topics are covered directly, both in the Global Leadership Course, Global Leadership Club, and the History as Film Course. Some of the major emphases of both the courses and the club include teamwork, public presentation skills, and discovering world issues in new formats. Through the Global Health Film Festival we will be able to experience the film format in a professional setting, as well as interact leaders in film and their work to promote global health. This will allow us to see the crossroads between two seemingly separate fields as well as use our backgrounds from both classes to engage in group discussions with other attendees of all ages.

The Global Leadership class

After the trip we can bring our new understandings back to each and every discussion we have in Global Leadership, Film as History, and other discussion based courses. The ability to digest and reflect on information in nontraditional formats is an incredible life skill and would allow us to participate more maturely in classes. Additionally the networking atmosphere of the festival will allow students to create global connections and relationships that are often useful in the Global Leadership Class and Club. Students who attend the Festival, will be able to learn from each other. This festival will be a new experience for many students and will require support from the entire group to confront new challenges. This Festival will encourage teamwork skills, exposure

to global issues, development of discussion skills that are vital to the Global Leadership and Film as History Courses.

This issues relates *directly* to the curriculum of Global Leadership Class and Film as History Class, which will be the primary, though not exclusive, source for students who will participate. Students will be drawn from the Global Leadership Club as well, though again not exclusively. The Global Leadership class, as the name suggests, works at helping students both understand and experience the skills of being a global leader. During the third term, students specifically study the challenges of global health and the work that international non-governmental organizations do, in combination with local and national governments, as well as the United Nations, to help solve some of these health challenges.

20. Describe activities planned before the trip to prepare students:

We want Brookline High School students to be armed with the information they need to get the most out of the conference. This means doing extensive research with the students attending. To do this we will host regular Z-Block and occasional X-Block meetings for the students who will be in attendance, and also host one after school meeting that will involve both the students and their parents or guardians. Not only will we use this time to go over the ground rules and expectations, we will also work on effective communication tactics, and answer any and all questions students may have. We also hope to incorporate the opportunity to video chat with contacts we met at the World Health Summit in Berlin or at the Montreal World Health Summit Regional Meeting, in order for students to get the chance to ask any other questions and gage what the experience will be like. We are also going to focus on educating the students involved on the issues that will be discussed, and ones that were prominent in the past. We will have a list of the documentaries that will be shown before the trip and plan to research the issues as well as the leaders on the projects. We want the students to be as prepared as possible, so we will continue to take their input on what they would like to work on throughout the preparation process. Since multiple films will be playing at the same time, we will work with students to help decide which ones they want to attend and ensure they have researched those ones in sufficient detail.

The students will be responsible for any work they miss, and for communicating well in advance with teachers (though we will confirm well before that that has been done). All missing assignments will be turned in on time, and some may be completed or submitted online while we are absent, as there is wireless connection at the hotel.

Describe activities planned after the trip to wrap-up/reflect:

Students who participate will be asked to discuss the conference with both the Global Leadership class and the Global Leadership Club. We know already that we will be posting to a blog, much like the one's done after/during Brookline High School's trips to Denmark and

Germany. Additionally, we hope to do an interview with the Sagamore after or send them blogs throughout the trip.

Students taking part in the trip will continue to remain in contact with the people and professionals they meet at the Festivals. This will hopefully lead to further opportunities to connect these adults with BHS students, and spread their knowledge throughout the high school. Through video chatting and potentially live visits, we aim to bring what this Conference provides for us back to BHS and specifically to the Global Leadership Club/Class.

ACCESSIBILITY AND STUDENT SAFETY:

21. To what extent does the field trip group reflect the diversity of the school population? What efforts will be undertaken to ensure that, to the greatest extent possible, the participants in this field trip are representative of the school population?

Once the School Committee has approved the trip, we will make a focused effort to encourage applications from a wide spectrum of BHS students, as to create a group that reflects BHS as a whole. We will do everything within our reach to accommodate for any all disabilities that students may have. Both the summit and the hotel are wheelchair accessible, and public transportation is as well.

This trip is open to 10th, 11th, and 12th graders, though preference will be given to upperclassmen, and especially to members of the Global Leadership class and Club. We understand that not all people interested in the trip can make it to the Global Leadership Club meetings, so we will take into account people's involvement in classes such as Global Leadership and Social Justice, and clubs like Amnesty International. In order to increase awareness about this trip, we will make sure to not only advertise it to not only the aforementioned classes and clubs, but also to the Steps to Success and African-American/Latino Scholars programs. We will make sure that students are aware of the availability of scholarships, so that the cost of the trip does not deter anyone from applying.

This trip will have a **Needs Blind** admissions process whereby applications for financial aid are submitted separate from regular applications and will not be revealed until after selections are made. The financial aid process will award students a percentage of his or her trip that will be covered and we will ensure that percentage is paid for by school fund raising activities.

22. What measures are planned to ensure student safety on the trip, including chaperone coverage, student behavior contracts, etc?

Both chaperones will be with the students at all times, and the behavior requirements will have been thoroughly addressed during the meetings prior to departure. In addition, behavior contracts will have been signed as a requirement for attending the trip. Parents will also be fully

informed of what the standards are, further enforcing the importance of these rules. The chaperones will be with the students constantly, and take extra precautions for the safety of the group when going to and from the conference, and while sightseeing. If any State Department advisories are issued for Britain, we will follow them in their entirety.

23. What is the name and location of the medical facility closest to your destination?

London Hospital:

St. Bartholomew's Hospital

W Smithfield, London EC1A 7BE, UK

Emergency Information about the hospital is available here:

<http://bartshealth.nhs.uk/our-hospitals/st-bartholomew%E2%80%99s-hospital/>

24. Will students be swimming? No

25. If travelling outside of the United States, please attach the appropriate Department of State notices and advisories.

There are currently no State Department travel alerts or travel warnings for Great Britain. We will continually monitor the State Department website in the unlikely event of changing conditions. U.S. Embassy in London: <https://uk.usembassy.gov/> U.S. Embassy London 24 Grosvenor Sq., London W1A 2LQ United Kingdom [44] (0) 20 7499-9000

FUNDING:

26. What is the cost of the trip?

The projected cost is **\$1560** per student. This cost includes: flights to and from London, hotel costs, Underground / Tube fares, conference admission fee, and most meals during the time:

For a detailed budget, please refer to the budget document.

27. How will the field trip be funded?

The funding for the trip will come from the families of the participants. Because of this, we are of course attempting to keep the cost as reasonable as possible. For scholarships, we will do a combination of including a contribution in the price of the trip, and fundraising as well. Our goal is to fundraise for 1.5-2 scholarships.

28. What accommodations are made for students who cannot afford the expenses of the trip? Are partial and/or full scholarships available?

Scholarships will be available. We will divide the scholarship funds between those who apply and receive financial aid. We will have enough for a full scholarship, and quite close to a second. Our goal is to make this trip accessible to any applicant, and so we will also make it a priority to clarify the fact that cost should not deter anyone. We will advertise the trip widely across the school in order to get a group that represents BHS as whole.

Furthermore, we will let students know that scholarships are available and that all scholarship requests will remain confidential. Students may complete a separate scholarship application that will in no way restrict their selection to participate. If additional funds are needed, additional fundraisers will be planned to supplement them. Acceptance to the trip will be determined separately from scholarship awards so as not to influence selection process.

Anyone who makes further inquiries into the availability of scholarships will have their privacy, and their requests will be completely confidential. Acceptance to the trip will be entirely separate from scholarship requests, as we do not want that to be of any influence. Though we do not plan to run any fundraisers, we will without hesitation if scholarship money is needed to be raised.

29. If fundraisers are planned to help lower the cost of the trip for all students, please describe those plans here.

Families will have the option of contributing financially to a travel scholarship fund. We will also solicit individual donors who have expressed an interest in supporting student exploration of the development world. A committee of students and parents will be formed to assist in fundraising efforts. All students involved are expected to participate actively in all fundraising activities. We are also looking to use fundraising toolkits and guides (from websites like <http://www.global-changemakers.net>) to create a more effective fundraising strategy.

Other relevant information for the Global Health Film Festival 2016:

Emergency Numbers in London:

- U.S. citizens visiting London should note that the emergency number for the British police, rescue, and fire departments is 101 or 999.
- U.S. Embassy, London, Number: +44 20 7499 9000
- Nearest Police Station: 182 Bishopsgate, London EC2M 4NJ, UK Telephone: 44 20 7601 2222

Submitted by:

Educators: Benjamin Kahrl BHS. _____ Date: _____

Mark Wheeler BHS _____ Date: _____

Social Studies Curr. Coordinator: Gary Shiffman _____ Date: _____

Headmaster: Anthony Meyer

Signature : _____ Date: _____

<u>Expenditures</u>		<u>16 students and 3 chaperones</u>	<u>16 students and two chaperones</u>
<u>Transportation</u>			
<u>Airline Ticket</u>	<u>\$660</u>	<u>\$12,540</u>	<u>\$11,880</u>
<u>Tube - Underground Oyster Card</u>	<u>\$55</u>	<u>\$1,045</u>	<u>\$990</u>
<u>Registration for Conference</u>	<u>\$110</u>	<u>\$2,090</u>	<u>\$1,980</u>
<u>Lodging</u>			
<u>Hotel rooms - 1 room for 4 students each, for four nights - includes breakfast</u>	<u>1350</u>	<u>5400</u>	<u>5400</u>
<u>Hotel rooms - 1 single for each chaperone - does NOT include breakfast</u>	<u>615</u>	<u>1845</u>	<u>1230</u>
<u>Food</u>			
<u>Breakfast - 3 mornings - 10 people - \$12 pp</u>	<u>120</u>	<u>360</u>	<u>240</u>
<u>Dinner - 4 nights -</u>	<u>\$100</u>	<u>\$1,900</u>	<u>\$1,800</u>
		<u>\$25,180</u>	<u>\$23,520</u>
<u>Total Per student cost</u>		<u>\$1,574</u>	<u>\$1,470</u>
<u>Contribution to Scholarship Fund</u>	<u>\$75</u>		<u>Total scholarship money available - \$1200</u>
<u>Cost per student</u>		<u>\$1,649</u>	<u>\$1,545</u>

Please note- We have specifically not included the cost of tourism activities because that will depend upon what people in the group would like to do and there are several different options. These will not exceed \$100 per student, but also may be as low as \$40. When students have been selected, we will have a menu of various options, see what participants would like, and budget with them for those things accordingly.

Proposed Timeline

Application & Recruitment Timeline 2016-2017

Dec.2016	Teacher chaperones and students meet to prepare documents
Dec. 2016	Proposal presented to Headmaster, Superintendent, School Committee
Feb. 2017	Announcement in Global Leadership Class, Social Justice Class, African-American and Latino Scholars Program, along with Global Leadership Club, and Amnesty International. Distribute Applications.
March 2017	Review applications. Applications will include signed relevant documents so that they are prepared if the student is accepted.
March / April 2017	Inform students that they are accepted. Collect first check for \$700 to purchase the airline tickets Work with admittees on possible fundraising opportunities.
May 2017	Accept second \$600 deposit from accepted students to reserve hotel rooms and register for the conference.
June 2017	Accept last deposit of \$250 from accepted students.
Sept. 2017	Parent Meeting #1 - an evening in the last week of September
November 8th 2017	Departure for London

Student Guidelines and Contracts

Students participating in the 2017 Global Health Film Festival to London will abide by Brookline High School rules and regulations as stated in the Handbook, as well as those enumerated in this document.

1. Students and parents/guardians will agree to and sign the rules explained in the STUDENT BEHAVIOR CONTRACT (see attached).
2. Students and parents/guardians will agree to and sign the information and rules explained in the HEALTH INFORMATION SHEET FOR FIELD TRIPS (see attached). Students on medication must be able to self-medicate or give early notification if a parent/guardian must accompany the trip.
3. Parents/guardians must agree to and sign the information explained in the PERMISSION AND RELEASE FORM FOR MONTREAL TRIP (see attached).
4. Students must be in good academic standing to participate in the program.
5. Students must be aware of and follow airport and terminal procedures.
6. Students are responsible for their own spending money. The chaperones will be responsible for the group expenses.
7. Students are responsible for acquiring or renewing their own passports. They must make five copies of their passport and give them to Mr. Kahrl.
8. Students must honor all deadlines and attend all student and parent/student meetings. If this is not possible, they must see Mr. Kahrl in advance to receive the information.
9. Students and parents are aware that each deposit for the trip and final payment is non-refundable once it is made as

In addition, the student and his/her parent are advised that School Committee and the Superintendent may cancel a trip at any time, including up to the day of departure, if that it deemed necessary for student safety.

I, (print student name) _____, have read the packet and agree to the information listed above.

Student's Signature: _____ Date: _____

I, (print parent name) _____, have read the packet agree to the information above.

Parent's/Guardian's Signature: _____ Date: _____

STUDENT BEHAVIOR CONTRACT
CODE OF CONDUCT:

1. I agree that while I am traveling with the Brookline High School Global Health Film Festival to London, I will not use or possess non-prescription drugs, tobacco or alcohol. If at any Festival sponsored event where alcohol is present, I will not consume any and will be accompanied by a chaperone at all times.
2. I agree to and will abide by the curfew. At the appointed time, I will go to my room and observe quiet. Bed checks will occur after curfew to ensure that the students are where they are supposed to be.
3. I agree to uphold all laws and regulations as dictated by local, State and Federal governments (i.e. under age drinking, assault, shoplifting, etc.). I agree to respect the property of others and to pay for any losses and/or damages for which I am found responsible.
4. I agree never to leave the hotel without permission from my chaperone. Should I be granted permission to leave, I will be accompanied by other members of my group.
5. I understand the responsibilities of traveling in a group and will respect meeting times and places.
6. I understand that I am under the direct responsibility and authority of the assigned chaperones, and I will follow and abide by any rules and/or decisions made by these persons.

I am signing this Contract, and hereby giving my word of honor that I will follow the above Code of Conduct while traveling in London with Brookline High School from November 8th to November 13th, 2017. As a representative of Brookline High School, I understand that my behavior is critical to the success of the trip and as a precedent for future exchanges. Any violation of these rules will result in disciplinary action (i.e. being sent back to the United States at my parent's expense, or being suspended from a performance or activity).

Student's Printed Name: _____ Date: _____

Student's Signature: _____ Date: _____

I have read the above contract signed by my child.

Parent / Guardian Name: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____