

SCHOOL DISTRICT OF CLAY COUNTY

FIELD TRIP REQUEST

1. School Requesting: LAKESIDE JUNIOR HIGH

2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier Other _____
If Commercial Carrier or Other, please state type: BAILEY TOURS (ACADEMY)

3. Trip(s) Overnight: Yes No Trip(s) Out-of-State: Yes No

4. Dates of Field Trip*: 2/6-10/24 Destination*: CHARLOTTESVILLE, JAMESTOWN YORKTOWN AND WILLIAMSBURG, VA.

5. Group Taking Trip: PRE-AICE, ADV./STD. SOCIAL STUDIES / LANG. ARTS

6. If using private vehicles, list approved driver(s): N/A

7. Educational Value of Field Trip: STUDENTS WILL BE ABLE TO VISIT AND EXPERIENCE HISTORICAL AND EDUCATIONAL SIGHTS THAT ARE TAUGHT AND DISCUSSED IN CIVICS, U.S. HISTORY AND 7TH/8TH GRADE LANGUAGE ARTS CLASSES. ALSO, SEE ATTACHED ITINERARY.

8. Supporting Florida Standards Benchmark(s) with Narrative(s): SEE ATTACHED FLORIDA STANDARDS BENCHMARKS FOR CIVICS, U.S. HISTORY, 7TH ELA AND 8TH ELA

9. Number of Students*: 90 Number of Chaperones*: 10

10. Cost Per Student: \$1097.00 Budget Code or Source to be charged: _____
PARENTS \$1297.00 (Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: TUESDAY, 2/6/24, 5:00 AM Returning Time*: SATURDAY, 2/10/24, 10:00 PM

*For School Buses, if more than one bus is requested, reference bus request form.

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s): _____	
<u>Robert M. Wilson</u>	<u>5/16/23</u>
Teacher, Team Leader, Department Head, Etc.	Date
<u>[Signature]</u>	<u>6/2/23</u>
Principal	Date
<u>[Signature]</u>	<u>6/7/23</u>
Assistant Superintendent	Date
<u>[Signature]</u>	<u>6/12/23</u>
Superintendent	Date

Bailey Tours

INCORPORATED

LAKESIDE JUNIOR HIGH SCHOOL
CHARLOTTESVILLE, JAMESTOWN/YORKTOWN
WILLIAMSBURG, VA TOUR
FEBRUARY 6 - 10, 2024
SUGGESTED ITINERARY

TUESDAY
FEBRUARY 6

5:00 AM

Meet with your group and check in with your chaperones at Lakeside Junior High School (subject to change).

6:00 AM

Depart Orange Park, FL via chartered motor coach enroute to Washington, D.C. (necessary stops made for breaks, meals on own).

10:00 PM

Approximately, arrive hotel.

WEDNESDAY
FEBRUARY 7

7:00 AM

Continental Breakfast. This morning you will travel to Charlottesville, VA where you will visit Monticello, the home of Thomas Jefferson, lunch at Michie Tavern. This afternoon you will tour the University of Virginia and see the room where Edgar Allen Poe lived while attending the University. Dinner. Then return to Williamsburg, VA

THURSDAY
FEBRUARY 8

7:00 AM

Continental breakfast. This morning you will visit the restored area of Williamsburg, VA. Lunch. This afternoon you will continue to visit the various buildings in the restored area of Williamsburg to include the Governor's Mansion. Dinner at the College of William and Mary Campus.

FRIDAY
FEBRUARY 9

8:00 AM

ruins

Continental breakfast. This morning you will visit the Glass Factory and the of the original settlement in 1607. Afterwards visit the Jamestown Settlement. Lunch. This afternoon you will visit Yorktown, where the British surrendered to George Washington, thus ending the Revolutionary War. Dinner. This evening you will participate in a tour of the Williamsburg restored area.

7:00 PM

Participate in an evening tour of Williamsburg.

SATURDAY
FEBRUARY 10

7:00 AM

Continental breakfast, afterwards check out of your hotel before departing for home. Necessary stops made for breaks and meals (lunch and dinner).

10:00 PM

Approximately, arrive Orange Park, FL

COST OF TOUR: \$1097.00 per student quad occupancy
\$1297.00 per adult double occupancy
(minimum 45 paid, maximum 52 per coach)

COST INCLUDES: Roundtrip motor coach transportation between Orange Park, FL and Charlottesville, Jamestown/Yorktown and Williamsburg, VA; local service as needed for sightseeing per itinerary, 4 nights accommodations (students 4 to a room, adults 2 to a room), 12 meals - 4 continental breakfasts, 4 lunches (3 are cash supplement) and 4 dinners (1 is a cash supplement), guide where needed for sightseeing per itinerary, limited evening security at the hotel, necessary admissions, taxes and gratuities.

NOT INCLUDED: Items of a personal nature, or any meals other than those under "cost includes".

HOTEL: HAMPTON INN & SUITES
1880 Richmond Road
Williamsburg, VA 23185
(757) 229-4900

RESPONSIBILITY CLAUSE: Bailey tours, Inc., and/or their agents and/or suppliers of services pursuant to or in connection with these itineraries shall act only as agents for the passenger in making arrangements for hotels, transportation, restaurants, or any other services and do not assume any liability whatsoever for any injury, damage, death, loss, accident or delay to person or property due to an act of negligence of or default of any hotel, carrier, restaurant, company or person rendering any of the services included in the tour, or by an act of God. Further, no responsibilities are accepted for any damage or delay due to sickness, pilferage, labor disputes, machinery breakdown, quarantine, government restraints, weather or other causes beyond their control. No responsibility is accepted for any additional expense, omissions, delays, or re-routing or acts of any government or authority. Bailey Tours, Inc., is not to be held responsible for any additional expenses which may be caused by/or as a result of a disruption of transportation services due to labor disputes or adverse weather conditions. Information on rates, facilities, taxes, service charges are subject to change without notice. No refund on unused features.

"The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated.

All sightseeing subject to appointment

**2024 Charlottesville (Monticello, University of Virginia),
Jamestown, Yorktown, and Williamsburg, Virginia Tour**

Cost of Tour:

\$1097.00 per **student** quad occupancy

\$1297.00 per **adult** double occupancy

(minimum 45 paid, maximum 54 per coach)

An initial deposit of \$302.00 per **student** is due by September 1, 2023.

A second payment of \$265.00 per **student** is due by September 29, 2023.

A third payment of \$265.00 per **student** is due by October 27, 2023.

The final payment of \$265.00 per **student** is due by November 17, 2023.

An initial deposit of \$367.00 per **adult** is due by September 1, 2023.

A second payment of \$310.00 per **adult** is due by September 29, 2023.

A third payment of \$310.00 per **adult** is due by October 27, 2023.

The final payment of \$310.00 per **adult** is due by November 17, 2023.

Cancellation penalties (per person) are as follows:

Prior to November 30, 2023 - **Full refund**

December 1 - December 21, 2023 - **\$300.00**

December 22, 2023 - January 18, 2024 - **\$550.00**

January 19, 2024 - February 1, 2024 - **\$800.00**

February 2, 2024 to day of departure - **No refund**

Checks should be made payable to:

Bailey Tours

Please include the **student's and/or adult's FIRST and LAST name** on the check,
along with the Social Studies **teacher's LAST name**.

Example: Mickey Mouse (Wilson)

Payments should be sent to:

Bailey Tours

6404 Arlington Road

Jacksonville, FL 32211

(904) 743-4335

Lakeside Junior High 2024 Tour

Virginia: Charlottesville (Monticello), Jamestown, Williamsburg, and Yorktown

Supporting Standards and Benchmarks with Narratives

Civics:

- SS.7.C.1.1 - Recognize how Enlightenment Ideas including Montesquieu's view of Separation of Powers, and John Locke's theories related to natural law and social contract influenced the Founding Fathers.
- SS.7.C.1.2 - Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
- SS.7.C.1.3 - Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
- SS.7.C.1.4 - Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
- SS.7.C.1.5 - Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
- SS.7.C.1.8 - Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
- SS.7.C.1.9 - Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems. (Magna Carta)
- SS.7.C.2.9 - Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
- SS.7.C.2.13 - Examine multiple perspectives on public and current issues.
- SS.7.C.3.1 - Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy and autocracy).
- SS.7.C.3.2 - Compare parliamentary, federal, confederal, and unitary systems of government.
- SS.7.C.3.3 - Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
- SS.7.C.3.8 - Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
- SS.7.C.4.1 - Differentiate concepts related to United States domestic and foreign policy.

U.S. History:

- SS.8.A.1.2 - Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
- SS.8.A.1.3 - Analyze current events relevant to American History topics through a variety of electronic and print media resources.

- SS.8.A.1.6 - Compare interpretations of key events and issues throughout American History.
- SS.8.G.1.7 - View historic events through the eyes of those who were there as shown in art, writings, music, and artifacts.
- SS.8.A.2.1 - Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
- SS.8.A.2.2 - Compare the characteristics of the New England, Middle, and Southern colonies.
- SS.8.A.2.3 - Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
- SS.8.A.2.4 - Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
- SS.8.A.2.5 - Discuss the impact of colonial settlement on Native American populations.
- SS.8.A.2.7 - Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
- SS.8.A.3.1 - Explain the consequences of the French and Indian War in British Policies for the American colonies from 1763-1774.
- SS.8.A.3.2 - Explain American colonial reaction to British policy from 1763-1774.
- SS.8.A.3.3 - Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, and George Washington) during American Revolutionary efforts.
- SS.8.A.3.4 - Examine the contributions of influential groups to both the American and British War efforts during the American Revolutionary War and their efforts on the outcome of the war.
- SS.8.A.3.5 - Describe the influence of individuals on social and political developments during the Revolutionary era.
- SS.8.A.3.6 - Examine the causes, course, and consequences of the American Revolution.
- SS.8.A.3.7 - Examine the structure, content, and consequences of the Declaration of Independence.
- SS.8.A.3.8 - Examine individuals and groups that affected political and social motivations during the American Revolution.
- SS.8.A.3.9 - Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
- SS.8.A.3.10 - Examine the course and consequences of the Constitutional Convention: New Jersey Plan, Virginia Plan, Great Compromise, Three-fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president.
- SS.8.A.3.11 - Analyze support and opposition (Federalists, Federalists Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.
- SS.8.A.3.14 - Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
- SS.8.A.4.8 - Describe the influence of individuals on social and political developments of this era in American History. (Presidents Adams and Jefferson)

- SS.8.A.4.11 - Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
- SS.8.C.1.2 - Compare the view of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists and other colonists.
- SS.8.C.1.4 - Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
- SS.8.E.3.1 - Evaluate domestic and international interdependence.
- SS.8.G.1.1 - Use maps to explain physical and cultural attributes of major regions throughout American history.
- SS.8.G.1.2 - Use appropriate geographic tools and terms to identify and describe significant places and regions in American History.
- SS.8.G.2.1 - Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
- SS.8.G.2.3 - Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
- SS.8.G.4.4 - Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural political interaction in the United States throughout time.
- SS.8.G.5.1 - Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

7th Grade Language Arts:

® ® Gothic Horror Story:

The Tell-Tale Heart

By Edgar Allen Poe pg. 383

- ELA.7.R.1.1 - Analyze the impact of setting on character development and plot in a literary text.
- ELA.7.R.1.3 - Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in POV in a literary text.
- ELA.7.R.1.4 - Analyze the impact of various poetic forms on meaning and style.
- ELA.7.R.3.2 - Paraphrase content from grade-level texts.
- ELA.7.R.3.4 - Explain the meaning and/or significance of rhetorical devices in a text.

8th Grade Language Arts:

® ® Poetry:

The Bells

By Edgar Allen Poe

(The Bells is on the Realize platform in the B.E.S.T. Sample Text Library)

- ELA.8.R.1.1 - Analyze the interaction between character development, setting, and plot in a literary text.
- ELA.8.R.1.3 - Analyze how an author develops and individualizes the perspectives of different characters.
- ELA.8.R.1.4 - Analyze structure, sound, imagery, and figurative language in poetry.
- ELA.8.R.3.1 - Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).
- ELA.8.R.3.2 - Paraphrase content from grade-level texts.

SCHOOL DISTRICT OF CLAY COUNTY

FIELD TRIP REQUEST

1. School Requesting: FIH

2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) Commercial Carrier _____ Other _____
If Commercial Carrier or Other, please state type: _____

3. Trip(s) Overnight: Yes No _____ Trip(s) Out-of-State: Yes _____ No

4. Dates of Field Trip*: 7-21-23^{to} 7-24²³ Destination*: World Golf Village St. Augustine

5. Group Taking Trip: FIH Dance Team

6. If using private vehicles, list approved driver(s): Samantha MacPherson

7. Educational Value of Field Trip: Dance Camp - used as a positive team building event, leadership building, and dance skills.

8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____

9. Number of Students*: 14 Number of Chaperones*: 1

10. Cost Per Student: 575 Budget Code or Source to be charged: 4036
(Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: 9:00 am Returning Time*: 6:00 pm

*For School Buses, if more than one bus is requested, reference bus request form.

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s): _____

Samantha MacPherson
Teacher, Team Leader, Department Head, Etc. Date 5-30-23

[Signature]
Principal Date 5/30/23

[Signature]
Assistant Superintendent Date 7/6/23

[Signature]
Superintendent Date 6/12/23

SCHOOL DISTRICT OF CLAY COUNTY

FIELD TRIP REQUEST

1. School Requesting: Oakleaf High School

2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier Other _____
If Commercial Carrier or Other, please state type: Charter Bus

3. Trip(s) Overnight: Yes No _____ Trip(s) Out-of-State: Yes _____ No

4. Dates of Field Trip*: July 15th + 16th Destination*: South Eastern University Lakeland FL.

5. Group Taking Trip: Oakleaf Football Team

6. If using private vehicles, list approved driver(s): _____

7. Educational Value of Field Trip: To expose student-athletes to college life and athletic programs

8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____

9. Number of Students*: 45 Number of Chaperones*: 7

10. Cost Per Student: _____ Budget Code or Source to be charged: 1101 Oakleaf Football (Internal Account)
(Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: 7/15/23 9am Returning Time*: 7/16/23 8pm

*For School Buses, if more than one bus is requested, reference bus request form.

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s): _____

Chris L...
Teacher, Team Leader, Department Head, Etc.

5-24-23
Date

[Signature]
Principal

6/5/23
Date

[Signature]
Assistant Superintendent

6/7/23
Date

[Signature]
Superintendent

6/12/23
Date

SCHOOL DISTRICT OF CLAY COUNTY

FIELD TRIP REQUEST

1. School Requesting: Orange Park High School
2. Transportation (Check One):
 School Bus(s) _____ Private Vehicle(s) Commercial Carrier _____ Other _____
 If Commercial Carrier or Other, please state type: _____
3. Trip(s) Overnight: Yes No _____ Trip(s) Out-of-State: Yes _____ No
4. Dates of Field Trip*: 7/2 - 7/7, 2023 Destination*: Florida State University
5. Group Taking Trip: Band Leadership Students
6. If using private vehicles, list approved driver(s): Parents taking own children
7. Educational Value of Field Trip: For leadership students to learn from highly qualified instructors, how to be a great leadership member in the band.
8. Supporting Florida Standards Benchmark(s) with Narrative(s): MU.912.C.3.1 - Make critical evaluations, based on exemplary models, of the quality/effectiveness of performances and apply to personal development in music
9. Number of Students*: 7 Number of Chaperones*: Fsu Staff
10. Cost Per Student: \$515 Budget Code or Source to be charged: 2100
 (Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: 10AM (7/2/23) Returning Time*: 9PM (7/7/23)

*For School Buses, if more than one bus is requested, reference bus request form.

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division supervisor. If school buses are being used, the transportation request form should be attached. School bus requisition numbers for each request form are to be list below.

Bus Requisition Number(s): _____

_____ Teacher, Team Leader, Department Head, Etc.	_____ Date
_____ Principal	_____ Date
_____ Assistant Superintendent	_____ Date
_____ Superintendent	_____ Date

G.C.C. 21



FLORIDA STATE UNIVERSITY
COLLEGE OF *MUSIC*

MARCHING BAND LEADERSHIP AND COLOR GUARD CAMP

Camps
Preparation
About Us

Camp Life
Travel
Work With Us



Camp Date

July 2 – 7, 2023

Overnight Campers (tuition, housing, meals)

\$515.00

Day Campers (tuition only)

\$345.00

****Band Directors**** Please read the Band Director section below for details about how to reserve spots for your leadership team before you know who they are.

[Register Now](#)

[Camp Handbook](#)

CAMP FEATURES

Beyond The Basics

The FSU Marching Band Leadership and Color Guard Camp is focused on building exceptional team leaders through comprehensive music and leadership instruction. This unique experience is designed for high school students who are involved (or want to be involved) in the leadership of their marching band. It is ideal for all drum majors, section leaders, band captains, and color guard (flags and rifles only).

Leadership Dynamics...Inside and Out

Campers will work outdoors on the field from 8:30am-11:30am daily. Campers will participate in activities designed to build communication skills, develop confidence

with group interactions and peer-to-peer communication, using block drills, demonstrations, small group activities, and more.

From 1pm-4:30pm campers will work indoors in large and small groups on score analysis, conducting styles, and techniques. Topics include creating high standards for your band, maintaining personal motivation and positive attitudes, and fostering responsibility and respect. See what a sample daily schedule looks like.

Color Guard Training

In addition to leadership training, Color Guard members will receive instruction in choreography, show routine, and body work from former FSU Color Guard Captain, Sidney Clarke-Lequerique.

Instruction From The Best

All of our instructors are former FSU Marching Chiefs and have trained some of the finest leaders in the Southeast.

Be A Summer Seminole

Spend time on the FSU Campus and experience what it's like to be a 'Nole. Learn more about dorm rooms, dining, medical care, and everything in between on our [CAMP LIFE](#) page. There will also be opportunities to interact with our outstanding Music Admissions team.

CAMP DETAILS

[Expand All](#)

Eligibility



OVERNIGHT CAMPER Price & Payment Details

DAY CAMPER Price & Payment Details

Check-In, Check-Out, and Performances

Band Director Information

Registration & Camper Forms

Matching Discount

Add-Ons

Multiple Camp Session

Instruments

Helpful Links

SAMPLE CAMP SCHEDULE

[Expand All](#)

Sample Camp Schedule for Band Leadership

Sample Camp Schedule for Color Guard



FSU College of Music

122 N. Copeland St

Tallahassee, FL 32306-1180

Main Office: (850) 644-3424

Admissions: (850) 644-6102