

SCHOOL DISTRICT OF CL  
FIELD TRIP REQUI

APPROVED: [Signature]  
ADMINISTRATIVELY APPROVED  
PENDING BOARD APPROVAL  
March 22, 2016

1. School Requesting: Lakeside Jr High

2. Transportation (Check One):  
School Bus(s) \_\_\_\_\_ Private Vehicle(s) \_\_\_\_\_ Commercial Carrier \_\_\_\_\_ Other X  
If Commercial Carrier or Other, please state type: Enterprise Rental - Van

3. Trip(s) overnight: Yes  No \_\_\_\_\_ Trip(s) out-of-state: Yes \_\_\_\_\_ No

4. Dates of Field Trip\*: 3/31 to 4/1 Destination\*: Orlando, FL  
\* For School Buses...if more than one bus is requested, reference bus request form.

5. Group Taking Trip: Math Team - Elba Howington

6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form. \_\_\_\_\_

7. Educational Value of Field Trip: Students are going to Compete at the Math Counts State Competition.

8. Supporting SSS Benchmark(s) with Narrative(s): MAFS.K12.MP1 - Make sense of problems and persevere in solving them. MAFS.K12.MP1.2 Reason abstractly and quantitatively. MAFS.K12.MP.6 Attend to precision - 8.EE.5, & MAFS.8.EE.3 Expressions + Equations

9. Number of Students\*: 5 Number of Chaperones\*: 1

10. Cost Per Student: Their Meab Budget Code or Source to be charged: Internal for Transportation  
(example: Internal Accounts, 5100-331, Athletic Departments) Outside Funding for Hotel.

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

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division Director or 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 listed below.

Bus Requisition Number(s):  
\_\_\_\_\_

[Signature]  
Teacher, Team Leader, Department Head, Etc.

[Signature]  
Principal  
[Signature]  
District Office Approval

SCHOOL DISTRICT OF CLATSOP  
FIELD TRIP REQUEST

APPROVED: [Signature]  
Received to Late for February 23, 2016  
Board Meeting  
Received for Information: March 22, 2016

1. School Requesting: Oakleaf Junior High

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\*: 3/4 - 3/6 Destination\*: Orlando Florida  
\* For School Buses...if more than one bus is requested, reference bus request form.

5. Group Taking Trip: FECLA

6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form. \_\_\_\_\_

7. Educational Value of Field Trip: State Leadership Conference  
Students learn from play leadership seminars, attend  
workshops & competitions, students engage in public  
speaking & presentation activities

8. Supporting SSS Benchmark(s) with Narrative(s):  
LA 7.5.7.30 & 7.5.7.31 & 7.5.7.32 & 7.5.7.33 & 7.5.7.34 & 7.5.7.35 & 7.5.7.36 & 7.5.7.37 & 7.5.7.38 & 7.5.7.39 & 7.5.7.40 & 7.5.7.41 & 7.5.7.42 & 7.5.7.43 & 7.5.7.44 & 7.5.7.45 & 7.5.7.46 & 7.5.7.47 & 7.5.7.48 & 7.5.7.49 & 7.5.7.50 & 7.5.7.51 & 7.5.7.52 & 7.5.7.53 & 7.5.7.54 & 7.5.7.55 & 7.5.7.56 & 7.5.7.57 & 7.5.7.58 & 7.5.7.59 & 7.5.7.60 & 7.5.7.61 & 7.5.7.62 & 7.5.7.63 & 7.5.7.64 & 7.5.7.65 & 7.5.7.66 & 7.5.7.67 & 7.5.7.68 & 7.5.7.69 & 7.5.7.70 & 7.5.7.71 & 7.5.7.72 & 7.5.7.73 & 7.5.7.74 & 7.5.7.75 & 7.5.7.76 & 7.5.7.77 & 7.5.7.78 & 7.5.7.79 & 7.5.7.80 & 7.5.7.81 & 7.5.7.82 & 7.5.7.83 & 7.5.7.84 & 7.5.7.85 & 7.5.7.86 & 7.5.7.87 & 7.5.7.88 & 7.5.7.89 & 7.5.7.90 & 7.5.7.91 & 7.5.7.92 & 7.5.7.93 & 7.5.7.94 & 7.5.7.95 & 7.5.7.96 & 7.5.7.97 & 7.5.7.98 & 7.5.7.99 & 7.5.7.100

9. Number of Students\*: 4 Number of Chaperones\*: 4

10. Cost Per Student: 250.00 Budget Code or Source to be charged: 3700  
(example: Internal Accounts, 5100-331, Athletic Departments)

11. Departure Time\*: 9:30 am Returning Time\*: 5:30 pm

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division Director or 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 listed below.

Bus Requisition Number(s):  
\_\_\_\_\_

\_\_\_\_\_  
Teacher, Team Leader, Department Head, Etc.  
\_\_\_\_\_  
Principal  
\_\_\_\_\_  
District Office Approval

SCHOOL DISTRICT OF CLAY  
FIELD TRIP REQUEST

APPROVED: [Signature]  
Received to Late for February 23, 2016  
Board Meeting  
Received for Information: March 22, 2016

1. School Requesting: CLAY HIGH SCHOOL

2. Transportation (Check One):  
School Bus(s) \_\_\_\_\_ Private Vehicle(s) \_\_\_\_\_ Commercial Carrier \_\_\_\_\_ Other X  
If Commercial Carrier or Other, please state type: RENTAL VANS

3. Trip(s) overnight: Yes X No \_\_\_\_\_ Trip(s) out-of-state: Yes X No \_\_\_\_\_

4. Dates of Field Trip\*: 3/11-3/12 Destination\*: COFFEE COUNTY HIGH SCHOOL  
\* For School Buses...if more than one bus is requested, reference bus request form.

5. Group Taking Trip: NATOC DRILL TEAM

6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form. \_\_\_\_\_

7. Educational Value of Field Trip: TRIP IS FOR REGIONAL DRILL TEAM COMPETITION

8. Supporting SSS Benchmark(s) with Narrative(s): \_\_\_\_\_

9. Number of Students\*: 25 Number of Chaperones\*: 5

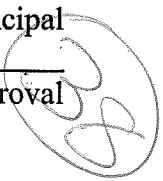
10. Cost Per Student: 20.00 Budget Code or Source to be charged: \_\_\_\_\_  
(example: Internal Accounts, 5100-331, Athletic Departments)

11. Departure Time\*: 8 AM 3/11 Returning Time\*: 1 PM 3/12

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division Director or 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 listed below.

Bus Requisition Number(s): \_\_\_\_\_

[Signature]  
Teacher, Team Leader, Department Head, Etc.  
[Signature]  
Principal  
[Signature]  
District Office Approval



SCHOOL DISTRICT OF CLATSOP  
FIELD TRIP REQUEST

APPROVED: [Signature]  
Received to Late for February 29, 2016  
Board Meeting

Received for Information: March 22, 2016

1. School Requesting: Fleming Island High School

2. Transportation (Check One):

School Bus(s) \_\_\_\_\_ Private Vehicle(s) X Commercial Carrier \_\_\_\_\_ Other \_\_\_\_\_

If Commercial Carrier or Other, please state type: \_\_\_\_\_

3. Trip(s) overnight: Yes X No \_\_\_\_\_

Trip(s) out-of-state: Yes \_\_\_\_\_ No X

4. Dates of Field Trip\*: 2/26-2/28 Destination\*: Orlando, FL - Hard Rock

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

5. Group Taking Trip: Dance Team

6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form. \_\_\_\_\_

7. Educational Value of Field Trip: N/A National Competition

8. Supporting SSS Benchmark(s) with Narrative(s): N/A

9. Number of Students\*: 19

Number of Chaperones\*: 2

10. Cost Per Student: \_\_\_\_\_

Budget Code or Source to be charged: \_\_\_\_\_  
(example: Internal Accounts, 5100-331, Athletic Departments)

11. Departure Time\*: 5:00am, 2/26

Returning Time\*: 9:00pm, 2/28

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division Director or 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 listed below.

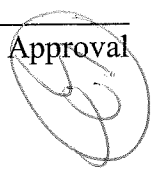
Bus Requisition Number(s):

\_\_\_\_\_

[Signature]  
Teacher, Team Leader, Department Head, Etc.

[Signature]  
Principal 2/24/16

[Signature]  
District Office Approval



APPROVED: Muel/Wyke  
ADMINISTRATIVELY APPROVED  
PENDING BOARD APPROVAL  
March 22, 2016

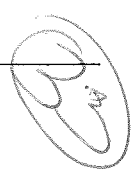
SCHOOL DISTRICT OF CL  
FIELD TRIP REQ

1. School Requesting: OPITS
2. Transportation (Check one):  
School Bus/s \_\_\_\_\_ Automobile/s \_\_\_\_\_ Commercial Carrier  Other \_\_\_\_\_  
If commercial or other, state type: charter Bus
3. Trip(s) overnight: yes  no \_\_\_\_\_ Trip(s) out-of-state: yes  no \_\_\_\_\_
4. Dates of Field Trip\*: April 13-15<sup>th</sup> Destination\*: Parris Island, SC  
\*For school buses . . . if more than one bus is requested, reference bus request form.
5. Group Taking Trip: NJROTC
6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board Form. \_\_\_\_\_
7. Educational Value of Field Trip: Basic Leadership Training  
Motivation & Confidence Building. Marine Corps  
Basic Training
8. Supporting SSS Benchmark(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Number of Students\*: 50 Number of Chaperones\*: 4
10. Cost Per Student: 0 Budget Code or Source to be charged: \_\_\_\_\_  
(Examples: Internal Accounts, 5100-331, Athletic Departments)
11. Departure Time\*: 11 am 13<sup>th</sup> Returning Time\*: 4 pm 15<sup>th</sup>

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division Director or 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 listed below.

Bus Requisition Number/s: \_\_\_\_\_  
\_\_\_\_\_

Deer Williams  
Teacher, Team Leader, Department Head, Etc.  
Principal  
Muel/Wyke  
District Office Approval



SCHOOL DISTRICT OF CLAY  
FIELD TRIP REQUEST

APPROVED: [Signature]  
ADMINISTRATIVELY APPROVED  
PENDING BOARD APPROVAL  
March 22, 2016

1. School Requesting: OPJH, RHS, CES, GRC

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\*: May 1-3 2016 Destination\*: Tallahassee, FL  
\* For School Buses...if more than one bus is requested, reference bus request form.

5. Group Taking Trip: Clay County History Fair Delegates

6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form. Cynthia Cheatwood, Adam Schellhorn

7. Educational Value of Field Trip: In addition to aspects listed below for the competition students will also experience old FL in its most accurate representation at Mission San Luis; They will also visit the capitol and conduct a mock congress at the old House of Reps.

8. Supporting SSS Benchmark(s) with Narrative(s): see attached pages As students examine projects of peers and competitors a vast amount of critical thinking, self-evaluation, creative process and literacy skills come into play as is not possible in the classroom.

9. Number of Students\*: 14 Number of Chaperones\*: 6

10. Cost Per Student: \$40 Good money Budget Code or Source to be charged: \_\_\_\_\_  
(example: Internal Accounts, 5100-331, Athletic Departments)

11. Departure Time\*: 8 AM Returning Time\*: 3:00 PM

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division Director or 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 listed below.

Bus Requisition Number(s):

Cynthia Cheatwood  
Teacher, Team Leader, Department Head, Etc.  
[Signature] Principal  
District Office Approval

## *Standards Relating to Participation in National History Day*

- SS.6.G.1.7** Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
- SS.6.G.2.6** Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.4.2** Use maps to trace significant migrations, and analyze their results.
- SS.6.G.4.3** Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.4.4** Map and analyze the impact of the spread of various belief systems in the ancient world.
- SS.6.W.1.1** Use timelines to identify chronological order of historical events.
- SS.6.W.2.10** Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
- SS.6.W.2.2** Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
- SS.6.W.3.1** Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
- SS.6.W.3.17** Explain the spread and influence of the Latin language on Western Civilization.
- SS.6.W.4.10** Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
- SS.7.C.4.3** Describe examples of how the United States has dealt with international conflicts.
- SS.7.G.4.1** Use geographic terms and tools to explain cultural diffusion throughout North America.
- SS.8.A.1** Use research and inquiry skills to analyze American History using primary and secondary sources.
- SS.8.A.4.1** Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
- SS.8.A.4.4** Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
- SS.8.A.4.17** Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.E.3.1** Evaluate domestic and international interdependence.
- 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.4.2** Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

## *Standards Relating to Participation in National History Day*

- SS.8.G.4.3** Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
- SS.912.A.3.5** Identify significant inventors of the Industrial Revolution including African Americans and women.
- SS.912.A.3.7** Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
- SS.912.A.4.11** Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.6.15** Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.7.11** Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- SS.912.A.7.14** Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
- SS.912.A.7.17** Examine key events and key people in Florida history as they relate to United States history.
- SS.912.C.3.10** Evaluate the significance and outcomes of landmark Supreme Court cases.
- SS.912.C.4.2** Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
- SS.912.G.4.2** Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- SS.912.G.4.3** Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.H.3** Understand how transportation, trade, communication, science, and technology influence the progression and regression of cultures.
- SS.912.S.2** Examine the influence on the individual and the way cultural transmission is accomplished.
- SS.912.W.2** Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).
- SS.912.W.3** Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.
- SS.912.W.4** Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.

### Social Studies

- SS.6.W.1.1** Use timelines to identify chronological order of historical events.
- SS.6.W.1.3** Interpret primary and secondary sources.
- SS.6.W.1.4** Describe the methods of historical inquiry and how history relates to the other social sciences.



## *Standards Relating to Participation in National History Day*

- SS.6.W.1.6** Describe how history transmits culture and heritage and provides models of human character.
- SS.8.A.1.1** Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
- 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.1.4** Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
- SS.8.A.1.5** Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
- SS.8.A.1.6** Compare interpretations of key events and issues throughout American History.
- SS.8.A.1.7** View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
- SS.8.G.6.2** Illustrate places and events in U.S. history through the use of narratives and graphic representations.
- SS.912.A.1.1** Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2** Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. strong>
- SS.912.A.1.3** Utilize timelines to identify the time sequence of historical data.
- SS.912.A.1.4** Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.5** Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- SS.912.A.1.6** Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.1.7** Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
- SS.912.W.1.1** Use timelines to establish cause and effect relationships of historical events
- SS.912.W.1.3** Interpret and evaluate primary and secondary sources.
- SS.912.W.1.4** Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.5** Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography)
- SS.912.W.1.6** Evaluate the role of history in shaping identity and character.
- SS.912.H.1.2** Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

## *Standards Relating to Participation in National History Day*

### Arts

- VA.B.1.3.1** Knows how different subjects, themes, and symbols (through context, value, and aesthetics) convey intended meanings for ideas in works of art.
- VA.E.1.3.1** Understands how knowledge, skills, and attitudes gained from the visual arts can enhance and deepen understanding of life.
- VA.A.1.4.1** Uses two- and three-dimensional media, techniques, tools, and processes to communicate an idea or concept based on research, environment, personal experience, observation, and imagination.
- VA.B.1.4.2** Understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.
- TH.A.1.3.1** Develops characters, relationships, and environments from written sources (e.g., plays, stories, poems, and history).
- TH.A.3.3.1** Selects and creates elements of scenery, properties, lighting, costumes, make-up, and sound to signify a character and setting.
- TH.D.1.3.1** Understands a character in a play through exploration of internal characterization (e.g., emotions and motivations) and external characterization (e.g., background, posture, mannerisms, and dress).
- TH.A.1.4.1** Uses classical, contemporary, and vocal acting techniques and methods to portray the physical, emotional, and social dimensions of characters from various genres and media.
- TH.A.2.4.1** Uses unified production concepts and techniques for various media.
- TH.A.3.4.1** Uses scientific and technological advances to develop visual and aural staging elements that complement the interpretation of a text.
- TH.A.3.4.3** Designs, implements, and integrates all sound effects into the production concept.

SCHOOL DISTRICT OF CL  
FIELD TRIP REQUE

APPROVED: M. H. [Signature]

ADMINISTRATIVELY APPROVED  
PENDING BOARD APPROVAL

March 22, 2016

1. School Requesting: State Science Fair

2. Transportation (Check one):  
School Bus/s  Automobile/s \_\_\_\_\_ Commercial Carrier \_\_\_\_\_ Other \_\_\_\_\_  
If commercial or other, state type: \_\_\_\_\_

3. Trip(s) overnight: yes  no \_\_\_\_\_ Trip(s) out-of-state: yes \_\_\_\_\_ no

4. Dates of Field Trip\*: 3/29-4/1 Destination\*: Lakeland, FL  
\*For school buses . . . if more than one bus is requested, reference bus request form.

5. Group Taking Trip: Science Fair State Finalists

6. If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board Form. \_\_\_\_\_

7. Educational Value of Field Trip: Students will compete in STEM fields for cash and scholarship

8. Supporting SSS Benchmark(s): All NGSSS Science Standards and Literacy Standards also supports WIA 1001-11010 writing and reading ELA Standards

9. Number of Students\*: 16 Number of Chaperones\*: 1

10. Cost Per Student: 0 Budget Code or Source to be charged: \_\_\_\_\_  
(Examples: Internal Accounts, 5100-331, Athletic Departments)

11. Departure Time\*: 3/29-8:30AM Returning Time\*: 4/1-11:00AM

All county policy and school directives have been reviewed and compliance has been established. This form should be submitted to the appropriate Instructional Division Director or 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 listed below.

Bus Requisition Number/s: \_\_\_\_\_

[Signature]  
Teacher, Team Leader, Department Head, Etc.  
Principal  
[Signature]  
District Office Approval

