

STUDENT TRAVEL----PRE-APPROVAL FORM

This form must be completed and approved by the principal and the superintendent or the superintendent's designee (Board where appropriate) prior to starting any fund raising activities. A minimum advance of 30 days notice is expected. The longer and more expensive the trip, the more advance notice should be given.

School:	<u>Newcomb Middle School</u>	Date:	<u>2/27/2017</u>
Sponsor's Name	<u>Hannelor Collyer</u>	Organization	<u>US History</u>
Trip Destination:	<u>Washington D.C.</u>		
Departure Date:	<u>June 3, 2017</u>	Return Date:	<u>June 7, 2017</u>
Purpose of the Trip:	<u>To witness and experience significant primary sources and historical sites.</u>		
How will this trip benefit students?	<u>Students will connect and apply knowledge from U.S. History class, meet national representatives and see historical sites artifacts.</u>		
Number of students making the trip:	<u>25</u>	Number of Chaperones:	<u>2-3</u>
Trip Cost: approx. \$	<u>1686.00</u>	Cost per student:	<u>1686.00</u>
Mode of travel:	<u>Flight</u>	How will funds be raised	<u>Family</u>

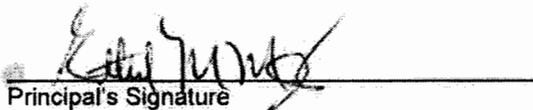
Detailed Trip Itinerary must be attached.
The itinerary must outline specific activities, with dates and times

- Local Field Trip**
Requires Principal approval and District AD
- Extended Field Trip**
Requires Principal/District AD or Designee Approval
- Unique Field Trip**
Requires Principal/District AD/CCSD Board approval

Principal

I support the educational value of this trip and recommend approval by the District AD, Superintendent, and the CCSD School Board.

Justification for support: Attached

 2/28/17
Principal's Signature Date

.....

 3/1/17
District AD or Designee Approval Date

.....

CCSD Board Approval/Disapproval _____ Meeting Date

DATE CHANGE FROM JUNE 1-4, 2017 TO JUNE 3-7, 2017

STUDENT TRAVEL----PRE-APPROVAL FORM

This form must be completed and approved by the principal and the superintendent or the superintendent's designee (Board where appropriate) prior to starting any fund raising activities. A minimum advance of 30 days notice is expected. The longer and more expensive the trip, the more advance notice should be given.

School: Newcomb Middle School Date: 04/04/16
 Sponsor's Name: Hannelore Colyer Organization: U.S. History
 Trip Destination: Washington D.C.
 Departure Date: June 3rd, 2017 Return Date: June 4th, 2017
 Purpose of the Trip: To witness and experience significant primary sources and historical sites.
 How will this trip benefit students? Students will connect and apply knowledge from U.S. History class, meet national representatives and see relevant historical sites and artifacts.
 # of students making the trip: 25 # of Chaperones: 2-3
 Trip Cost: approx. \$1,686.00 Cost per student: \$1,686
 Mode of travel: Flight How will funds be raised: Family

Detailed Trip Itinerary must be attached.
The itinerary must outline specific activities, with dates and times

- Local Field Trip : One day trip IN-STATE.
Requires Principal's approval
- Extended Field Trip : Less than 2 days, overnight IN-STATE.
Requires Principal/Superintendent's or Superintendent's Designee Approval
- Unique Field Trip : More than 2 day, overnight OUT-OF-STATE. (One day trip, OUT-OF-STATE)
Requires Principal/Superintendent's/Designee/CCSD Board approval

Principal

I support the educational value of this trip and recommend approval by the Superintendent or Superintendent's Designee and the CCSD School Board.

Justification for Support:	Attached
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[Signature] _____ Date: April 04, 2016

Principal's Signature

[Signature] _____ Date: 7/12/16

Director of Elementary or Secondary Education Signature

CCSD Board <u>Approval</u> / Disapproval	<u>7/19/16</u> Meeting Date
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This serves as a justification of support for the student trip to Washington, D.C. I fully support the trip for the students because it will give them a great lifelong experience of seeing and walking through the historical sites and monuments. They will personally experience and read the stories of each monument. The agenda of the sites and monuments they will get to visit may be a one in a lifetime event for some of our students. Most of our students have not traveled to Washington, D.C. before. I believe our students will remember this trip for the rest of their life. Some may even go back to lobby for federal funds for our next generation.

Ethel M. [Signature] 4/22/16

Justification of Support for Trip: Teacher

2. Describe the aspirations, ideals and events that served as the foundation for the creation of a new national government, to include: a. articles of confederation, the constitution and the success of each in implementing the ideals of the declaration of independence; b. major debates of the constitutional convention and their resolution (e.g., the federalist papers), contributions and roles of major individuals in the writing and ratification of the constitution (e.g., George Washington, James Madison, Alexander Hamilton, Thomas Jefferson, James Monroe, John Jay); c. struggles over ratification of the constitution and the creation of the bill of rights;

(Constitution)

Justification of Support for Trip: Teacher

April 16th, 2016

Dear Board Members and Superintendent of CCSD,

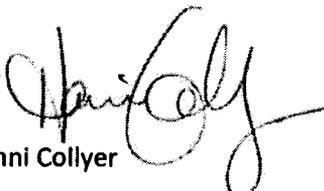
As a history teacher at Newcomb Middle School, I seek to provide a relevant and quality education to all of my students. I plan my lessons as cohesive experiences that follow our pacing guide and the Common Core State Standards, and always strive to connect our content with examples from my students' lives, as well as their interests. At times, there is just no comparison or basis for connection quite like a real-life encounter or experience. I thought about how wonderful it would be to travel with my students to the places we visit in our history classroom. We examine primary sources and artifacts whenever possible and in my search, I came across information about Education First, Explore America (EF). This tour company seeks to provide students with first hand experiences at an affordable rate so that as many students as possible can take advantage of this opportunity.

I contacted EF and inquired about trips to Washington D.C., as we study this area in all of my eighth grade history classes. EF had an impressive tour itinerary for a four day trip at a price I know could not be beat if I had planned this trip alone. I began to wonder about the families in my community, would they allow their students to get on a plane and leave their care? Would they trust me enough to bring their students across the country? Could any of my student families afford a trip like this? Convinced of the trip's value in terms of experience alone, I spoke with my principal at the time, Mr. Constant, and he told me about another teacher in our district who brought her students to D.C. every year. I reached out to the teacher and asked her questions about her annual D.C. trip with her students. She explained that she has been using the company, EF, for years, and that her students hold fundraising opportunities and they have a tremendous experience every year. This inspired me to hear from the parents and families of my students. I created a survey and sent it home. With all of the positive responses, I decided to hold a parent meeting and I individually invited each of my 6th and 7th graders, as they would eventually pass through my 8th grade classroom.

Parents and families were overwhelmingly in support of our D.C. trip. I received so many expressions of gratitude from our students' families that this opportunity would potentially be available for their student. We are looking to move ahead with this trip, pending the Board's approval. Below are the connections made between the content my students will be learning in their 8th grade history classes and the CCSS, as well as the other standards outlined by our pacing guide from the district. My history class emphatically supports the ELA practices of reading and writing, you will see those connections below, as well.

Thank you for your consideration,

Sincerely,


Hanni Collyer

Justification of Support for Trip: Teacher

New Mexico Benchmark: IB-1. Analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the Civil War and reconstruction in United States History.

RI 1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RH 1: Cite specific textual evidence to support analysis of primary and secondary sources.

To prepare for our trip and also in the classroom following our trip, we will be discussing the primary sources viewed such as the U.S. Constitution, Declaration of Independence, and other artifacts viewed in the Smithsonian Museums and Library of Congress.

RI 2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

National monuments and memorials such as the FDR, Abraham Lincoln, Jefferson Memorial, Martin Luther King, and Washington Monument will provide us with a unique opportunity to study the people these monuments and memorials were built for. In history class, we seek an unbiased opinion and to do this we need to round out the characters we study: the good, the bad, the ugly of the individuals, and their contributions to our country.

RI 3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RH 3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

The visit to Capitol Hill and the Supreme Court that we have planned for the third day of our trip will perfectly illustrate the sequence of events that is required for bills to become laws.

RI 5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RH 5: Describe how a text presents information.

Each locality that we explore with EF will have written epitaphs, inscriptions, and other narratives that students will be reading on site to frame and provide context for their experience.

RI 6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RH 6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Justification of Support for Trip: Teacher

We are excited to be visiting Mount Vernon, George Washington's estate. Students will be reading his Farewell Address in 8th grade, where he discusses retiring from public service of his country to finish out his days at this beautiful locality. Author point of view could not be more clearly illustrated.

RI 7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RH 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Smithsonian museums, the White House visit, the Lincoln Memorial...these are all backdrops to significant events that we will be studying in class, and the museums are full of artifacts. These artifacts are perfect examples of analyzing visual information, and we will also be looking at the unique and controversial mapping of the American nation's capital layout. In addition, the Library of Congress and National Archives will give students a unique experience in research.

I-C Describe and explain the impact of the American Revolution on France and the French revolution.

(American Revolution)

a. precedents established by George Washington (e.g., cabinet, two-term presidency); Alexander Hamilton's financial plan (e.g., the national bank, payment of debts); b. creation of political parties (democratic republicans and the federalists);

(A New Nation)

RI 8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RH 8: Distinguish among fact, opinion, and reasoned judgment in a text.

This fits in well with the memorials and monuments discussed in RH 2, but what I always ask my students to do is to form an opinion after they have facts. I will ask a rhetorical or open-ended essay question to explain their own point of view and understanding based on new information.

RI 9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RH 9: Analyze the relationship between a primary and secondary source on the same topic.

Thomas Jefferson and his memorial, we discuss Jefferson frequently in Quarters 2 and 3. He was the scribe for several major U.S. documents, he commissioned the exploration of the West, he documents new scientific discoveries that we will see in the Smithsonian, yet...he fathered children with his slaves. Students will read about Thomas Jefferson leading up to the trip and following the trip, but they will also be able to analyze the many artifacts he left behind and formulate their own understandings based on these inputs.

b. the ideas expressed in the declaration of independence, including the preamble; (Constitution)



Explore
America



TESTIMONIALS

EF Explore America is different because of the relationships that they form with their Group Leaders. They're willing to do what's best for students and Group Leaders. They become personally invested in each and every one.

Maria | Teacher, California

My students always come back overjoyed and excited by seeing their studies come to life. Teachers tell me that after going on the trip, the students come back and share their connections in class discussions and they see a marked difference in their understanding and appreciation for history!

Derrick | Principal, California

Going to New York with EF Explore America was the chance of a lifetime. Growing up in a small town, you cannot truly appreciate the amazing sights, sounds and smells of NYC until you are there... really there... standing smack dab in the middle of Times Square. It was a dream come true.

Charles | Student, Texas

The services EF Explore America offers are really top notch. I feel like I'm part of the EF Explore America family, and they are always going to be there for me and go above and beyond.

Audrea | Teacher, Alabama

Seeing the Lincoln Memorial and realizing where Dr. King gave his famous "I Have a Dream" speech was like being in the echoes of history.

Jeanathan | Student, Indiana

1.800.503.2323

EFExploreAmerica.com

SCHOOL BOARD & ADMINISTRATION BOOKLET

HELPING STUDENTS THRIVE IN THE 21ST-CENTURY

LEARNING IN TODAY'S WORLD

You know that an educational moment can happen inside and outside the classroom. With EF Explore America, students can experience the power of travel and witness their lessons come to life. This opportunity will help shift students' perspectives and prepare them for the future.

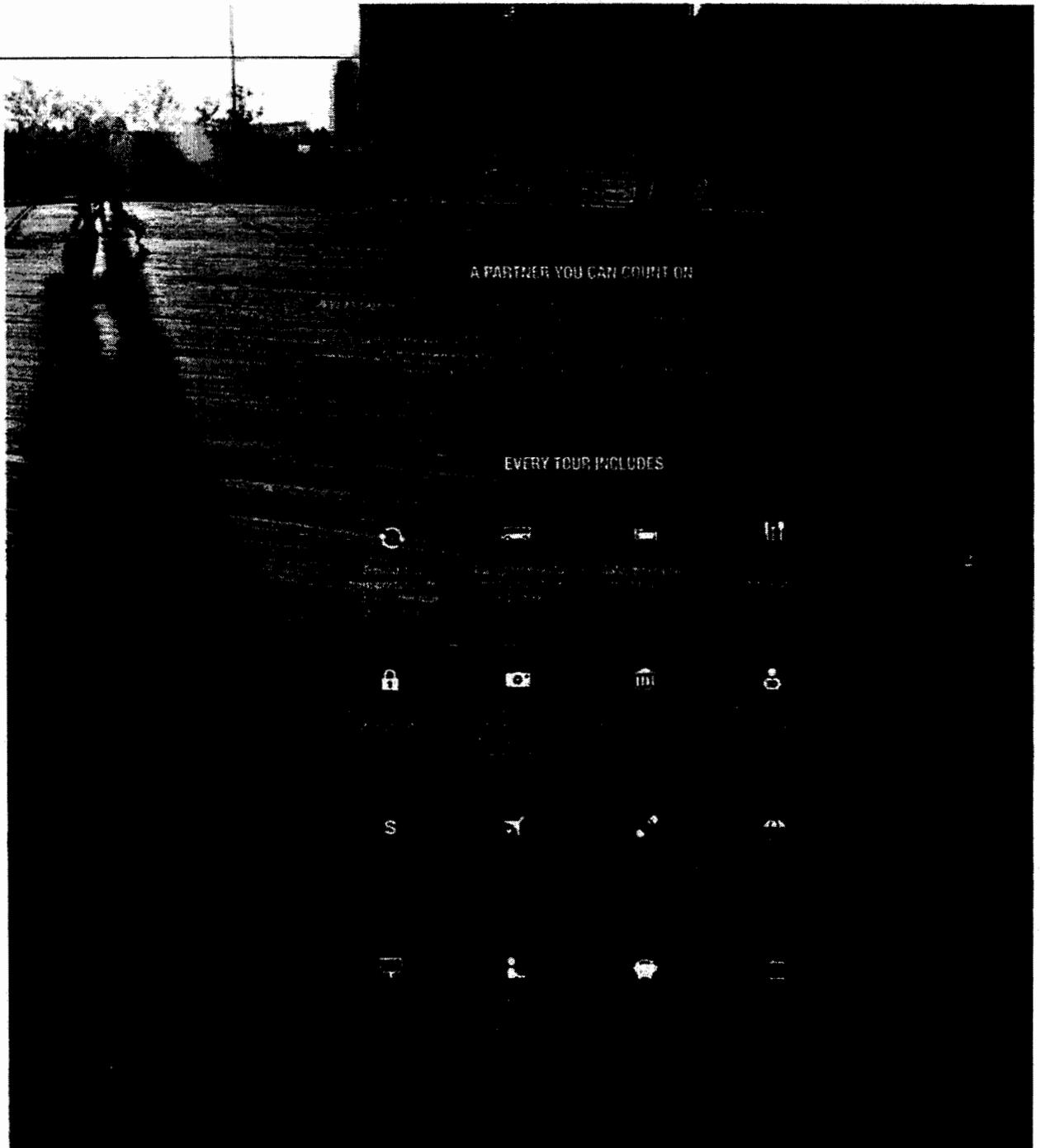
Exploring a new place allows students to not only discover the world around them—but to discover themselves. It'll spark their curiosity. Boost their confidence. And, put a personalized touch on the lessons they're learning in the classroom. By bringing students on this amazing trip, you're helping lay the groundwork toward a global education and strengthening their skills for success.

Travel is Synonymous With Success

In a study of thousands of students who traveled with EF before the age of 18*:

- Nearly every student went on to earn a BA or higher.
- 80% maintained a 3.0 GPA in college and nearly half had GPAs between a 3.5 and 4.0.
- More than 80% said they were better communicators and collaborators as a result of their experience.
- Nearly 90% considered themselves to be better at problem solving and critical thinking.

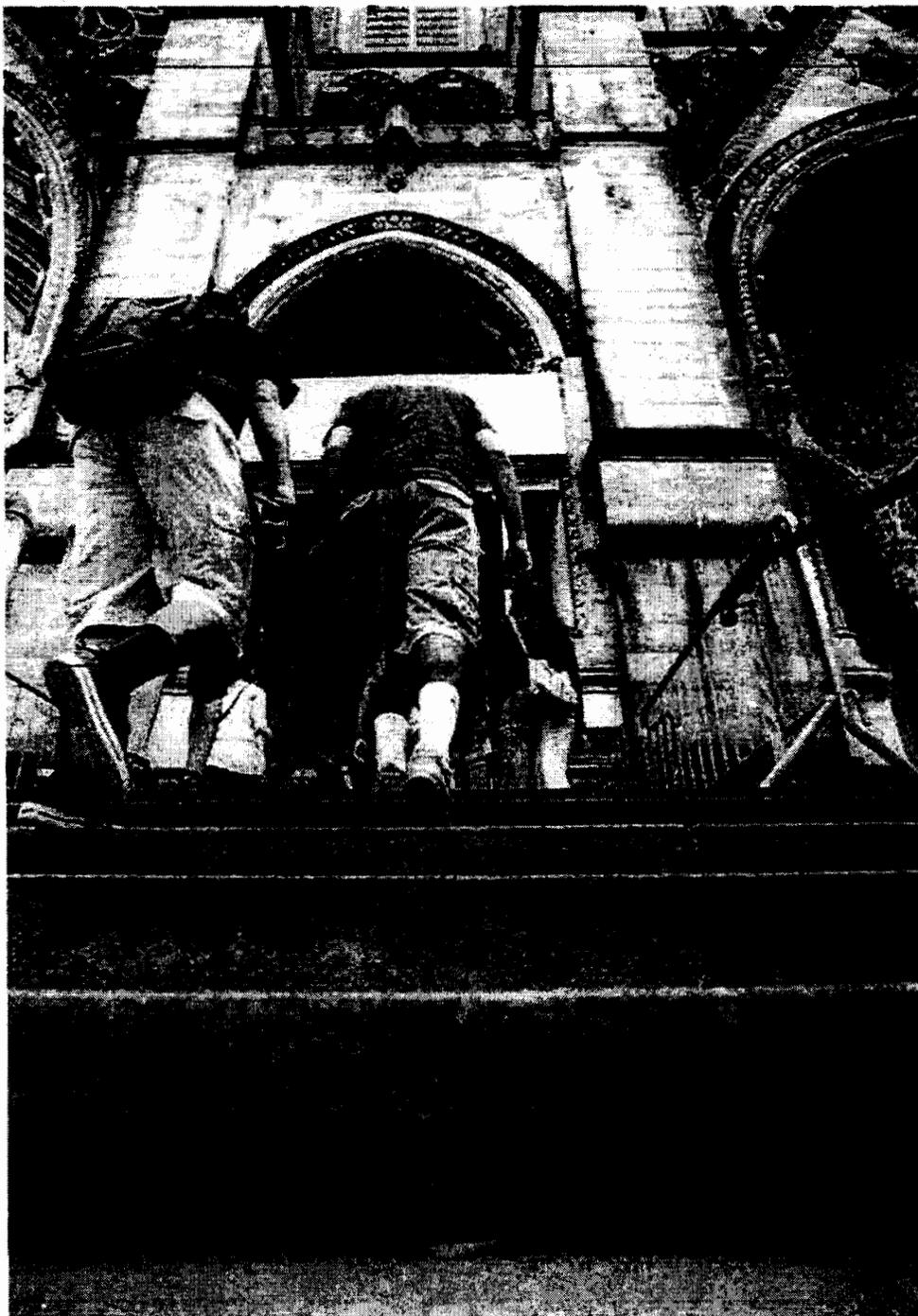
* Survey done by AdvansED, commissioned by EF Educational Tours



A PARTNER YOU CAN COUNT ON

EVERY TOUR INCLUDES

- Round-trip airfare from major U.S. cities
- Round-trip train travel from major U.S. cities
- Round-trip bus travel from major U.S. cities
- Round-trip car rental from major U.S. cities
- Round-trip ferry travel from major U.S. cities
- Round-trip boat travel from major U.S. cities
- Round-trip helicopter travel from major U.S. cities
- Round-trip motorcycle travel from major U.S. cities
- Round-trip bicycle travel from major U.S. cities
- Round-trip wheelchair travel from major U.S. cities
- Round-trip stroller travel from major U.S. cities
- Round-trip baby carriage travel from major U.S. cities
- Round-trip pet carrier travel from major U.S. cities
- Round-trip luggage travel from major U.S. cities
- Round-trip travel insurance from major U.S. cities
- Round-trip travel agency from major U.S. cities
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- Round-trip travel advisor from major U.S. cities
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- Round-trip travel expert from major U.S. cities
- Round-trip travel professional from major U.S. cities
- Round-trip travel authority from major U.S. cities
- Round-trip travel authority from major U.S. cities



A TRULY VALUABLE EXPERIENCE

As the largest private educational organization, we offer educational resources designed to motivate and engage students, and make classroom lessons come alive.

ACCREDITATION

EF Explore America was one of the first travel organizations to be accredited and recognized for its educational value. Today, we're accredited by six prestigious organizations. Our tours are recognized for their quality and excellence by meeting the same rigorous standards as the best schools and colleges. We're accredited by:

- Western Association of Schools and Colleges (WASC)
- North Central Association of Colleges and Schools (NCA)
- The National Council for Private Schools Accreditation (NCPSA)
- Middle States Commission on Elementary Schools (MSACES)
- Accreditation International (AI)
- Southern Association of Colleges and Schools (SACS)



EXPERT TOUR DIRECTORS

Part logistical genius, part tour guide, and full-time traveler extraordinaire, your Tour Director is with your group 24/7. Trained in inquiry-based learning, our Tour Directors get to know students personally, challenge them to think critically and help create inspiring and motivating experiences to ensure no moment is wasted.

SCHOOL CREDIT FOR TEACHERS

Our Group Leaders can earn 60 hours of credit toward professional development or recertification requirements.

SCHOOL CREDIT FOR STUDENTS

Middle school and high school students can earn high school elective credit, which can count toward graduation and make their college application stand out from the pack.



SAFETY FIRST. SAFETY ALWAYS.

You're entrusting us to keep your students safe while on tour—and that is something we don't take lightly.

EF'S SAFETY FIRST PROGRAM

We carefully evaluate all aspects of our tours including perform background checks on all Tour Directors and hold an annual, on-site inspection of all vendors, hotels and restaurants.

ON-TOUR SUPPORT

It's important to know there's help when you need it. Our tours provide 24-hour emergency assistance and a Tour Director who's trained to handle any difficult situations that might arise. For additional support, we're never too far away with our offices spread throughout the country including our main headquarters in Boston.

PROFESSIONAL OVERNIGHT SECURITY

There's no need for sleepless nights if you're a Group Leader or chaperone. Our professional security team makes sure your group is safe and sound and staying in their rooms.

BEST FREE-PLACE RATIO FOR CHAPERONES

In a new place, having more eyes on what matters ensures your students are never out of sight. With every group receiving one free spot for every six or ten students, we offer the best free-place ratio for your school.

INDUSTRY AFFILIATIONS

We work with some of the leaders in the travel industry to ensure our service providers meet the rigorous expectations we set out for them.

- International Air Travel Agent Network (IATA)
- American Bus Association (ABA)
- Airline Reporting Commission (ARC)
- United States Tour Operators Association (USTOA)
- Destination DC (formerly the Washington, D.C., Convention and Visitors Association)
- Better Business Bureau
- Student and Youth Travel Association of North America (SYTA)

NO RISK. ALL REWARD.

Being away from the school can cause concern for educators and administrators. As your travel partner, we offer a comprehensive plan that provides coverage for all of our travelers.

FOR GROUP LEADERS AND SCHOOL DISTRICTS

\$15 million liability protection

All EF Explore America Group Leaders and their school districts are covered during tour by Commercial General Liability insurance. This is provided by nationally recognized insurance companies with A.M. Best Ratings of A-. Coverage is up to \$15 million per occurrence (and in annual aggregate) for covered claims related to the tour regarding bodily injury, property damage, and errors and omission. To receive a certificate of insurance that specifically names you or your school as a certificate holder, please call us at 800.503.2323.

Peace of Mind Program

If a safety concern comes up and the school board will not allow you to travel, our program gives you the flexibility to change the tour and/or departure date.

FOR EVERY TRAVELER

Included travel protection

This Program Fee includes our Peace of Mind Program, illness and Accident Coverage and 24-hour emergency assistance.

Anytime Protection Plan

We recommend every traveler choose this plan for additional protection and to safeguard their investment. Whether it's a family emergency, broken bone, or cheerleading tryouts—life is full of surprises. The Anytime Protection Plan provides travelers with a full refund should they cancel at any point and for any reason before their tour*.

* Full refund include all monies paid minus any Non-Refundable Fees.

GROUP LEADER SUPPORT

When you travel with EF Explore America, you'll get the support and training you need from our travel expert team.

Tour Consultants

Throughout the process, your teacher will work with a personalized team of tour consultants. They'll help with everything from selecting the right itinerary for your group to helping get travelers enrolled.

Educational Travel Advisors

New Group Leaders can connect with our Educational Travel Advisors (ETAs) to learn more about leading a tour. ETAs are Group Leaders who have seen it all and done it all. They're experienced travelers who love to volunteer their time and expertise to help more teachers and students have successful, rewarding experiences.

Group Leader Orientation

Every first-time Group Leader can partake in a free orientation trip to New York City, Boston or Washington, D.C. During orientation, Group Leaders will experience a tour firsthand; attend seminars on educational travel; and get to know the EF Explore America staff a little better.



Explore America

WASHINGTON, D.C.: THE CAPITAL TOUR

3, 4 or 5 days | Washington, D.C.

Proposed Itinerary



Washington, D.C.

Day 1: Washington, D.C.

- Arrive in Washington, D.C.
- Smithsonian museums, may include: National Air and Space Museum, National Museum of Natural History, National Museum of African Art, National Museum of American History
- Night tour of Washington, D.C.: Lincoln Memorial, WWII Memorial, Korean War Veterans Memorial, Vietnam Veterans Memorial

Day 2: Washington, D.C. • Mount Vernon

- Arlington National Cemetery: Changing of the Guard at the Tomb of the Unknown Soldier, Kennedy gravesites
- Photo stop at the Marine Corps War Memorial
- Guided sightseeing tour of Washington, D.C.: Photo stop at Washington Monument, FDR Memorial, Martin Luther King, Jr. National Memorial, Jefferson Memorial
- Photo stop at the White House
- Mount Vernon: Mansion and grounds, museum and education center, George Washington's tomb
- Evening activity

• Customize this tour by adding optional a

LINCOLN MEMORIAL

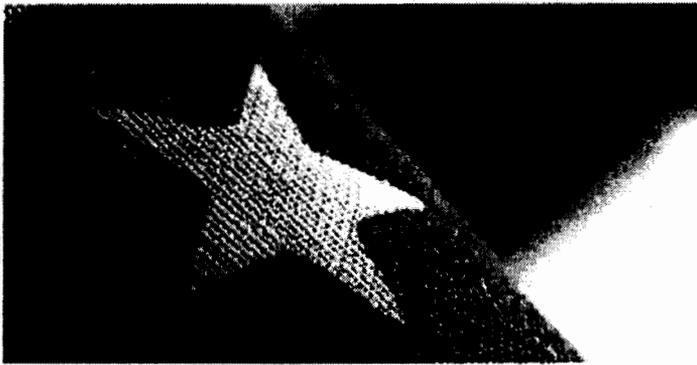
The building of the Lincoln Memorial was a big controversy back in the day. Half the country wanted to make a simple log cabin that represented Lincoln's simpler roots, while half the country wanted to build the most impressive monument in Washington, D.C.

eld our country which one would represent the temple that

OR the Native American Smithsonian etc

Parents: requested → to visit Navajo Nation office in place of Arlington Cemetery. Tour guide agreed that this could happen!





THE FLAG IS STILL THERE

The actual American flag that inspired Francis Scott Key to write "The Star Spangled Banner" is on display at the Smithsonian's National Museum of American History. During the War of 1812, Key was on a British ship trying to negotiate the release of some hostages. When he looked out and saw the American flag still flying over Fort McHenry, he was so inspired that he wrote a poem called "The Star Spangled Banner." The rest is national anthem history.

Day 3: Washington, D.C. • Return home

- Capitol Hill: U.S. Capitol and Visitor Center (subject to availability), U.S. Supreme Court, Library of Congress
- Depart for home

● 4-DAY TOUR

Day 3: Washington, D.C.

- Capitol Hill: U.S. Capitol and Visitor Center (subject to availability), U.S. Supreme Court, Library of Congress
- National Archives
- Smithsonian museums, may include: National Air and Space Museum, National Museum of Natural History, National Museum of African Art, National Museum of American History

- Potomac River Cruise (seasonal)

Day 4: Washington, D.C. • Return home

- Embassy Row: View the residence of the Vice President
- Smithsonian's National Zoological Park
- Depart for home

● 5-DAY TOUR

Day 3: Washington, D.C.

- Capitol Hill: U.S. Capitol and Visitor Center (subject to availability), U.S. Supreme Court, Library of Congress
- National Archives
- Smithsonian museums, may include: National Air and Space Museum, National Museum of Natural History, National Museum of African Art, National Museum of American History

- Potomac River Cruise (seasonal)

Day 4: Washington, D.C.

- Embassy Row: View the residence of the Vice President
- Smithsonian's National Zoological Park
- U.S. Holocaust Memorial Museum: Daniel's Story exhibit

- Theater performance

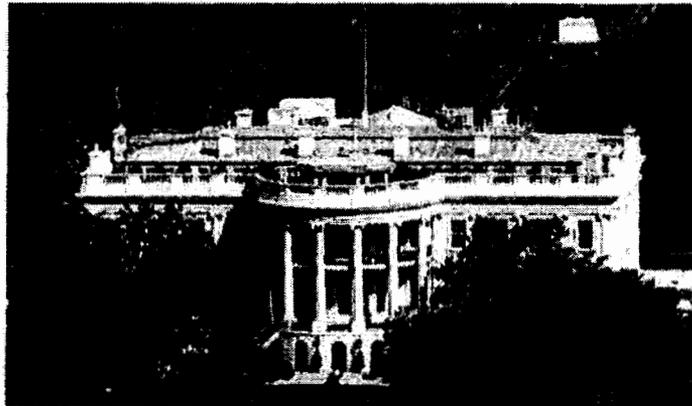
Day 5: Washington, D.C. • Return home

- Newseum
- Depart for home

Itinerary subject to change. For complete financial and registration details, please refer to the Booking Conditions.

THE PEOPLE'S HOUSE

Since it was first built, the White House has always remained open to the people. These days, of course, not just anybody can walk right in the front door, but in centuries past it was quite a different story. President Jackson used to leave a block of cheese out for people to come by and grab a nibble if they were in the neighborhood, and during the Civil War, Abraham Lincoln housed Union soldiers on the ground floor.



Everything you get

- 🚌 Round-trip and on-tour transportation
- 🏨 2 nights hotel accommodations (3 or 4 nights on 4- or 5-day tours)
- 👤 Round-the-clock Tour Director
- 🍽️ Breakfast and dinner daily
- 👁️ Comprehensive sightseeing tours

- 🎫 Visits to special attractions
- 🔒 Overnight security at your hotel
- ☂️ Illness and Accident Coverage
- 👮 Travel ID Badges and backpacks
- 🎁 Gratuities

Options

- Downtown hotel (private groups only)
- Extended stay
- Lunches
- Earned credit for Group Leaders and students

Requirements to Travel to Washington D.C.

- ✓ **2.5 GPA or higher**
- ✓ **Consistent school attendance**
- ✓ **Consistent attendance of D.C. Traveler monthly meetings**
- ✓ **No poor behavior comments from teachers or referrals**
- ✓ **Tuition paid**