

# MONTE VISTA SCHOOL DISTRICT C-8

## STUDENT TRAVEL HANDBOOK



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## **Field Trips**

The Board of Education recognizes that learning does not begin and end with classroom instruction. Purposeful, well-organized and properly supervised field trips and travel experiences are effective and worthwhile means of educating students. Accordingly, the Board encourages organized district-sponsored, off-campus field trips and travel that support or enhance district educational objectives, while recognizing the district's potential liability for such district-sponsored trips. The Board also appreciates the value of family and other non-district sponsored travel, but assumes no responsibility or liability for non-district sponsored trips.

### **District Sponsored Field Trips**

It is required that a district employee accompanies students on any district-sponsored field trip. Costs of any field trip not funded through the district budget may be covered by a student fee, by community groups, or by business and industry. Prior to requesting funds from community sources, the district employee sponsoring a trip must receive approval from the principal who will submit the request to the Board for approval.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve and evaluate trips with participant safety and educational benefit being of primary importance.

As a condition of field trip approval, the building principal must determine that the trip is an outgrowth of curriculum or co-curriculum, that participation is non-discriminatory, and that the trip or a similar trip is not available elsewhere within the state.

### **Non-District Sponsored Field Trips**

The Board recognizes that occasionally employees and students of the Monte Vista School District participate in trips that are not approved by district executive staff or the Board of Education. Such trips are called "non-district-sponsored trips."

The Monte Vista School District is not liable or responsible for injuries, losses or damages that arise out of non-district-sponsored trips. Student participants and their parents, guardians or legal custodians assume personal liability for any injuries, losses or damages associated with, caused by, or related to such trips. District employees who are involved with or participate in a non-district-sponsored trip will have to rely on their own personal insurance coverage as a remedy for any injuries, losses or damages they suffer personally or any claims brought against them by others as a result of their involvement and/or participation in any phase of that trip.

Employees may not use school time, equipment or supplies to create, produce or disseminate information about the non-district-sponsored trip. Dissemination of written material about a non-district-sponsored trip will be in accordance with the procedures for distribution of other non-curricular or non-district materials. (See KHC and KHC-R, Distribution/ Posting of Promotional Literature.) In addition, all written material about a non-district-sponsored trip shall contain the following disclaimer:

"This trip is not sponsored or approved by the Monte Vista School District. The Monte Vista School District is not responsible in any way for any injuries, losses or damages associated with, caused by, or related to the trip."

No district funds will be used to pay for or reimburse any of the participants' or employee's expenses. No district vehicles may be used for non-district-sponsored trips.

District employees who are found in violation of these items may be subject to disciplinary action up to and including termination.

Adopted: Date of manual adoption. Revised: 01/09/97, 08/12/10

## FIELD TRIPS

District-sponsored field trips shall be planned and conducted in accordance with the following guidelines:

- A. District-sponsored field trips require the following approvals:
1. Trips limited to school hours for not more than one day – approval of building principal.
  2. Trips beyond school hours but not exceeding one day – approval of building principal.
  3. Overnight trips within state – approval of building principal and the Board of Education, subject to Superintendent review prior to Board approval.
  4. Out-of-state trips - approval of building principal and the Board of Education, subject to Superintendent review prior to Board approval.
  5. District-sponsored out-of-country trips – approval of building principal and the Board of Education, subject to Superintendent review prior to Board approval. Out of country trips shall be prohibited by the Board or cancelled by the Superintendent if in their judgment the safety of students is at an elevated risk due to political, weather related or other such conditions in an area of the world from, through, or to which students may be traveling. The Superintendent has the authority to cancel a trip without Board approval if in his judgment circumstances require his immediate action. In such events, the Superintendent will notify the Board at the next regularly called meeting and will provide a rationale to the Board for such decision.
- B. Trips limited to school hours for not more than one day and trips beyond school hours but not exceeding one day.
1. Sponsors follow these procedures:
    - a. Review the educational value of the field trip and receive the principal's approval prior to making arrangements for the field trip.
    - b. Confirm that a field trip permission form for each student participating in the trip is on file with the District. Collect short form permission slip for each student participating in the trip.
    - c. Provide the parent/guardian/legal custodians with information concerning the destination of the trip, transportation, and eating arrangements, date and time of departure, and estimated time of return.
    - d. Review acceptable standards of conduct with the students in advance of the trip. The sponsor has primary responsibility for supervision of the students. Students who are under disciplinary action may be excluded from field trips.
    - e. Arrange an appropriate educational experience and supervision for students who do not participate in the field trip.
    - f. Instruct students in appropriate safety rules specific to the activity or situation.
    - g. Implement the buddy system, or partners, to insure constant awareness of each student's whereabouts, needs and participation.
    - h. Take appropriate action and notify the principal by telephone as soon as possible in the event of an emergency.

2. Participating students may be required to pay a pro rata share of costs for any special transportation, admission fees, etc. However, funds will be available through the building principal for students needing assistance with such expenses.
3. In addition to the sponsor, one or more adults will accompany each class on field trips unless otherwise approved by the building principal. Sponsors are responsible for informing accompanying adults of their duties and responsibilities.
4. Transportation will be handled as follows:
  - a. School buses ordinarily will be used for transportation. Commercial carriers may be used for certain trips.
  - b. Requests for school bus or commercial transportation will be channeled through the building principal to the director of transportation.
  - c. The use of private vehicles by staff members for transporting small groups of students must conform to policy EEAG, Student Transportation in Private Vehicles, including that the driver has the required liability insurance.
  - d. Transportation by students will not be permitted. Under no circumstances will vans with a capacity of 12 or more passengers, motorcycles, motor homes, recreational vehicles or convertibles be allowed to transport students.
  - e. Students will not be permitted to leave the field trip group during the trip unless they are released to their own parent/guardian/legal custodian or to those of other students, provided that a written note of approval has been received by the principal from the parent/guardian/legal custodian prior to the trip.
  - f. If students return to the school from a trip after school hours, the parent/guardian/legal custodian will be responsible for providing transportation from the school to home.

C. Overnight trips within state and out-of-state trips. Out-of-state and overnight student trips must meet the requirements listed in section “B” above. In addition, the following requirements must be met:

1. The trip must be approved by the principal and submitted through the Superintendent for Board approval. Final approval rests with the Board of Education and requires Board action.
2. Confirm that a field trip permission form for each student participating in the trip is on file with the District. Collect short form permission slip for each student participating in the trip. Each student participating in the trip also must fill out and turn in an assumption of risk agreement and an overnight field trip health form. Students and parents will receive specific trip information in accordance with section B.1.c, which will include information regarding lodging arrangements. The principal must ensure that all forms are completed prior to departure.
3. The sponsor has primary responsibility for the conduct of the students and should review acceptable standards of conduct with them in advance of the trip. As a condition for trip participation, students and their parent/guardian/legal custodians, guardians or legal custodians will be informed of the rules and regulations in place for the trip and must agree to comply with them as well as with all District policies and procedures. A student who violates any rule, regulation or District policy or procedure may be sent home at the student’s expense and will be subject to disciplinary action as outlined in District policies and procedures. Students who are under disciplinary action may be excluded from out-of-state or overnight trips.

4. Students will not be permitted to leave the group during the trip unless they are released to their own parent/guardian/legal custodian.
5. Participating students will pay a pro rata share of costs for the trip. Consideration must be made for students needing assistance for such expenses. Reasonable expenses for the District employee may be covered by the school or departmental budget, in accordance with District policy or practice. Chaperones will bear the entire cost of their expenses.
6. District vehicles ordinarily will be used for in-state transportation. Commercial carriers and/or rental cars will be used for out-of-state trips. In exceptional cases the Superintendent or designee may approve the use of private vehicles to transport students to out-of-state activities. Exceptional cases shall be determined by review of the number of students traveling, relative costs, safety factors, distance, etc. If private vehicle transportation is approved the driver must provide proof of a valid Colorado driver's license and auto liability insurance coverage. The driver must also provide his/her motor vehicle record for review and determination that the record meets the District's insurance standards before he/she is approved to transport students in a private vehicle. Under no circumstances will vans with a capacity of 12 or more passengers, motorcycles, motor homes, recreational vehicles or convertibles be allowed to transport students.
7. All activities are expected to comply with Monte Vista School District policies and meet the regulations of the Colorado High School Activities Association, if applicable.
8. Insurance coverage for out-of-state trips must be obtained through or approved by the District Insurance Office.

Adopted: 1981

Revised: 8/12/10

## **Introduction**

The Monte Vista School District C-8 Board of Education recognizes that it is desirable, on occasion, to enhance and extend classroom activities with field trips in order to broaden the educational experiences of students. This handbook is designed to help group leaders and others to ensure that pupils stay safe and healthy on school visits.

A school trip is defined as a student or group of students leaving a school campus under the sponsorship of the school and under supervision of school employee(s) to extend educational experiences consistent with the general goals and objectives of the total school program. A school trip must be related to the curriculum of the school, a co-curricular activity (e.g., clubs, student council) or interscholastic.

Approval of all field trips and school-sponsored trips shall be conditional. Approval for any field trip or school-sponsored trip may be revoked if a change in circumstances, whether man-made or natural, would warrant cancellation of this field trip or school sponsored trip in the interest of the safety of the students and staff of Monte Vista School District C-8.

Most school visits take place without incident and it is clear that most teachers are already demonstrating a high level of safety awareness. But, following a number of incidents involving school children in the last few years, there is a growing concern among school staff and parents about further ensuring the safety of pupils on school visits.

The potential hazards to which the handbook refers should not discourage teachers. No amount of planning can guarantee that a visit will be totally incident free, but good planning and attention to safety measures can reduce the number of accidents and lessen the seriousness of those that may happen.

## **1. Trip Approval**

### **Criteria for Approval**

At a minimum field trips meeting the following criteria are permitted and encouraged when:

- the objectives of the trip are specifically related to the curriculum, co-curricular experiences, or interscholastic events;
- the total ongoing school program will not be adversely affected by participation of staff and students taking the trip;
- appropriate educational experiences will be provided for those eligible students who do not participate in curriculum-related field trips scheduled on school days;
- meaningful learning experiences, which cannot be provided in the local school setting are provided;
- they are appropriate for the age group involved in the activity;
- they are reasonable in terms of time, distance;
- they are planned with careful consideration of student safety;
- student school accident insurance must be in force on each student or parent statement in writing certifying that the student is covered under a separate insurance policy;
- if possible, and where appropriate, there should be a preview of the place to be visited by a teacher or staff member, unless the trip has been experienced previously;
- the financial impact on school system and family resources is considered;
- maximum efforts are made to assure that no student is denied the opportunity to participate in a field trip because of the inability to pay;
- students should not be charged a fee for any required class school trip for which credit is granted. All assessments for a voluntary class or co-curricular school trip shall be closely scrutinized at the time the trip is approved. The sponsor of that trip must certify to the school principal that provisions have been made for group members unable to pay the assessment;
- planning of the field trip provides a minimum of two adult chaperones and adult-student ratio appropriate for the particular student group and the trip;
- all required forms are submitted properly.

### **Authority to Approve**

Trip approval requires the following:

- All trips must receive prior written approval of the principal with copy sent to the Superintendent;
- Overnight trips within state must receive approval of building principal and the Board of Education, subject to Superintendent review prior to Board approval.
- Out-of-state and trips abroad must receive prior written approval of the building principal and the Board of Education, subject to Superintendent review prior to Board approval.
- District-sponsored out-of-country trips must receive prior approval of the building principal and the Board of Education, subject to Superintendent review prior to Board approval.

## **2. Planning Trips**

### **Planning**

Whether the visit is to the local park, museum or swimming pool, or includes an overnight stay in state, out of state or abroad, it is essential that formal planning takes place before setting off. This involves considering the dangers and difficulties which may arise and making plans to reduce them.

The detailed planning of the visit will be carried out by the organizer of the trip or the group leader. The superintendent and the principal must satisfy themselves that the person planning the visit is competent to do so and has the necessary relevant experience.

For overnight trip at home or abroad, or for potentially hazardous activities the principal and superintendent must satisfy themselves that the visit has been planned effectively and that risks are minimized.

## **Risk Assessment**

Risk assessments must be carried out by the trip organizer or the group leader well before the visit and must be approved by the principal and superintendent.

A risk assessment for a visit need not be complex but it should be comprehensive. The aim of risk assessment is to prevent risks or reduce them. Pupils must not be placed in situations which expose them to an unacceptable level of risk. **Safety must always be the prime consideration.** If the risks cannot be contained then the trip must not take place.

The risk assessment should be based on the following considerations:

- what are the hazards?
- who might be affected by them?
- what safety measures need to be in place to reduce risks to an acceptable level?
- can the group leader put the safety measures in place?
- what steps will be taken in an emergency?

The person carrying out the risk assessment should record it and give copies to all teachers/supervisors on the trip, with details of the measures they should take to avoid or reduce the risks.

Frequent trips to local venues may not need risk assessment every time. Nevertheless it is essential not to become complacent. A generic assessment of the risks of such visits should be made at regular intervals.

The group leader and other supervisors should monitor the risks throughout the visit and take appropriate action as necessary.

Before booking a visit the group leader should obtain a written or documentary assurance that providers such as tour operators have themselves assessed the risks and have appropriate safety measures in place.

The group leader should take the following factors into consideration when assessing the risks:

- the type of trip/activity and the level at which it is being undertaken.
- the location, routes and modes of transport.
- the competence, experience and qualifications of supervisory staff.
- the ratios of teachers and supervisory staff to pupils.
- the group members' age, competence, fitness and temperament and the suitability of the activity.
- the special educational or medical needs of pupils.
- the quality and suitability of available equipment
- seasonal conditions, weather and timing.
- emergency procedures.
- how to cope when a pupil becomes unable or unwilling to continue.
- the need to monitor the risks throughout the trip.

## **Exploratory visit**

An exploratory visit should be made by any teacher who is to lead a group abroad or on an overnight trip or who is to instruct or lead the group in an outdoor activity such as trekking in a location that is not familiar to them.

In other cases the group leader should undertake an exploratory visit, wherever that is possible, to:

- ensure at first hand that the venue is suitable to meet the aims and objectives of the school visit;
- obtain names and addresses of other schools who have used the venue;
- obtain advice from the venue manager;
- assess potential areas and levels of risk;

- ensure that the venue can cater for the needs of the staff and students in the group;
- become familiar with the area before taking a group of young people there.

If in the last resort an exploratory visit is not feasible then the group leader will need to consider how to complete an adequate assessment of the risks. A minimum measure would be to obtain specific information by letter from the venue, from other schools who have recently visited it, and from local organizations such as tourist boards.

In many cases new groups of pupils will be taken to the same location each year. As some factors will change from year to year, it is prudent to re-assess the risks each time - even when the group leader stays the same. Each completed visit should be evaluated, a record kept and a copy forwarded to the principal and superintendent.

### **Financial planning**

The Monte Vista School District C-8 will not be responsible for any financial obligations incurred as a result of the planning of the field trip or school sponsored trip, or for any monies that are non-refundable or are otherwise lost due to the subsequent cancellation of the field trip or school sponsored trip.

No student shall be denied the privilege of participating in a field trip or school sponsored trip because of financial inability to pay the fee.

Each club, team or group is responsible for raising all of the money necessary to fund a field trip or school sponsored trip that is being proposed by a group of students. No fundraising or other preparations for a field trip or school sponsored trip should occur until the field trip or school sponsored trip has been approved. No financial support will be available from Monte Vista School District C-8 for any overnight, out-of-state or out-of-country travel, unless previously authorized.

Monte Vista School District C-8 will not be responsible for any expenses incurred as a result of a chaperone's decision to send a student participant home earlier than the scheduled return date due to the student's unacceptable behavior. Students and their parents/guardians will be held responsible for any damage done to hotels, rental properties, real or personal property. Parents must agree to pay for any damages that may be done by their son/daughter.

The group leader should ensure that parents have early written information about the costs of the visit, how much will come from school funds, and how much each parent will be charged or asked to contribute. Parents should be given enough time to prepare financially for the visit. It may be useful to break down the costs into subsections such as travel, lodging, meals, entry fees etc.

All trips must be properly budgeted for in advance. This should include all costs and contingencies. Insurance should be included if needed. Make it clear that the deposit is non-returnable and that students will not be taken if their behavior is unacceptable or unsafe in the interval before the trip takes place.

It is essential to cost the trip carefully at the outset:

- Price required by the company
- Emergency money
- Miscellaneous costs, eg bank charges

Money should only be accepted in an envelope with the student's name and teacher clearly printed on it. The money should be checked immediately in front of the student. Payment may be made by cash or check (made payable to Monte Vista School District C-8). The student's and class teacher's name should be printed in the memo of the check. This is because surnames are not always the same as those of the parent/guardian and it makes it easier to sort problems out.

*No trip should aim to make a profit but the budget must try and cover all costs. Money for trips should be submitted to the school office for deposit.*

## **CHECKS SHOULD NEVER BE MADE PAYABLE TO AN INDIVIDUAL TEACHER!**

Parents/Guardians should be advised of how and when payments should be made, i.e. installments or a lump sum. Staff should avoid late payments as this can lead to last minute difficulties.

Records of each payment should be made and copies sent to the parent/guardian for longer journeys where installments are being paid.

It is essential to keep receipts for everything as they will have to be submitted with the accounts to the accounting office.

Please remember to give the accounting office at least one week's notice of when you will require cash or a check.

Monies collected must be paid into the school office immediately and receipts obtained. The group leader is wholly responsible at all times for the security of monies collected in respect of their trip or activity.

All expenditures on trips must be accounted for with invoices and receipts as evidence of payments made. Accounts pertaining to trips must always balance with neither losses nor profits being made.

### **Charging for Trips**

Education provided wholly or mainly during school hours is expected to be free. This means that the school is not expected to impose a charge on parents for any visit that occurs during school hours. Therefore, prudence should be used when asking parent's for fees.

The school may charge parents for board and lodging on overnight trips as well as the full costs when a trip is deemed to be an 'optional extra' and not part of a required course. An optional extra:

- falls wholly or mainly outside school hours;
- does not form part of the District Curriculum;
- is not part of state standard towards CSAP;
- is not in the scope of the statutory requirements relating to education.

So, a skiing holiday or site-seeing visit would be an optional extra.

The group leader should obtain the parents' agreement to meet the costs of an optional extra visit before the visit is planned in detail. Charging parents for an optional extra visit may not include an element of subsidy in respect of other pupils whose families can not afford the trip.

### **First Aid**

First aid should form part of the risk assessment. Before undertaking any off-site activities the group leader should assess what level of first aid might be needed. On all visits the group leader should have a good working knowledge of first aid and ensure that an adequate first aid box is taken. For outdoor activities, visits abroad or overnight trips it is sensible for at least one of the group's teachers to be certified in first aid. All adults in the group should know how to contact the emergency services.

When addressing first aid issues, considerations should include:

- a person in charge of first aid arrangements;
- a suitably stocked first aid box;

- the size of the group and the nature of the activity;
- the likely injuries and how effective first aid would be;
- the distance to the nearest hospital.

All buses are required by law to carry a first aid kit.

### **Other considerations**

Other considerations which should form part of the planning stage include:

- the facilities/equipment the group will need to take on the visit;
- the facilities/equipment to be provided at the venue;
- staff training needs;
- the designation of someone to record the details of the visit and to carry accident forms etc.;
- transport arrangements;
- insurance arrangements;
- information to the provider;
- communication arrangements;
- supervision ratios;
- contingency measures for enforced change of plan or late return;
- information to parents;
- preparing students;
- emergency arrangements;
- arrangements for sending pupils home early.

## **3. Supervision**

### **Ratios**

It is important to have a high enough ratio of adult supervisors to pupils for any visit. The factors to take into consideration include:

- sex, age and ability of the group;
- pupils with special educational or medical needs;
- nature of activities;
- experience of adults in off-site supervision;
- duration and nature of the journey;
- type of any accommodation
- competence of staff, both general and on specific activities;
- requirements of the organization/location to be visited;
- competence and behavior of pupils;
- first aid cover.

Group leaders should assess the risks and consider an appropriate safe supervision level for their particular group. There should be a minimum of one teacher in charge.

In addition to the teacher in charge there should be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involve hazardous activities, the risks may be greater and supervision levels should be set accordingly. The same consideration should be given to visits abroad or residential visits. Some non-residential visits with mixed groups will need a teacher from each sex.

All mixed groups in elementary school must normally be accompanied by a teacher of each sex at a minimum ratio of 1 to 6, middle school 1 to 8 and high school 1 to 10.

All mixed overnight groups must normally be accompanied by a teacher of each sex at a minimum ratio of 1 to 8.

Staffing ratios for visits abroad will vary according to the activity, the pupils' age and sex, the location and the efficient use of resources. A minimum ratio of 1 to 10 can be taken as a general rule of thumb but at least two of the adults should be teachers.

Groups of pupils containing individuals with specific visual or hearing impairment, or other special needs, should also have as supervisors, staff that are specifically trained in meeting the needs of these pupils.

### **Parents/Volunteers**

Where there is more than one teacher/supervisor a group leader should be appointed who has authority over the whole group. If more than one school is involved an overall group leader should be agreed by all schools involved and identified to all. This should usually be the person with the most experience in leading such trips.

Where a high student: adult ratio is required, it is not always feasible to use school staff alone.

Parents/volunteers may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the pupil group. Anyone who has not had a criminal conviction check should never be left in sole charge of students.

### **Chaperone selection**

The group leader needs to be clear about procedures for qualifying chaperones who wish to be supervisors, in particular for overnight visits. The suitability of potential chaperones should be assessed by the group leader at an early stage of the planning process. Where there is any doubt about suitability further investigations should be made and if any doubt remains the adult should not be allowed to help chaperone the trip. Similar considerations should be made for adults who have no supervisory role but who wish to take part in the visit.

For the protection of both adults and students, all adult chaperones should ensure that they are not alone with a student wherever possible.

### **Supervisors' responsibilities**

All adult supervisors, including teachers and parent/volunteer helpers, must understand their roles and responsibilities at all times. In particular all supervisors should be aware of any pupils who may require closer supervision, such as those with special needs or those likely to cause trouble. Teachers retain responsibility for the group at all times.

If you intend leading an outdoor activity, such as canoeing, the group leader and other supervisors must be suitably competent to lead or instruct pupils in the activity, bearing in mind that some pupils may be novices. Competences need to be demonstrated by holding the relevant certificate or other recognized qualification.

### **Remote supervision**

The aim of field trips for older students may be to encourage independence and investigative skills, and some of the time on trips such as those abroad and fieldwork may not be directly supervised. The group leader should establish during the planning stage of the visit whether the students are competent in remote supervision. The group leader remains responsible for students even when not in direct contact with them.

Parents should be told, before the trip, whether any form of remote supervision will take place and should have agreed on this part of the field trip.

## **4. Preparing Pupils**

### **General**

Pupils who are involved in a visit's planning and organization, and who are well prepared, will make more informed decisions and will be less at risk. Providing information and guidance to pupils is an important part of preparing for a school visit. Students should clearly understand what is expected of them and what the visit will entail. Pupils must understand what standard of behavior is expected of them and why rules must be followed. A lack of control and discipline can be a major cause of accidents. Students should also be told of any potential dangers and how they should act to ensure their own safety and that of others.

### **Participation**

The group leader should ensure that the students are capable of undertaking the proposed activity. Pupils should be encouraged to take on challenges during adventurous activities but should not be coerced into activities of which they have a genuine fear.

Students, whose behavior is such that the group leader is concerned for their safety, or for that of others, should be withdrawn from the activity. On overnight trips the group leader should consider whether such pupils should be sent home early. Parents and students should be told in advance of the trip about the procedures for dealing with misbehavior, how a pupil will be returned home safely and who will meet the cost.

### **Equal opportunities**

Every effort should be made to ensure that school journeys and activities are available and accessible to all who wish to participate, irrespective of special educational or medical needs, ethnic origin, sex, religion etc. All young-people should be encouraged to participate in as wide a range of activities as possible. If a visit is for pupils with special needs, a suitable venue should be selected.

### **Information to students**

The group leader should decide how information is provided, but must ensure that the pupils understand key safety information. For some students on overnight trips it may be their first experience away from home on their own and in the close company of other pupils. Students should understand:

- the aims and objectives of the trip/activity;
- the background information about the place to be visited;
- basic foreign words where appropriate;
- relevant foreign culture and customs;
- how to avoid specific dangers and why they should follow rules;
- why safety precautions are in place;
- why special safety precautions are in place for anyone with disabilities;
- what standard of behavior is expected from pupils;
- appropriate and inappropriate personal and social conduct including sexual activity;
- who is responsible for the group;
- what not to bring back within the US or from abroad such as drugs, knives etc.
- what to do if approached by anyone from outside the group;
- rendezvous procedures;
- what to do if separated from the group;
- emergency procedures.

For overnight trips all group members should carry the address and telephone number of the hotel accommodation in case an individual becomes separated.

If at any time there is a change in the planned schedule new activities should be assessed and students provided with the appropriate information.

### **Preparing students for remote supervision**

During any time that remote supervision takes place the group leader must ensure that pupils are aware of the ground rules and are adequately equipped to be on their own in a group. The size of each group should also be considered. At minimum students should have the following:

- telephone numbers and emergency contacts if lost;
- money;
- maps and plans and any other information for them to act effectively;
- location of local telephones and the appropriate coins;
- a knowledge of how to summon help;
- a knowledge of out of bounds areas or activities;
- means of identity and a rendezvous point.

It is important that pupils are told not to go off on their own, are given clear instructions about permitted remote supervised activities and understand and accept the ground rules.

### **Transport and students**

Pupils using transport on a trip should be made aware of the basic safety rules including:

- wear your seatbelt and stay seated while traveling;
- never tamper with any of the vehicle's equipment or controls;
- bags must not block aisles or cause obstructions;
- never attempt to get on or off moving vehicles;
- never lean out or throw things from the window of a vehicle;
- never get off a vehicle at traffic lights or in traffic;
- never kneel or stand on seats;
- never distract or disturb the driver or impede the driver's vision;
- if you feel ill tell a teacher or supervisor.

The group leader should ensure that students know what to do if they miss the scheduled departure time.

### **Pupils with special educational and medical needs**

Every effort should be made to include pupils with special educational or medical needs in school trips, while maintaining the safety of everyone in the group. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

### **Pupils with medical needs**

Additional safety measures may be necessary to support pupils with medical needs during trips. All teachers supervising trips should be aware of a student's medical needs and any medical emergency procedures. Summary sheets should be held by all teachers containing details of each pupil's needs and any other relevant information provided by the parents. If the pupil's safety cannot be guaranteed, it may be appropriate to ask for additional help such as a care assistant to accompany a particular student.

The group leader should discuss the pupil's needs with the parents. Parents should be asked to supply:

- details of medical conditions;
- emergency contact numbers;
- the child's Doctor's name, address and telephone number;
- information on whether the student has spent a night away from home and their ability to cope effectively;
- written details of any medication required (including instructions on dosage/times) and parental permission to administer;
- information on any allergies/phobias;
- information on any special dietary requirements;

- information on any toileting needs, special equipment or aids to daily living;
- special transport needs for pupils who require help with mobility.

Inquiries should be made at an early stage about access and facilities for securing wheelchairs on transport and at the intended destinations.

All teachers supervising the trip should be given the opportunity to talk through any concerns they may have about their ability to support the students. Extra help should be requested if necessary, i.e. a care assistant.

If teachers are concerned about whether they can provide for a student's safety or the safety of other students on the trip because of a medical condition, they should seek extra advice from the principal, or further information from the pupil's parents.

The group leader should check that the insurance policy covers staff and pupils with preexisting medical needs.

### **Pupils with Special Education Needs (SEN)**

Off-site trips may pose additional difficulties for a pupil with SEN and the behavior of some pupils may prove challenging. The following factors should be taken into consideration:

- Is the student capable of taking part in and benefiting from the activity?
- Can the activity be adapted to enable the pupil to participate at a suitable level?
- Will additional/different resources be necessary?
- Is the student able to understand and follow instructions?
- Will additional supervision be necessary?

It may be helpful to the pupil if one of the supervisors already knows them well and appreciates their needs fully. The group leader should discuss the visit with the Special Education Director and with the parents of students with SEN to ensure that suitable arrangements have been put in place to ensure their safety.

## **5. Communicating with parents**

Parents should be informed in writing of any off-site activity or visit unless it is a regular part of the school curriculum which parents have already been informed about in the school prospectus or a letter.

### **Information to Parents**

Before overnight trips, or when pupils are to travel abroad or engage in outdoor activities, parents should be encouraged to attend a briefing meeting where written details of the proposed trip should also be provided. There should be alternative arrangements for parents who cannot attend or who have difficulty with communication in English.

Parents need to be aware that the teachers and other adult supervisors on the visit will be exercising the same care that a prudent parent would. At a minimum the following information should be given to parents:

- dates of the visit;
- trip's objectives;
- times of departure and return - parents must have agreed to meet their child on return;
- the location where the pupils will be collected and returned;
- modes of travel including the name of any travel company;
- the size of the group and the level of supervision, including any times when remote supervision may take place;
- details of accommodation with security and supervisory arrangements on site;
- details of provision for special educational or medical needs;
- procedures for pupils who become ill;
- names of leader, of other staff and of other accompanying adults;

- details of the activities planned and of how the assessed risks will be managed;
- standards of behavior expected in respect of, for example, alcohol, smoking and general group discipline;
- what pupils should not take on the visit or bring back;
- details of insurance taken out for the group as a whole, and whether parents need to arrange additional cover;
- clothing and equipment to be taken;
- money to be taken;
- the information to be obtained from parents and details of what they will be asked to consent to;
- on exchange visits, the details of the host families;
- details on the cost of the visit including methods and deadlines for payments.

### **Parental consent**

Group leaders must seek consent for ALL trips.

Detailed proposals must be made well in advance for the following:

- Outdoor activities
- Visits abroad;
- Other overnight trips;
- Farm/Zoo trips;
- Swimming and aquatic activities;
- Coastal trips;
- Swimming in the sea/ocean or other natural waters;
- Remote supervision.

If parents withhold consent the student should absolutely not be taken on the trip but the curricular aims of the field trip should be delivered to the pupil in some other way wherever possible. If the parents give a conditional consent the Principal and Superintendent will need to consider whether the student may be taken on the trip or not.

The contents of a consent form for a parent to sign will vary according to the type of visit.

A parental consent form should be completed for each pupil in the group. This form could also be used for obtaining details required. General issues to consider include:

- any allergies/phobias the pupil may have;
- any medication the student is taking and if so what the dosage is and who is to administer it;
- any contagious or infectious diseases suffered within the family during the preceding four weeks, and any other recent illnesses suffered by the pupil;
- the name, address and phone number of the student's doctor;
- any special medical/dietary requirements;
- whether the pupil suffers from travel sickness;
- information on any toileting difficulties;
- whether the student has any night time tendencies such as sleepwalking (for overnight trips);
- the pupil's ability to swim in the pool;
- the parental home and daytime phone numbers and addresses;
- an alternative contact, with their phone number and address.

### **Medical consent**

Parents should be asked to agree to the pupil's receiving emergency treatment, including anesthetic or blood transfusion, as considered necessary by the medical authorities. If parents do not agree to this it may be

necessary to withdraw the child from the visit - given the added responsibility this would mean for the group leader. The group leader must consult with the Principal and Superintendent in such cases.

### **Private Vehicles**

Parental consent should be obtained specifically for the transporting of students in the private vehicle of a teacher adult or another non-teacher adult on the trip in case of emergency. While it is highly discouraged, if students are to be carried in a private vehicle consent should be obtained.

### **Contact with parents during the trip**

Group leaders should ensure that parents can contact their child via the school contact and the group leader in the event of a home emergency.

### **Pupils' contact with parents**

Group leaders should arrange for parents to be told by the school of the group's safe arrival. This may be done by a 'telephone tree' or pupils may wish to speak to their parents individually. Such arrangements should be agreed with parents and students before the visit takes place. Parents concerned after a phone call should contact the school contact.

## **6. Planning Transportation**

### **General**

The group leader and Transportation Director must give careful thought to planning transport.

The main factors to consider include:

- passenger safety;
- the competence and training of the driver to drive the proposed vehicle and whether the driver holds the appropriate valid license;
- distance, number of driving hours required for the journey and length of the driver's day (including non-driving hours);
- capacity and experience of the driver to maintain concentration - whether more than one driver is needed to avoid driver fatigue;
- type of journey - will it be local or will it include long distance driving or motorways?
- traffic conditions;
- arrangements in case of breakdown or emergency;
- weather;
- stopping points for toilet and refreshments on long journeys;
- supervision.

### **Requirements**

The driver is responsible for the vehicle during the visit. All vehicles equipped with seatbelts must be used properly.

### **Supervision during transportation**

The level of supervision necessary should be considered as part of the risk assessment for the journey. The group leader is responsible for the students at all times including maintaining good discipline.

The **driver** should not normally be responsible for supervision. Driver supervision may be sufficient if a small number of older children are being taken on a short journey.

All group members should be made aware of the position of emergency exits and first-aid and fire equipment.

Factors that at a minimum the group leader should consider when planning supervision on transport include:

- Level of supervision needed on buses/coaches - one supervisor on each bus as a minimum;
- safety when crossing streets as part of the trip. The group leader should ensure that pedestrian;

- safety on buses, trains, ferries, boats and planes - the group leader should make clear to pupils how much or little freedom they have to 'roam'. Misbehavior is a main cause of accidents to children on such means of transport. Appropriate supervision and discipline should be maintained at all times. Students should also be made aware of what to do in an emergency and where emergency procedures are displayed;
- booking transport - the group leader should arrange for seats to be booked well in advance to ensure that the party can travel together;
- safety of students at pick-up and drop-off points and when getting on or off transport, particularly when using vehicles abroad;
- safety while on stops or rests during the journey;
- safety of the group in the event of an accident or breakdown - the group should remain under direct supervision of the group leader or other teachers wherever possible;
- head counts by the group leader **and at least one other** supervisor or delegated teacher should always be carried out when the group is getting off or onto transport;
- an adult must call the roll each time the bus is loaded. Students must be completely quiet and answer for themselves. Do not rely on the word of other students. A headcount by its self is not adequate for proper accountability;
- responsibility for checking that seat belts are fastened at all times during travel;
- travel sickness tablets should only be administered to a pupil with previous authorization from the parents;
- selection of non-teacher drivers.

### **Hiring coaches and buses**

The group leader in coordination with the Director of Transportation is responsible for ensuring that coaches and buses are hired from the approved District list. If the primary transportation for overnight field trips will be a commercial carrier, it must be licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). Carriers with a safety rating of "conditional" or "unsatisfactory" will not be used. Trip itineraries will leave enough time for drivers to rest in conformity with federal hour-of-service requirements. Any contract with a private carrier must prohibit the use of subcontractors unless approved by the Superintendent. The Superintendent shall not approve the use of any subcontractor unless the subcontractor meets the criteria referenced previously in this section.

If primary transportation for any field trip, whether day, overnight, or international trip, is other than a US commercial carrier, the form of transportation will be noted on the Consent/Waiver form.

If any of the group use a wheelchair, the group leader should ensure that transport used has appropriate access and securing facilities.

### **Private cars – Highly discouraged!**

Use of privately owned vehicles to transport students to and from field trips, athletic events or school sponsored trips are strictly prohibited, except in the case of a bona fide emergency. Determination of the existence of a bona fide emergency will be made by the Principal and/or Supervising Teacher/Coach if the Principal is not present. Staff and parents who use their own vehicles risk being legally liable for any injury a student sustains while in the vehicle.

While discouraged, teachers and others who drive pupils in their own car must ensure their passengers' safety, that the vehicle is roadworthy, and that they have appropriate license and insurance coverage for carrying the pupils. Volunteers should be carefully selected before they are permitted to drive pupils in their car.

When privately-owned vehicles are to be used for transporting students, parents of the students are to be notified and the owner of the vehicles and the parents must acknowledge in writing that they have received notice that the Board's liability insurance does not cover the use of private vehicles to transport students for

school activities. Chaperones that drive must provide proof of liability insurance coverage with minimum coverage limits in the amount of \$100,000/\$300,000 for personal injury and \$50,000 for property damage.

The driver is responsible for making sure that pupils have a seat belt and use it at all times. Vehicles without seat belts should not be used.

Group leaders who during an emergency use parents, or volunteers to help transport students in their own cars, must ensure that they are aware of their legal responsibility for the safety of the pupils in their cars. Parents' agreement should be sought (on the consent form) for their children to be carried in other parents' cars. It is advisable that parents driving students are not put in a position where they are alone with a student.

### **School Bus**

The school buses have a posted maximum capacity of passengers plus the driver. This number of passengers must not be exceeded. Each child must be provided with a forward facing seat.

The driver is responsible for the vehicle during the visit. The bus driver must:

- be qualified to drive a bus;
- have a clean and valid license(CDL);
- ensure that they have a rest period before driving;
- not drive when taking medication or undergoing treatment that might affect their ability or judgment;
- know what to do in an emergency;
- ensure that all emergency exits remain clear and that **emergency doors are unlocked during travel;**
- know how to use fire fighting and first aid equipment;
- avoid driving for long periods and ensure that rests are taken when needed - drivers should not, under normal circumstances, drive for more than ten hours out of a 24 hour period;
- take into consideration the effects of teaching and the working day;
- have regular medical checks i.e. eyesight.

## **7. Types of Trips**

1. **Curriculum-related:** a classroom-associated learning experience to afford students the opportunity to gain insight, information or knowledge, such as, but not limited to, a walk on adjacent conservation land, a visit to a historic site or museum, or attendance at a cultural performance.
2. **Co-curricular:** school-sponsored experiences associated with school groups that normally meet outside regularly scheduled classes, such as, but not limited to, clubs, student organizations, or academic-related teams. These trips must meet the same criteria and be approved in the same manner as all other school sponsored trips.
3. **Interscholastic:** in-district or out-of-district events in which students participate as representatives of the Monte Vista School District C-8 Schools and CHSAA, such as, but not limited to, athletics, cheerleading, and the performing arts. If a trip is outside of CHSAA's jurisdiction the trip must meet the same criteria and be approved in the same manner as all other school sponsored trips.
4. **Non-School Sponsored:** a "non-school sponsored tour" is defined as a group tour sponsored by an individual teacher or teachers, a travel agency or any other individual or association but not sponsored by a school of/or Monte Vista School District C-8.

There are certain types of trips for which special planning, permission and consent are required. These are:

- overnight trips;
- outdoor activities;
- farm/zoo visits;
- swimming and aquatic activities;

- coastal trips;
- swimming in the sea/ocean or other natural waters;
- trips abroad;
- remote supervision.

Teachers intending to promote any of the above visits must consult with the school Principal and Superintendent and ensure that all relevant regulations have been read thoroughly and complied with.

## **8. Trips abroad**

While the School Board does not encourage foreign travel, due to the uncertainty of the political climate and terrorist activities in many countries, it does recognize that there are certain educational and social gains derived from such travel. Traveling abroad can be hugely rewarding for students and adults alike, but it is important that careful preparation takes place. Much of the earlier advice in this handbook applies to visits abroad, but there are some additional factors that need to be considered, not least because the laws may be different from that of the US. Therefore, foreign travel will be considered only under certain **extraordinary circumstances**.

**Extraordinary Circumstances:** Under certain extraordinary circumstances are defined as an extraordinary educational opportunity that would otherwise not be obtainable, without the travel experience. The added educational value should significantly outweigh the perceived risk or liabilities. Such trips will be allowed **only** after being reviewed by the School Advisory Council and obtaining the approval of the Superintendent. Such travel must be approved at and by the School Board's discretion.

### **Planning and preparation**

It is good practice that an exploratory visit to the location should always be made. If this is not always possible the group leader should gather as much information as possible on the facilities provided and the area to be visited.

All foreign travel plans should be approved at least six (6) months prior to the anticipated travel. *Approval by the School Board must be obtained before any fund raising activities occur.* The principal shall be responsible for obtaining monthly travel advisories from the United States State Department ([http://travel.state.gov/travel\\_warnings.html](http://travel.state.gov/travel_warnings.html)) or any other appropriate source. The principal will be responsible for submitting, in writing to the Superintendent, the political climate, travel warnings, and any perceived risks, on a monthly basis. The final report to the Superintendent should occur no more than ten (10) days prior to the commencement of the travel. The Superintendent has the authority to cancel the foreign travel if, in his/her opinion, the political or security climate has changed since the initial approval of the trip.

### **Staffing the trip**

Staffing ratios for visits abroad are difficult to prescribe as they will vary according to the activity, the pupils' age and sex, the location, and the efficient use of resources. A minimum ratio of 1 adult to 10 pupils is recommended but at least two of the adults should be teachers. There should be enough adults in the group to cover an emergency. Mixed gender groups should have at least one male and one female teacher.

### **Preparing pupils for visits abroad**

Factors to be considered for visits abroad include:

- language - particularly common phrases;
- culture i.e. body language, rules and regulations of behavior, dress codes, local customs, attitudes to gender;
- drugs, alcohol usage;
- food and drink - tap water/bottled water. Care with raw vegetables, salads and unpeeled fruit, raw shellfish, underdone meat or fish;
- money - how to carry money and valuables discreetly;

- how to use phones abroad;
- what to do in an emergency.

### **Briefing meeting for parents**

It is particularly important that parents are given the opportunity to meet the teachers and others who will be taking the pupils overseas.

### **Vaccinations**

The group leader should find out whether vaccinations and/or preventive medicines are necessary and ensure that all members of the group have received them in good time. Check whether the country to be visited requires proof of vaccination.

### **Insurance**

The group leader must ensure that each individual in the group has comprehensive travel insurance.

### **Foreign laws**

The group leader needs to check relevant laws, and ensure parents and students are briefed.

### **Visas/passports**

The group leader should ensure that all members of the group have valid passports and visas (if appropriate) in the early stages of planning the trip. Passports should be collected from each member of the group at least two weeks before leaving and kept in a secure place until the date of departure. Photocopies of the group's passports should be taken for emergency use.

### **Nationality**

If the group includes pupils whose national or immigration status or entitlement to a US passport is in doubt, it is advisable to make early enquiries of the US Passport authority. (See your Principal and Superintendent.)

Pupils other than US citizens may require a separate passport and may need to use separate passport control channels from the rest of the group. The group leader must be aware of the need to supervise such arrangements.

### **Court orders and wards of court**

If a child is subject to a court order, foster parents will need to ensure that the Department of Human Services consents to any proposed trip. If a pupil is a ward of court, the Principal should seek advice from the court in relation to school trips well in advance.

### **Paperwork**

At a minimum the group leader should ensure they obtain and take with them:

- travel tickets, passports and visas;
- a copy of the contract with the tour company/accommodation etc.
- medical papers and significant medical histories;
- parental consent forms
- the contact numbers of the Principal, Superintendent and other home contacts;
- the names of parents and the addresses and phone numbers at which they can be contacted (home and workplace).
- several copies of a list of group members and their details;
- details of insurance arrangements and the company's telephone number;
- the name, address and phone number of the group's accommodation;
- photocopies of all the groups documents.

For overnight visits which are not abroad and therefore do not require passports, the group leader may wish to ask parents for passport sized photographs or take digital pictures of the pupils and others in the group.

### **Information retained at the school**

Full details of the visit should be retained at the school and district office while the visit is in progress. This should include:

- the itinerary and contact phone number/address of the group;
- a list of group members and their details;
- contact names, addresses and phone numbers of the parents;
- copies of parental consent forms;
- copies of travel documents, insurance documents, medical papers;
- a copy of the contract with the tour company/hotel etc.

It is the Principal's and Superintendent's responsibility to ensure that this information is available at all times, particularly if the visit takes place at a time when the school is closed.

### **During the visit**

It is advisable for pupils to carry a note in the relevant foreign language for use if they get lost asking the reader to reunite them with the group at the accommodation/meeting point. They should also carry the group leader's name and phone number.

All group members should carry an appropriate amount of foreign currency at all times eg money for telephone (or a phone card).

It is important to be able to identify group members readily i.e. uniform, cap or item of clothing, badges. However, **no student should display their name clearly on their clothing** - this could result in their being isolated from the group by an apparently friendly, personal call.

### **Travel by Air**

Taking a school group on aircraft requires careful planning and preparation. If the group includes any members with disabilities it is necessary to check that the airline has a wheelchair and lifting facility, if appropriate. The group leader should resist any attempt by the airline to split the group between different aircraft.

### **Exchange visits**

The success of an exchange visit largely depends on good relationships and communications with the partner school.

Individual school exchanges differ from other visits abroad in that pupils will spend most of their time with host families and are, therefore, not always under the direct supervision of school staff.

Students must be aware of the ground rules agreed between the group leader and the host family. The following should be ensured by the group leader:

- A good personal knowledge of the host school and counterpart.
- Appropriate and satisfactory pairing arrangements.
- Clear arrangements with parents, pupils and the host school for collecting and distributing students to families, and for transporting students throughout the visit.
- The principal and superintendent should retain a list of all the pupils involved and their family names and addresses.
- Students living with host families should have easy access to their teachers, usually by telephone.
- Parents should be made aware that their children living with host families will not always be under direct teacher-supervision.

Group leaders organizing exchange visits need to be clear about procedures in the relevant country for selecting the suitability of host families including criminal background checks insofar as these are available.

If the host school or placing agency does not have appropriate measures in place for carrying out checks to ensure the safety and welfare of exchange or home stay pupils, the group leader should seek further assurances and/or reconsider whether the visit should take place.

## **9. District C-8 Supplement – Emergency Procedures**

Teachers in charge of pupils during a visit have a duty of care to ensure that the pupils are safe and healthy. They also have a duty to act as a reasonably prudent parent would.

Teachers should not hesitate to act in an emergency and to take life-saving action in an extreme situation.

Emergency procedures are an essential part of planning a school visit. The group leader would usually take charge in an emergency and would need to ensure that emergency procedures are in place and that back up coverage is arranged. The group leader should cooperate with the representative of the tour operator if one is being used.

All those involved in the school trip, including supervisors, pupils and their parents, should be informed of who will take charge in an emergency, the named back up coverage and what they are expected to do in an emergency.

### **Preparation**

By their nature, emergencies are usually unexpected. But careful emergency planning can mitigate the trauma of being caught up in an emergency. It is good practice for the group leader to:

- develop an emergency action plan, which includes 24-hour (i.e. constant cover) contact points at the school and district and clear roles for the group leader, school and district contact, Principal – i.e. managing media interest, supporting parents of an injured pupil, transport arrangements etc.;
- ensure that all members of the group know what action to take if there is a problem;
- hold evening briefings with supervisors to discuss issues for the next day;
- spend time early the next morning explaining arrangements to the pupils;
- have, or ensure that other adults in the group have, up-to date competence in First Aid and other life saving competence as necessary for the activities;
- ensure that the First Aid kit is properly stocked and accessible;
- ensure that all pupils' medical needs (e.g. asthma, diabetes, anaphylaxis) are known and that staff are competent to handle them;
- be aware that some diseases are more common in some countries and know what preventative action to take and what to do if a group member becomes infected;
- recognize that many of the health problems of pupils on longer visits are caused by lack of food, of liquid or of sleep;
- if appropriate, advise group members about the dangers of over-exertion in the heat and of dehydration, which can cause headache, dizziness and nausea;
- in warm climates, keep fluid levels high, take extra salt and wear loose, lightweight clothing - preferably made of cotton or other natural fibers - and use suitably factored sun screen and sun hats/glasses;
- ensure that drivers take adequate rest breaks on long journeys;
- ensure that all pupils understand and follow the code of conduct; practice emergency drills i.e. evacuation from the bus;

- if abroad, know where the nearest US Embassy or Consulate is located and the telephone number. Depending on the age of the pupils, it may be appropriate to ensure that they have this information in hand.

### **During a trip**

If an emergency occurs on a school visit the group leader should maintain or resume control of the group overall. The main factors to consider include:

- establish the nature and extent of the emergency as quickly as possible;
- ensure that all the group are safe and looked after;
- establish the names of any casualties and get immediate medical attention;
- ensure that a teacher accompanies casualties to hospital with any relevant medical information, and that the rest of the group are adequately supervised at all times and kept together;
- notify the police if necessary;
- ensure that all group members who need to know are aware of the incident;
- ensure that all group members are following the emergency procedures and the roles allocated to them - revise procedures and re-allocate roles as necessary;
- inform the school contact and provider/tour operator (as appropriate). The school contact number should be accessible at all times during the visit;
- details of the incident to pass on to the school should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom);
- school contact should notify parents, providing as full a factual account of the incident as possible;
- notify insurers, especially if medical assistance is required (this may be done by the school contact);
- notify the US Embassy/Consulate if an emergency occurs abroad;
- ascertain phone numbers for future calls. Try not to rely solely on mobile phones;
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence;
- keep a written account of all events, times and contacts after the incident;
- complete an accident report form as soon as possible.
- no-one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families. Refer media enquiries to a designated media contact (Superintendent);
- no-one in the group should discuss legal liability with other parties, nor sign anything relating to accident liability without clear advice from the Superintendent;
- keep receipts for any expenses incurred - insurers will require these.

## **10. District C-8 Supplement - Supervision**

### **Responsibility**

The group leader is responsible overall for the group at all times. In delegating supervisory roles to other adults in the group, it is good practice for the group leader to:

- allocate supervisory responsibility to each adult for named pupils;
- ensure that each adult knows which pupils they are responsible for;
- ensure that each pupil knows which adult is responsible for them;
- ensure that all adults understand that they are responsible to the group leader for the supervision of the pupils assigned to them;
- ensure that all adults and pupils are aware of the expected standards of behavior.

It is good practice for each supervisor to:

- have a reasonable prior knowledge of the pupils including any special educational needs, medical needs or disabilities;

- carry a list/register of all group members;
- directly supervise the pupils (except during remote supervision) - particularly important when they are mingling with the public and may not be easily identified;
- regularly check that the entire group is present;
- have a clear plan of the activity to be undertaken and its educational objectives;
- have the means to contact the group leader/other supervisors if needing help;
- have prior knowledge of the venue - the group leader should normally have made an exploratory visit,
- anticipate a potential risk by recognizing a hazard, by arriving, where necessary, at the point of hazard before the pupils do, and acting promptly where necessary;
- continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions;
- be competent to exercise appropriate control of the group, and to ensure that pupils abide by the agreed standards of behavior;
- clearly understand the emergency procedures and be able to carry them out;
- have appropriate access to First Aid;

Each pupil should:

- know who their supervisor is at any given time and how to contact him or her;
- have been given clear, understandable and appropriate instructions; .
- rarely if ever be on their own;
- alert the supervisor if someone is missing or in difficulties;
- have a meeting place to return to, or an instruction to remain where they are, if separated;
- understand and accept the expected standards of behavior.

### **Head counts**

Whatever the length and nature of the visit, regular head counting of pupils should take place, particularly before leaving any venue. It is required for all supervisors to:

- carry a list/register of all pupils and adults involved in the trip at all times;
- ensure that pupils are readily identifiable, especially if the visit is to a densely populated area. Brightly coloured caps, T-shirts or a school uniform can help identify group members more easily;
- avoid identification that could put pupils at risk e.g. name badges (though some schools find it useful to provide pupils with badges displaying the name of the school or hotel and an emergency contact number, or for visits abroad a note in the language of the country being visited);
- ensure that all pupils are aware of rendezvous points;
- ensure that all pupils know what to do if they become separated from the group.

### **Buddy System**

Each child is paired with a buddy. Each regularly checks that the other is present and is OK. A variant of this is the 'circle buddy' system - the pupils form a circle at the start of the visit so that each pupil has a left side buddy and a right side buddy. He or she will check on these when asked. Thus two pupils cannot vanish together and not be missed (as might happen with paired buddies).

### **Remote Supervision**

Supervision can be close or remote but is always 24 hours:

- close supervision occurs when the group remain within sight and contact of the supervisor;
- remote supervision occurs when, as part of planned activities, a group works away from the supervisor but is subject to stated controls. The supervisor is present though not necessarily near or in sight, but his or her whereabouts are known;
- down time (or recreational time) - for example during the evenings - may involve close or remote supervision, but should not be unsupervised - the supervisors continue to be in charge;

- it is essential that everyone involved in the visit understands the supervision arrangements and expectations.

When supervision is remote:

- groups should be sufficiently trained and assessed as competent for the level of activity to be undertaken, including First Aid and emergency procedures. Remote supervision will normally be the final stage of a phased development program;
- pupils will be familiar with the environment or similar environments and have details of the rendezvous points and the times of rendezvous;
- clear and understandable boundaries will be set for the group;
- there must be clear lines of communication between the group, the supervisor and the school. Do not rely exclusively on mobile phones;
- the supervisor should monitor the group's progress at appropriate intervals;
- the supervisor will be in the expedition or activity area and will be able to reach the group reasonably promptly should the group need support in an emergency;
- there should be a recognizable point at which the activity is completed;
- there should be clear arrangements for the abandonment of the activity where it cannot be safely completed.

### **Rearranging Groups**

Potential danger points can occur when rearranging groups. In particular:

- when a large group is split into smaller groups for specific activities;
- when groups transfer from one activity to another and change supervisor;
- during periods between activities;
- when small groups re-form into a large group.

It is important that the supervisor:

- clearly takes responsibility for the group when their part of the program begins, particularly making certain that all group members are aware of the changeover;
- clearly passes on responsibility for the group when their part of the program is concluded, together with any relevant information ensuring that the group members know who their next leader is.

### **Down Time**

Group leaders should ensure that students continue to be properly supervised during downtime before, between and after activities, including the evenings on residential visits. A group occupied in study or activity is far safer than a group left to its own devices in an unfamiliar environment. Too much unstructured free time in an overnight program can allow time for mischief, bullying, homesickness and wandering off from the body of the group.

It is good practice to:

- ensure that all staff and pupils understand the standards of behavior that apply at all times, not just during activities;
- ensure that handover between activities is properly supervised, with a named supervisor responsible for the group if there is down time between activities;
- ensure that all supervisors understand that their supervisory role continues in the evening
- however hard a day it has been, it is not a time to relax in the bar or in front of the TV;
- use down time in the evening or at the beginning of the day to brief the group on the planned activities for the day to come, e.g. the planned learning outcomes, specific health and safety issues, meal and break times etc.;
- use down time after activities for individual reflection on personal learning outcomes, and group discussion about the highs and lows of the day;

- apply the advice contained in *Remote Supervision* above, adapted as necessary, if it is felt reasonable to allow students some time without close supervision;
- occupy the group with mildly active, non-academic activities in the evening, e.g. craft activities, environmental activities, quizzes, team challenges, led-walks.

### **Night Time**

Group leaders should ensure that:

- the group's immediate accommodation is exclusively for the group's use;
- teachers (of both genders where appropriate) have sleeping, accommodations on the same floor immediately adjacent to the pupils' accommodations;
- there is a teacher present on that floor whenever the students are there;
- child protection arrangements are in place to protect both pupils and staff;
- where hotel/hostel reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorized visits;
- in the absence of 24 hour staffing of reception, external doors should be made secure against intrusion and windows closed as necessary to prevent intrusion;
- where possible, internal doors should be lockable but staff should have reasonable access to the student accommodations at all times;
- where pupils' doors are locked, teachers have immediate access, as necessary, to a master key;
- all staff and students know the emergency procedures/escape routes in the event of a fire. Where windows and doors are locked against intrusion at night, ensure that alternative escape routes are known and that all fire doors function properly.

Don't be lulled into a sense of false security by local assurances, such as "no need to lock doors in this part of the country". The presence of the group may attract unwelcome attention that is unusual in the locality.

### **Travel**

A driver cannot safely drive and supervise children at the same time. Group leaders should ensure that:

- transport by road has seat belts and that the pupils wear them;
- there is adequate supervision at all times when traveling;
- supervisors have reserved seats that allow them to supervise properly;
- pupils are supervised when boarding and leaving;
- extra care is taken when leaving a vehicle in a country that drives on the right as some doors may open onto the road side;
- standards of behavior are met, and in particular that drivers are not distracted;
- smoking/alcohol etc. bans are observed;
- pupils are occupied on long journeys - this will help the journey pass quickly;
- evacuation procedures are clearly understood by everyone, luggage is securely stored and emergency exits are kept clear;
- there are adequate rest stops for drivers;
- head counts are carried out when the group is getting off or onto transport.

## **11. District C-8 Supplement – Advice on Specific Activities**

### **Out-of-State Travel**

Every effort should be made to schedule extended out-of-state travel so as not to interrupt other instruction and school functions. These activities should be conducted during a time when school is not in regular session, such as Winter, Spring or Summer Break.

### **Swimming and aquatic activities**

The following guidelines for swimming and aquatic activities will be adhered to:

- Parents must sign a field trip permission form giving the student permission to swim or participate in other aquatic activities while on the field trip and must indicate if the student is able to swim.
- Participation in swimming or other aquatic activities will be allowed only if a certified Red Cross lifeguard is present. Swimming in the ocean will not be allowed.
- Chaperones and the supervising teacher(s) must also be present with an appropriate ratio of adults to swimmers and students participating in aquatic activities. The minimum number is two adult chaperones for the first ten students and one chaperone for each ten students or less thereafter. This is in addition to the certified Red Cross lifeguard.
- The students must adhere to rules of the sponsoring organization and management facility, as well as local, state, and national laws while participating in an aquatic activity.
- Parents must give written authorization to the supervising teacher(s) to sign any medical release forms that may be necessary for the students to receive proper medical attention while on the field trip.
- Students will be under the supervision of an adult chaperone at all times.
- Failure to complete and sign the Field Trip Parent/Guardian Permission Form, the Liability Release and any other applicable forms will disqualify the student from participating in field trips.

### **Coastal Visits – Highly discouraged!**

The group leader will want to bear the following points in mind when assessing the risks of a coastal activity:

- tides, rip tides and sandbanks are potential hazards; timings and exit routes should be checked;
- group members should be aware of warning signs and flags;
- establish a base on the beach to which members of the group may return if separated;
- look out for hazards such as glass, barbed wire and sewage outflows etc.;
- some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain are out of bounds, and whether the risk assessment allows swimming in the sea;
- cliff tops can be highly dangerous for school groups even during daylight. The group should keep to a safe distance from the cliff edge at all times - a "buffer zone" between the pupils and the hazard. Be aware that cliff falls can mean that cliff paths stop abruptly at the cliff edge;
- group leaders should not normally allow pupils to ride mountain bikes on any route that is near a sheer drop e.g. coastal path or canal towpath. If the risk assessment indicates that the risk could be managed adequately, then there should be a small known group of skilled and experienced riders accompanied by appropriately qualified staff;
- the local coastguard, harbor master, lifeguard or tourist information office can provide information and advice on the nature and location of hazards.

### **Swimming in the sea or other natural waters – Requires special prior approval.**

Swimming and paddling or otherwise entering the waters of river, canal, sea or lake should never be allowed as an impromptu activity. The pleas, of children to be allowed to swim - because it is hot weather, for example, or after a kayaking exercise - should be resisted where the swimming has not been prepared for. In-water activities should take place only when a proper risk assessment has been completed and proper measures put in to control the risks. The activities should be formal and supervised.

It is good practice that, wherever possible, group leaders seek out recognized swimming areas that have official surveillance i.e. qualified lifeguard cover. But, even then, group leaders should be aware that pupils might mingle with members of the public and be lost to view. Students should always be in sight and reasonable reach of their supervisors.

The group leader should:

- be aware that many children who drown are strong swimmers;
- ascertain for themselves the level of the pupils' swimming ability;
- check the weather;
- be aware of the local conditions - such as currents, weeds, rip tides, a shelving, uneven or unstable bottom - using local information from the lifeguard, coastguard, harbor master, police or tourist information office;

- beware of rocks, breakwaters and other potential hazards;
- look out for warning signs and flags: a red flag means it is unsafe to swim; yellow flags mean that lifeguards are on patrol in the area - between the flags; a black and white flag means it is an area used by surfers and not suitable for swimming;
- designate a safe area of water for use by the group;
- brief the group about the limits of the swimming area;
- avoid crowded beaches where it is harder to see pupils;
- be aware of the dangerous effects of sudden immersion in cold water;
- be aware of the dangers of paddling especially for young pupils;
- ensure that pupils have not eaten (at least half an hour) before swimming;
- ensure the activity is suitable for the students, especially any with special needs or disabilities;
- adopt and explain the signals of distress and recall;
- ensure that buoyancy aids, lifejackets etc. are used where appropriate;
- carry out regular head counts;
- be aware that it is not always possible to tell when someone is in difficulties.

Supervisors should:

- have clear roles - at least one supervisor should always stay out of the water for better surveillance, even where lifeguards are on duty;
- take up a best position from which to exercise a constant vigilance;
- divide their careful watching between staff who stand in the sea and look landward towards the group and staff who stay on land and watch the group from that vantage point;
- give the children their full, undivided attention;
- always follow the advice or directions of a lifeguard;
- never swim themselves unless it is to help a child in distress;
- not join in any of the children's games;
- ensure that no child is allowed to wade out or swim further than his\her waist height;
- nevertheless, be aware that it is possible to drown in one's own depth, and to act immediately when a child appears to be in difficulties;
- ensure that children leave the water immediately if they get too cold, especially if toes and fingers look blue or feel numb - this could suggest the onset of hypothermia;
- recognize that a child in difficulty is unlikely to wave or shout - all of their energies will be used in trying to keep afloat.

It is good practice for the group leader, or another designated adult in the group, to hold a relevant life saving certification, especially where lifeguard cover may not be available.

### **Farm/Zoo Trips**

There is a known seasonal increase in the numbers of E.coli infection, and there is a link between farm visits and infection in young children. This means that some simple and sensible precautions should be taken.

Group Leaders should check the accommodations at the farm/zoo to ensure that:

- eating areas are separate from those where there is any contact with animals;
- there are adequate clean and well-maintained washing facilities;
- there is clear information for visitors on the risks and the precautions to take.

Ensure that:

- there is adequate trained adult supervision wherever children can come into contact with animals and need to wash their hands;

- all children wash their hands thoroughly immediately after touching animals and before any eating or drinking;
- shoes are cleaned and then hands are washed on leaving the farm.

Never let pupils:

- place their faces against the animals;
- put their hands in their own mouths after touching or feeding the animals;
- eat or drink while going round the farm;
- eat or drink until they have washed their hands;
- sample any animal foodstuffs;
- drink from farm/zoo taps (other than in designated public facilities);
- touch animal droppings - if they do then wash and dry hands;
- ride on tractors or other equipment;
- play in the farm area, or in other areas that are out of bounds such as grain storage tanks, slurry pits etc.

Medical advice suggests:

- individual supervision by an adult for every child younger than 12 months;
- a supervision ratio of one adult for two children for children between ages one and two;
- gradually increasing ratios up to one adult for eight children for children between ages five and eight;
- higher standards for washing facilities.

### **Non-School Sponsored Tours**

The Board recognizes that occasionally employees and students of the Monte Vista School District participate in trips that are not approved by district executive staff or the Board of Education. Such trips are called “non-district-sponsored trips.”

The Monte Vista School District is not liable or responsible for injuries, losses or damages that arise out of non-district-sponsored trips. Student participants and their parents, guardians or legal custodians assume personal liability for any injuries, losses or damages associated with, caused by, or related to such trips. District employees who are involved with or participate in a non-district-sponsored trip will have to rely on their own personal insurance coverage as a remedy for any injuries, losses or damages they suffer personally or any claims brought against them by others as a result of their involvement and/or participation in any phase of that trip.

Employees may not use school time, equipment or supplies to create, produce or disseminate information about the non-district-sponsored trip. Dissemination of written material about a non-district-sponsored trip will be in accordance with the procedures for distribution of other non-curricular or non-district materials. (See KHC and KHC-R, Distribution/ Posting of Promotional Literature.) In addition, all written material about a non-district-sponsored trip shall contain the following disclaimer:

“This trip is not sponsored or approved by the Monte Vista School District. The Monte Vista School District is not responsible in any way for any injuries, losses or damages associated with, caused by, or related to the trip.”

No district funds will be used to pay for or reimburse any of the participants’ or employee’s expenses. No district vehicles may be used for non-district-sponsored trips.

District employees who are found in violation of these items may be subject to disciplinary action up to and including termination.

## **12. District C-8 SUPPLEMENT – Risk Assessment**

### **Ongoing Risk Assessment**

Risk assessment does not end when the visit begins. Changes to the itinerary, changes to

the weather, incidents (whether minor or major), staff illness - all or any of these may bring pupils face to face with unexpected hazards or difficulties and give rise to the need to re-assess risk.

The group leader (and other adults with responsibility) prepares ongoing risk assessments while the visit is taking place. These normally consist of judgments and decisions made as the need arises. They are not usually recorded until after the visit. They should be informed by the generic and visit or site specific risk assessments.

It is good practice to have briefings each night to take stock and assess the circumstances for the next day, and to spend time early the next morning explaining arrangements to the pupils.

### **Check the local weather forecast**

- to inform decisions on appropriate clothing;
- to be aware of whether water activities might be in areas prone to flash floods, high winds etc.,
- to be aware of whether trekking or climbing at altitude might be subject to dramatic changes of weather; potential for fallen trees, avalanches etc.

### **Seek local knowledge of potential hazards, i.e. tides**

- rivers/streams prone to sudden increases in flow;
- difficult terrain;
- crossing points for road, rail or water;
- unstable cliffs.

### **Plan B**

- good forward planning will always include alternative plans in case the itinerary needs to be changed;
- a flexible itinerary can allow activities from later in the visit to be substituted for earlier activities if those are prevented by unexpected circumstances;
- group leaders faced with potential difficulties will feel more confident to change the itinerary if a pre-assessed alternative is available;
- regardless of whether alternatives have been pre-assessed, always take time to reassess risks if the itinerary changes;
- on arrival at an alternative site or activity that has not previously been risk assessed, we recommend that the group leader should risk assess the situation before allowing the pupils to disembark from the transport;
- an unknown location might involve hazards not covered in the original risk assessment, for example if the original intention to visit a land-only site has to be changed at short notice to a lake or seaside location.

### **Behavior problems, illness or injury**

- poor behavior may be reduced by ensuring that all pupils are signed up to agreed standards of behavior before (or at least at the beginning of) the visit;
- educational visits can be a good opportunity for school staff to get to know pupils away from the confines of the school. But the group leader should resist any temptation to accept lower standards of behavior. The different hazards that pupils may be exposed to away from the school will require them to observe standards of behavior that are at least as high as, or higher than, in the classroom;
- if one adult has to give prolonged attention to one group member, the group leader should reassess the supervisory roles of the other adults to ensure that all members of the group know who is responsible for them. Activities may need to be amended until the other adult returns all of his or her attention to the group;
- group leaders should trust their own knowledge of the young people and use their own professional judgment; this may include challenging an activity leader where the group leader's knowledge of the group is superior, or intervening to prompt a change of plan.

**Monte Vista School District C-8  
Ten Easy Steps For Transportation**

**All transportation requests must be turned in to the transportation department by the 20<sup>th</sup> of the preceding month. For example if the trip is September 12 the request must be in by August 20.**

- 1. Date of trip**
- 2. High School, Middle School or Elementary – this gives us an indication of bus size needed.**
- 3. City/State/School**
- 4. Time you want the bus to be loaded.**
- 5. Estimated time the bus will return from the trip.**
- 6. Group – (high school football, 4<sup>th</sup> grade field trip)**
- 7. Total number of riders including sponsors/teachers**
- 8. Person in charge of students.**
- 9. Date you submitted the request.**
- 10. Comments – Do you wish to stop for lunch – where? East after the game – where? Any special requests.**

**How to estimate your time – The bus will average 40 MPH on a trip. Distance divided by 40 equals the time on the road. (80 miles divided by 40 would be 2 hours)**

**Most buses will seat 44 high school students 2 to a seat, 53 middle school students 3 small students to a seat, 2 larger students to a seat and 65 elementary school students three to a seat. We have buses that will seat 52 high school students 2 to a seat or 78 students 3 to a seat, all busses are a first come first serve basis and will be assigned by transportation to serve the trip needs for that particular day.**

# Do's and Don'ts for Field Trip Chaperone

## A field guide to being an effective field trip chaperone

By Go-To Mom [Lynn Sperry](#), Baltimore, MD

Going on a field trip with your child? Here are a few tips for being an effective chaperone so that you'll hopefully get invited back!

- Read all field trip information before the day of the trip so that you are informed and less likely to ask redundant questions on the morning of the trip. Teachers have many last-minute preparations to make, and need to concentrate on lunches, transportation, medications, etc. It's pertinent to ask if any of the children in your group are on or will need any type of medication.
- Be flexible and gracious when asked to take other children in your group. The trip is not designed as a personal outing for you and your child. Also, wear a watch so that you can schedule your time. When the bus is scheduled to leave the area at two o'clock, you don't want to be tenth in line in the gift shop.
- Follow the rules and insist that your child follow class rules as well. If the teacher says no snacks on the bus, do not sneak your child a fruit roll-up.
- Don't include siblings! Your full attention is needed to monitor your group. Also, this is an excellent opportunity to observe your child around other children.
- Take a backpack instead of a handbag. Fill it with little necessities: tissues, wipes, bottled water, band-aids, sunscreen, etc.
- Buddy up with another parent and group. Ask the teacher for emergency cell phone numbers. Don't hesitate to call the teacher and ask to return a child who turns out to be too much to handle.
- Pack lunches that are quick and easy to eat. A sandwich, cookies and crackers are best for eating on the run. Avoid foods that spoil, melt, or need silverware to eat. No glass bottles, cans, or soda, unless permission from the teacher was already granted. Pack an extra juice and sandwich for that child whose mom used a paper sack, which turned his lunch into mush. Most teachers require disposable bags, so instead of throwing old lunch bags away at the end of the school year, save them for field trips, pack the lunch, and then throw them away on the trip.
- Smoking is not permitted on any school trip. If you know you can't go without a cigarette for the time allotted, let another parent chaperone.
- Take bathroom breaks as a group. The safety of the children always comes first, so if one child has to go, everyone follows. If the children are of the opposite sex and too old to go to your bathroom, send a buddy in with them. Time the children either with a watch or a song. Do not hesitate to go into a public bathroom if you feel that something is amiss. Remember that other parents are counting on you for the safety of their children. *Always* call the teacher no matter how trivial you might think the problem might be.
- Last but not least, be sensitive to the feelings of the other children in your group. If your child wants an expensive gift, tell him or her that you will return at a later date to purchase it. Find out ahead of time how much spending money the kids in your group have so that you can be mindful of whether to bypass the gift shop or not. Also, sometimes teachers have class funds that can be used if one child in the group is more needy than most.

Effective parent chaperones are appreciated three-fold: teachers are very grateful for the help, parents value the protection of their children, and students love the attention from an adult other than their parent or their teacher. Have a nice trip!

# Managing Food Allergies - Tips for Field Trips

## Field Trip Tips for Parents

- Keep yourself up-to-date on upcoming special events in your child's school. The more time you have to plan ahead, the better.
- Remember that you and your child's teacher need to work together as a team to keep your child safe.
- Role-play with your child and practice what your child should do if a reaction is occurring.
- Oftentimes children are reluctant to mention that they're having symptoms of an allergic reaction for fear of creating a scene. Teach your child to be persistent. In the event of a reaction, rapid treatment is essential.

After the event, briefly call or meet with your child's teacher to discuss what went well and what, if anything, should be changed in the future. Be sure to give praise for a job well done; a thank-you note reinforces the idea of teamwork and builds a positive atmosphere.

## Field Trip Tips for Educators

- Update the food-allergic student's Food Allergy Action Plan. Ask the parents to review the plan you have on file and note any updated information. Also ask parents to check the expiration dates on any medications.
- Review the Food Allergy Action Plan with regard to the upcoming event. Find out where the nearest hospital is and discuss how a student would be transported there in case of an emergency.
- Brief the staff and chaperones that will be supervising students during the event or trip. Identify the food-allergic student, discuss what foods must be avoided, explain the symptoms of an allergic reaction, and review the Food Allergy Action Plan. Designate a staff member to check the safety of any food served to that student.
- The day of the event or trip, carry the food-allergic student's medications wherever the student goes. In the case of a severe allergic reaction, known as "anaphylaxis," speedy access to medications can be the difference between life and death. Keep all staff and chaperones informed about who will be carrying the student's medications.
- Carry a cell phone to place emergency calls, if necessary. Make certain all staff and chaperones know where the phone will be kept.

Take all complaints seriously. If a food-allergic student notifies the staff that he or she is not feeling well, compare the symptoms with those listed on that student's Food Allergy Action Plan. If the student is having an allergic reaction, activate emergency procedures immediately. Remember, if epinephrine is administered, but not needed, the student may experience increased heart rate and nervousness. If epinephrine is needed, but not administered, the student may experience a severe or fatal allergic reaction.

## Why take field trips?

Field trips expand children's learning through active hands-on experience with the rich resources of the local community. Field trips increase student knowledge and understanding of a subject and add realism to the topic of study.

Good planning must precede field trips. Careful attention should be given to trip selection, previsit preparation, the trip itself, appropriate follow up, and evaluation. When considering a field trip, teachers are advised to first consult with their administrator regarding existing school board policies and follow those recommended procedures.

### Trip Selection

- A. Identify the rationale, objectives and plan of evaluation for the field trip.
- B. Select the site to be visited. Contact the educational coordinator for the site and arrange the date and time. Obtain the pre-trip information package if one is available. Record addresses, directions, contact persons, phone numbers, email addresses, etc.
- C. Conduct a pre-visit to familiarize yourself with the major features of the field trip. Purchase postcards and posters. Take digital photographs to share with students prior to the visit. Explore the exhibition(s) you plan to visit to get ideas for pre field trip activities.

### Logistics Planning

- A. Apply for administrative approval from departmental chairperson, curriculum administrator, or building principal
- B. File requisition for bus transportation reservation
- C. Make arrangements for meal or sack lunch if needed
- D. Develop schedule for the day
- E. Arrange for special equipment -supplies, film, video camera, digital camera
- F. Prepare name tags for students and chaperones
- G. Collect money for admission fees
- H. Compose parent permission letter including
  - o Date and location of field trip and transportation arrangements
  - o Educational purpose of field trip
  - o Provision for special needs students
  - o Cost
  - o Clothing for the trip
  - o Lunch arrangements
  - o Money needed
  - o Trip schedule
  - o Whether a child will need prescribed medication administered
  - o Parent signature
- I. Send a letter to parents or include in the class newsletter a request for help as chaperones, communicate assigned duties/responsibilities, review field trip objectives, and list activities and schedule.
- J. Provide alternative arrangements for pupils who will not be going on the trip.
- K. Inform the cafeteria staff if students will be away during the lunch hour.
- L. Submit a list of students who will be attending the field trip to other teachers if their schedules will be affected.
- M. Collect the money for the trip and deposit it in your school's account. If required, send the advanced fee to the field trip site.

N. Create a list of all student names and home phone numbers for use in an emergency.

## Preparing Students Before the Trip

- A. Discuss the purpose of the field trip and how it relates to the current unit of study.
- B. Introduce visual observation skills. Let students describe in detail ordinary objects, like a paper clip, paintbrush, clothespin, or comb to their classmates.
- C. Introduce vocabulary words that will be used by docents during the tour.
- D. Show photographs or posters of the field trip site or related to exhibits that will be viewed.
- E. Assign students "specialists" roles in one aspect of the topic that they will be studying during the field trip. Students could be grouped in different subject areas related to the field trip topic to research (e.g., history, art, religion, science, environment, etc).
- F. Explore the Website of the location you will be visiting.
- G. As a class brainstorm a set of standards of conduct for the trip and discuss suggested spending money, lunch plans, appropriate clothing to wear for the trip including gear for rainy weather.
- H. Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit. Record questions on chart paper or in student field trip journals.
- I. Overview the field trip schedule.

## Final Planning

Check all permission slips the day before the field trip.

## Conducting the Trip

On the day of the trip:

- Pass out name tags
- Divide class into small groups and assign chaperones to groups
- Assign each student a partner
- Place a class list and student emergency forms in a folder
- Secure a cell phone if possible
- Take along an emergency kit
- Take inventory of food, specific equipment, and other supplies pertinent to the particular field trip

## Activities that will Occur During the Field Trip

Plan activities that allow students to work alone, in pairs or small groups. Activities might include:

- Adventure game "Journey to the World of..."
- Mystery with clues provided
- Sketch pages with partial drawings of objects found in the exhibits for students to complete the drawings based on their observations
- Peepholes in construction paper - cut different sized round holes in construction paper and have students view a part of the exhibition through the peepholes. Ask them to describe what they see, what they notice now that they missed before, and how their perspective changes with each new view
- Field notebooks for recording answers to prepared questions based on clues
- Hand drawn postcards to write near the end of the tour that will summarize the field trip visit

Provide time for students to observe, ask questions, and record key words, ideas and phrases as journal entries in their Field book after viewing each exhibit

Ask follow-up questions as students make observations and listen to presentations.

- How are these two objects different from one another?
- What clues does this artifact provide about...
- In what ways do these two objects relate to one another?
- If you could change one thing in this exhibit, what would it be?
- Pretend you are an archaeologist in the future who is observing this object. What would you be able to conclude about the culture of the past?
- Expand the title or name of this object into a detailed caption (sentence or paragraph) in your Field book.
- Describe the setting in which you might have found this object.
- Which object will be of greatest value in a hundred years? Why?
- List the objects in the exhibit order of the story they tell or usefulness.
- Which object took the most time and effort to produce?
- Pretend you are a character in this exhibit. Tell us as much as you can about your life.
- What does this object tell us about the person's attitude toward...?

Schedule a particular segment of the field trip for a scavenger hunt where students look for particular objects and record them in their Field book or on an observation sheet.

Provide time for students to work in their Field Book writing questions, describing favorite displays or making sketches of artifacts, structures, scenery, etc. If they cannot complete their sketches, encourage them to label them for future completion as to color, detail, etc.

Provide time for students to use (tape recorder, camcorder, digital camera) for recording important resources viewed/heard.

#### Polling Activity: Blue Ribbon - Your Choice

After careful observation of an exhibit, ask students to discuss an exhibit and vote on an artifact, artwork that they consider to be the most valuable part of the exhibit they viewed. Then ask students to record one sentence in their Field book describing why they felt the object was of key importance.

### Post-Field Trip Activities

Just as quality pre-planning is essential to the success of a field trip, planning for appropriate follow-up activities will facilitate student learning and multiply the value of hands-on experiences outside the classroom. The following activities provide a general guide when planning for post-field trip classroom experiences.

- Provide time for students to share general observations and reactions to field trip experiences
- Share specific assignments students completed while on the field trip.
- Create a classroom bulletin board displaying materials developed or collected while on the field trip.
- Develop a classroom museum that replicates and extends displays students observed on the field trip. For example, if the field trip involved an art museum, develop a classroom art museum containing student artwork.
- Link field trip activities to multiple curricular areas. For example, students can develop vocabulary lists based on field trip observations; record field trip observations in a classroom journal; complete math problems related to actual field trip budget planning; etc.
- Share and evaluate student assignments/activities from the Field Book.
- Have the class compose and send thank-you letters to the field trip site host, chaperones, school administrators and other persons that supported the field trip. Include favorite objects or special information learned during the field trip.

- Create a short news report about what happened on the field trip. Publicize the trip via an article in your local newspaper, school bulletin board, trip presentation for parent's night, or class Web page.

## Evaluating the Trip

Complete a "Teacher Journal" regarding the field trip. This will provide a good reference for future field trips.

- What was of unique educational value in this field trip?
- Did the students meet the objectives/expectations?
- Was there adequate time?
- Was there adequate staff and adult supervision?
- What might be done differently to make this an even better experience in the future?
- What special points should be emphasized next time?
- What special problems should be addressed in the future?
- What would improve a visit to this site in the future?

Share the evaluation with the students, volunteers, hosts from the field trip site, and school administrators.

### 13. Sample Forms and Checklists – Pages 43 to 62

#### **School Trip Forms Checklist for Required Attachments (Please attach in the order listed as applicable.)**

\_\_\_\_\_ **Alphabetical listing of Supervising Teachers**

(Number of students, number of teachers, number of chaperones)

\_\_\_\_\_ **Alphabetical listing of Chaperones**

\_\_\_\_\_ **Advisory Council Minutes with Advisory Chairperson's Signature**

\_\_\_\_\_ **Field Trip Itinerary**

\_\_\_\_\_ **Sponsoring Organization's Guidelines**

(Example-Code of Conduct for the Activity, i.e. Cheyenne Mountain Zoo)

\_\_\_\_\_ **Chaperone Contracts**

(If driving private vehicle please attach proof of insurance for driving personal vehicle.)

\_\_\_\_\_ **Alphabetical listing of Student Names**

\_\_\_\_\_ **IJOA-E-1 District-Sponsored Field Trip Permission Form**

\_\_\_\_\_ **IJOA-E-2 District-Sponsored Field Trip Permission Form (short form)**

\_\_\_\_\_ **IJOA-E-3 Release, Indemnity, and Assumption of Risk**

\_\_\_\_\_ **IJOA-E-4 Overnight Field Trip Health Form**

\_\_\_\_\_ **IJOA- E-5 Field Trip Request**

\_\_\_\_\_ **IJOA-E-6 Overnight Field Trip Request**

\_\_\_\_\_ **IJOA E-7 Swimming/Aquatic Permission**

\_\_\_\_\_ **IJOA E-8, IJOA-E-11, IJOA-E-12, IJOA-E-13, Chaperone Contracts**

\_\_\_\_\_ **IJOA E-9 Proof of Insurance**

\_\_\_\_\_ **IJOA E-10 Private Vehicle Permission**

**Action by Superintendent if required:**                      **Approved** \_\_\_\_\_ **Not Approved** \_\_\_\_\_

\_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Superintendent or Designee**

**Action by Board of Education, if required:**                      **Approved** \_\_\_\_\_ **Not Approved** \_\_\_\_\_

\_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Board President or Designee**

Monte Vista School District
DISTRICT-SPONSORED FIELD TRIP PERMISSION FORM

Student: \_\_\_\_\_

Parent/Legal Guardian of Student: \_\_\_\_\_

Comments: \_\_\_\_\_

Dear Parent/Legal Guardian:

Monte Vista School District ("District") encourages purposeful, well-organized and properly supervised field trips and travel experiences as an effective and worthwhile means of educating students. Because such field trips will take place away from your child's school, there are some special considerations and procedures that apply. We have outlined these below:

Your child's participation in District-sponsored field trips is voluntary. Your written consent and at the bottom of this form is necessary for your child to participate in District-sponsored field trips.

Participation in field trip activities away from school may potentially involve risks and responsibilities for you and your child that are beyond the scope of those normally associated with traditional school functions under our supervision. These may include, for example, personal injury or damage to personal property. We encourage you to inquire in advance concerning the nature and details of each field trip activity and of any potential risks that will be assumed through participation. By signing below, you acknowledge that you have made yourself aware of the potential risks associated with such field trip activity and that you voluntarily and knowingly assume these risks.

Monte Vista School District ("District") does not have any medical/dental/hospitalization insurance covering students for injuries incurred at school or while on field trip activities. If you have not already done so, you should investigate and must obtain medical insurance coverage for your child. If your child is participating in an overnight field trip, a photocopy of your insurance policy information must be provided to the District prior to the date of the field trip.

If your child fails to abide by District rules of conduct and/or teacher/chaperone instructions during a District-sponsored field trip, it may become necessary to discontinue his/her participation in the trip. In that case, you may be responsible for picking up your child immediately.

I hereby give my permission for my student to attend District-sponsored field trips. I hereby release and hold harmless the District, its board members, officers, agents, employees, teachers and authorized volunteers from any all liability, liens, claims, demands, actions or cases of action, whatsoever arising from my student's participation in District-sponsored field trips.

Parent/Legal Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

MEDICAL/EMERGENCY CONSENT

I, \_\_\_\_\_, being the parent or legal guardian of \_\_\_\_\_, give my consent for emergency medical and/or surgical treatment by a qualified emergency medical technician(s), nurse(s), physician(s) and/or surgeon(s) should my child require such care as deemed necessary by the District, its agents, servants or employees while on District-sponsored field trips. I understand that in such a case, reasonable attempts would first be made to contact me, time and conditions permitting.

I confirm to the District that my child is in good health and that his/her participation does not pose a hazard to his/her health or that of participating students.

As long as the medical and/or surgical treatment considered necessary in the situation is in accordance with generally accepted standards of medical practice for the particular type of injury or illness involved, I impose no specific prohibitions regarding treatment unless stated here: \_\_\_\_\_

Parent/Legal Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

EMERGENCY CONTACTS FOR DISTRICT-SPONSORED FIELD TRIPS

Mother/Legal Guardian: \_\_\_\_\_ Work #: \_\_\_\_\_ Home #: \_\_\_\_\_

Father/Legal Guardian: \_\_\_\_\_ Work #: \_\_\_\_\_ Home #: \_\_\_\_\_

ADMINISTRATION OF MEDICATION ON DISTRICT-SPONSORED FIELD TRIPS

My child will need medication to be administered by District staff during District-sponsored field trips. Please refer to:

\_\_\_ the attached Permission For Medication form.

\_\_\_ the Permission For Medication form already submitted to, and on file with the District.

Parent/Legal Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Monte Vista School District**  
**DISTRICT-SPONSORED FIELD TRIP PERMISSION FORM**

Student: \_\_\_\_\_

Parent/Legal Guardian of Student: \_\_\_\_\_

Description of Trip: \_\_\_\_\_

Dates of Trip: \_\_\_\_\_ Trip Fee: \_\_\_\_\_

Please Return this Form By: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

I hereby give my permission for my student to attend the above-referenced field trip. I hereby release and hold harmless the District, its board members, officers, agents, employees, teachers and authorized volunteers from any all liability, liens, claims, demands, actions or cases of action, whatsoever arising from my student's participation in the above-referenced field trip.

Parent/Legal Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Phone Number \_\_\_\_\_

Parent Email: \_\_\_\_\_

**Monte Vista School District  
RELEASE, INDEMNITY, AND ASSUMPTION OF RISK**

This release, indemnity, and assumption of risk made this \_\_\_day of\_\_\_\_\_ 20\_\_\_, is given by \_\_\_\_\_ (“Child”) and the Child’s parent(s) or legal guardian(s) \_\_\_\_\_, “Parent(s)”) in favor of Monte Vista School District (“School District”). The mailing address of the Parent(s) and Child is:

\_\_\_\_\_.

In consideration of the permission granted to Child by the School District to participate in a field trip to \_\_\_\_\_ on \_\_\_\_\_, 20\_\_\_ (“Field Trip”), which Field Trip is described in Exhibit A attached hereto and made a part hereof, we hereby release the School District and its agents and employees from any and all claims, causes of action, damages and demands of any kind whatsoever which the Child or Parent(s) may have against the School District and its agents and employees for all damages, including all personal injuries known or unknown which the Child has or may incur or which may arise during the Field Trip, including, without limitation, damages which may arise from any action taken by and pursuant to the power of attorney granted herein.

Parent(s) and Child, having carefully read Exhibit A and realizing and appreciating the risk and danger in allowing Child to participate in the Field Trip, hereby assume the risk of any and all damages, including personal injury, which the Child may incur as a result of participating in the Field Trip.

Parent(s) and Child hereby agree to indemnify, defend and hold harmless the School District and its agents and employees from and against any and all claims, liabilities and causes of action, including attorney fees, for the injury of any person caused by the Child and for damages to or destruction of any property caused by the Child. Parent(s) and Child also hereby agree to indemnify, defend and hold harmless the School District and its agents and employees from and against any and all claims, liabilities and damages to or destruction of property belonging to Child or Parent(s) during the Field Trip.

Parent(s) hereby agree that in the event of the Child’s repeated or serious violation of the rules established for students on the Field Trip, Parent(s) will accept a collect call concerning the violation(s) and will pay for the public transportation costs of sending Child home in the event it is deemed necessary by the Field Trip sponsor and Parent(s) are informed in the collect call that Child is being sent home.

We the undersigned have read this release, indemnity, and assumption of risk, including the attached Exhibit A, and understand all of the terms thereof and the nature of the Field Trip. We execute this document voluntarily and with full knowledge of its significance.

IN WITNESS WHEREOF, we have executed this release, indemnity, assumption of risk and power of attorney effective as the date first above written.

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Child

## **Exhibit A**

Detailed description of Field Trip:

Monte Vista School District

OVERNIGHT FIELD TRIP HEALTH FORM

Student's Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Parents/Guardians \_\_\_\_\_ Home Phone \_\_\_\_\_

Father's Work Phone # \_\_\_\_\_ Mother's Work Phone # \_\_\_\_\_

Father's Cell Phone # \_\_\_\_\_ Mother's Cell Phone # \_\_\_\_\_

Emergency Contact Name: \_\_\_\_\_ Phone # \_\_\_\_\_

The health information and medication information contained herein will be shared with school personnel and overnight field trip staff as necessary to provide for your child's safety and well-being.

Health Information

Doctor \_\_\_\_\_

Phone: \_\_\_\_\_

Does your child have: (circle & specify all that apply)

Allergies? NO YES
Specify: \_\_\_\_\_

Asthma? NO YES
Specify: Inhaler \_\_\_\_\_ Nebulizer \_\_\_\_\_ Other \_\_\_\_\_

Convulsions/Seizures? NO YES
Type \_\_\_\_\_

Diabetes? NO YES
Specify: Insulin \_\_\_\_\_ Monitored Glucose Levels \_\_\_\_\_

Dietary Modifications: food allergies or intolerance (including milk)? NO YES
Type \_\_\_\_\_

Heart Problems? NO YES
Specify: \_\_\_\_\_

Other Medical Condition? NO YES
Specify: \_\_\_\_\_

Accommodations Required? NO YES
Specify: \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_
Parent/Guardian

**FIELD TRIP REQUEST**

Today's Date \_\_\_\_\_

School \_\_\_\_\_ Supervising Teacher/Coach \_\_\_\_\_

**A. Trip Type:** (check one) Curriculum-related (CR) \_\_\_\_\_ Co-curricular (CC) \_\_\_\_\_ Interscholastic (I) \_\_\_\_\_

Complete for Athletic Trips: Sport \_\_\_\_\_ JV \_\_\_\_\_ Varsity \_\_\_\_\_

Complete for Instructional or Extracurricular: Subject \_\_\_\_\_ Grade(s) \_\_\_\_\_

Name of Movie, Play or Performance \_\_\_\_\_

Has the Movie, Play or Performance been approved as appropriate for students? Yes \_\_\_\_\_ No \_\_\_\_\_

Check any of the following that apply.

Outdoor activity \_\_\_\_\_

Farm/Zoo Trip \_\_\_\_\_

Swimming and aquatic activities \_\_\_\_\_

Trip abroad \_\_\_\_\_

Adult/Student Supervising Ratio: Elementary 1/6, Middle 1/8, High 1/10, Overnight Trips 1/8

Number of Participants: Regular Ed. (R) \_\_\_\_\_ Special Ed. (S) \_\_\_\_\_

Regular & Special Ed. (B) \_\_\_\_\_ Adults \_\_\_\_\_

Instructional Hours Missed: \_\_\_\_\_

Number of school days missed \_\_\_\_\_ (Maximum of 3)

**B. Site/Date/Time:** Departure Site: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Destination Site: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Return Site: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Is this a ROUND TRIP (departure/return sites are the same)? Yes \_\_\_\_\_ No \_\_\_\_\_

**C. Type of Transportation:** (Check one choice and complete request forms)

1. District C-8 \_\_\_\_\_ # of Regular Buses \_\_\_\_\_ # of Special Ed. w/seatbelts \_\_\_\_\_ # Special Ed. w/lift \_\_\_\_\_

2. Private Bus Carrier \_\_\_\_\_ # \_\_\_\_\_ Name of Carrier \_\_\_\_\_

3. Other \_\_\_\_\_ Method \_\_\_\_\_ Name of Carrier \_\_\_\_\_

**D. Overnight Trip:** Yes \_\_\_\_\_ No \_\_\_\_\_ (If Yes, complete below)

1. Has a study guide been prepared? Yes \_\_\_\_\_ No \_\_\_\_\_ (If Yes, attach a copy)

2. Have all students been given the opportunity to attend? Yes \_\_\_\_\_ No \_\_\_\_\_

3. Overnight Dates \_\_\_\_\_

4. Out-of-State? Yes \_\_\_\_\_ No \_\_\_\_\_

**E.** How does this trip relate to the curriculum? (Objectives)

Arrangements for students not attending:

Comments/Special Requests:

**F. Financial information:**

Cost Per Student \$ \_\_\_\_\_

What provisions are planned for students unable to pay their share of the expense?

How will the trip be financed?

Will financial assistance be requested from the district? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes explain:

**PLEASE NOTE:**

1. In all situations the permission forms in Board policy are to be used to gain permission from parents/guardians.
2. For overnight trips the supervising teacher must have a copy of each student's Overnight Field Trip Health Form (IJOA-E-4) in his/her possession during the field trip.
3. For the duration of the field trip, employees and adult supervisors are directly accountable for their actions as if they were responsible for students on school premises. Employees and adult supervisors must refrain from personal practices, both in and out of the presence of students, which would be inconsistent with their responsibilities to supervise students.
4. **This form must be kept on file at the local school and must be signed by the principal.**

**Approvals as required:**

Teacher/Coach Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal Signature \_\_\_\_\_ Approved/Denied \_\_\_\_\_ Date \_\_\_\_\_

Superintendent Signature \_\_\_\_\_ Approved/Denied \_\_\_\_\_ Date \_\_\_\_\_

Board President Signature \_\_\_\_\_ Approved/Denied \_\_\_\_\_ Date \_\_\_\_\_

Transportation Director Signature \_\_\_\_\_ Approved/Denied \_\_\_\_\_ Date \_\_\_\_\_

# Monte Vista School District C-8 OVERNIGHT FIELD TRIPS REQUEST FORM

## ADDITIONAL INFORMATION

Name of School \_\_\_\_\_ Today's Date \_\_\_\_\_

Name of Teacher \_\_\_\_\_ Field Trip Date \_\_\_\_\_

Destination Site \_\_\_\_\_

1. Overnight field trips require that all areas of the curriculum be addressed in a prepared study guide. Explain how this field trip will be related to all areas of the curriculum OR attach your study guide.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Has a study guide been prepared? \_\_\_\_ Yes \_\_\_\_ No

3. Overnight field trips require a ratio of adults to students as follows: elementary school 1/5; middle school 1/8; high school 1/10.

Number of adults \_\_\_\_\_ Number of students \_\_\_\_\_

Have adult supervisors been approved? Yes \_\_\_\_ No \_\_\_\_

4. Donation requested per student \_\_\_\_\_

5. Have all students in the class/group/team been given an opportunity to take part in this field trip?  
\_\_\_\_ Yes \_\_\_\_ No

## PLEASE NOTE:

(1) The supervising teacher must have a copy of each student's emergency card in his/her possession during the field trip.

(2) For the duration of the field trip, employees and adult supervisors are directly accountable for their actions as if they were responsible for students on school premises. Employees and adult supervisors must refrain from personal practices which would be inconsistent with their responsibilities to supervise students.

(3) This form must be received by the appropriate principal and superintendent prior to approval/denial of the trip request. KEEP A COPY OF THIS COMPLETED FORM FOR YOUR INFORMATION.

Teacher Signatures:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**REGARDING SWIMMING/AQUATIC ACTIVITIES IF APPLICABLE**

Participant is able to swim: (Yes) \_\_\_\_\_ (No) \_\_\_\_\_  
(Parent Initials) (Parent Initials)

**CHECK THOSE THAT APPLY:**

\_\_\_\_ Participant has my permission to swim and participate in other aquatic activities.

\_\_\_\_ Participant DOES NOT have my permission to swim and participate in other aquatic activities.

Is there an aquatic activity that you do not want your child to participate in?

Yes \_\_\_\_\_ No \_\_\_\_\_  
(Parent Initials) (Parent Initials)

If so what? \_\_\_\_\_

***Students failing to adhere to the rules will have their parents notified to come to pick them up.***

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**Monte Vista School District C-8**

File: IJOA E-8

Our mission is to build a safe, student focused, achievement oriented learning community for Everyone

**Chaperone Application**

**Resource Office**

• 345 E. Prospect Ave. • Monte Vista, CO, 81144  
• Phone: 719.852.5996

A

To chaperone on a field trip for Monte Vista School District C-8, applicants must be at least 21 years of age and registered as a School Volunteer for the current school year.

**Important Submission Information:** Place this application in a confidential envelope and submit to the school in which you are requesting to chaperone at least four weeks prior to field trip to ensure your application can be processed in time for the field trip.

Please print in black or blue ink, or type. Items with an “\*” are **REQUIRED**.

<b>Personal Information</b>		Title: <input type="checkbox"/> Dr. <input type="checkbox"/> Miss <input type="checkbox"/> Ms. <input type="checkbox"/> Mrs. <input type="checkbox"/> Mr.
* Last, First, and Middle Name:		Suffix: (Jr., Sr., III, etc.)
E-mail Address:		Home Phone #:
* DOB: (mm/dd/yyyy) / /	*Gender: <input type="checkbox"/> M <input type="checkbox"/> F	Alternative Phone #:

**Safety Information**

To become a Monte Vista School District C-8 volunteer, a criminal history check may be conducted. A prior criminal record may or may not result in your disqualification for volunteering; however, **failure to disclose your record** on the application **WILL disqualify** you from volunteering.

\* Have you been convicted of a criminal offense?  Yes  No

\*Are there any injunctions, charges currently pending against you and/or have been placed on probation this school year?  Yes  No

**If the answer is "yes" to any of the above safety questions, you must provide information below: (If you have multiple convictions or need additional space, attach a separate sheet to this application, along with court documents, police report and a detailed letter of explanation).**

Nature of Charge	Date (mm/dd/yyyy)	City, County, State, Country	Level of Offense	Disposition/Outcome

**Field Trip (A chaperone application must be submitted for each field trip.)**

*Type of Trip: <input type="checkbox"/> Daytime <input type="checkbox"/> Overnight <input type="checkbox"/> Out-of-State	*Field Trip Date (mm/dd/yyyy):
*School:	Teacher:
Student’s Name: (First and Last)	Grade:
Relationship to Student: <input type="checkbox"/> Parent <input type="checkbox"/> Step-Parent <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Grandparent <input type="checkbox"/> Aunt <input type="checkbox"/> Uncle <input type="checkbox"/> Other _____	
Destination:	Type of Trip: (Ex. Science, History...)
If drivers are needed, are you interested in being a driver? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, drivers must provide a valid driver’s license and private vehicle insurance coverage.	

**\*I have read and agree to abide by Monte Vista School District’s Chaperone Guidelines on the back side of this form.**

I understand that I am offering my services to the Monte Vista School District without compensation. **My signature below certifies that I have provided correct information.**

Print Name: \_\_\_\_\_ Applicant’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

<b>School Trip Coordinator Use Only</b> Coordinator’s Name:	<input type="checkbox"/> Previous application on file <input type="checkbox"/> Background Check Requested for Overnight Field Trip
--	---

## **Monte Vista School District C-8**

### **General Guidelines for Field Trip Chaperones**

1. Know the specific duties expected of a chaperone. Your role is that of a watcher and facilitator. Your help is greatly needed in making sure things run according to plan (helping the students stay on schedule, roll call, room check, monitoring behavior, etc.)
2. Understand the purpose of the trip.
3. Know and have available at all times the trip itinerary.
4. Do not deviate from the established itinerary.
5. Arrive on time.
6. Know the rules for the students. Be consistent in dealing with the students. Avoid "bending" the rules.
7. Be a positive role model by conducting yourself in a professional manner at all times.
8. Chaperones must wear appropriate clothing at all times. Appropriate clothing is defined as being dressed from neck/shoulder area to mid-thigh or knee area.
9. Do not smoke in front of students.
10. Do not consume alcohol or illegal drugs at any time while on the trip.
11. Make certain that you are present and visible at all times wherever students are gathered.
12. Support the teacher in charge and assist as needed.
13. An adult must call the roll each time the bus is loaded. Students must be completely quiet and answer for themselves. Do not rely on the word of other students. A headcount is not adequate for proper accountability.
14. It is not the duty of a chaperone to administer discipline. Monitor the students to make certain that they are safe and that they are following the rules. Make instructions or corrections as needed in a firm but courteous manner. Use a tone of voice in which you would expect to be addressed.
15. If a student fails to comply, is disrespectful, or is involved in a serious act, notify the teacher at once. **Do not argue with a student.** Always maintain your composure. **Do not get physical with a student.**
16. Report any problems, especially medical-related, to school personnel immediately.
17. Understand that any sensitive information you may learn about a student must be kept confidential.
18. After returning to the school at the end of the trip, remain with students until all have been picked up.
19. Plan for your child to be treated as any other student.
20. Chaperones will not be allowed to bring siblings of participating students.

**CHAPERONE/SUPERVISING TEACHER  
PROOF OF INSURANCE  
(DRIVING PERSONAL VEHICLE)**

I, \_\_\_\_\_, understand that by transporting students in my  
(Name of Chaperone)  
personal vehicle on a school-sponsored trip, I assume responsibility for the safety of the students and that I  
have adequate vehicle insurance. I also understand that the Monte Vista School District C-8/Board of  
Education's liability insurance does not cover the use of private vehicles to transport students for school  
activities. The name of my insurance company is \_\_\_\_\_ with  
(Name of Insurance Company)  
Policy number \_\_\_\_\_, with primary coverage's being as shown on the attached  
(Policy Number)

Proof of Insurance. (Proof of Insurance shall consist of either a Certificate of Insurance or a copy of the  
Declaration page(s) of the policy showing the amounts of coverage's.)

\_\_\_\_\_  
**Chaperone Signature** (Parent or Supervising Teacher Who is Driving)

\_\_\_\_\_  
**Date**

**PARENT PERMISSION FOR STUDENTS  
RIDING IN PRIVATE VEHICLES**

I, \_\_\_\_\_, understand that my child,  
(Name of Parent/Guardian)  
\_\_\_\_\_, may/will be traveling in a personal  
(Name of Son/Daughter)  
vehicle owned and/or operated by \_\_\_\_\_ while  
(Name of Chaperone/Supervising Teacher Who is Driving)  
participating in \_\_\_\_\_  
(Name of Field Trip)  
on \_\_\_\_\_.  
(Date(s) of Trip)

I also understand that the Monte Vista School District C-8/ Board of Education’s liability insurance does not cover the use of private vehicles to transport students for school activities. In the event of an accident resulting in injury to my child while a passenger in said vehicle, I understand that any applicable insurance coverage would be provided by the owner and/or operator of the vehicle or a third party and not the Monte Vista School District C-8/Board of Education.

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

**Monte Vista School District C-8**  
**FIELD TRIP CHAPERONE AGREEMENT**

**CHAPERONES:** If agreement has been reached with the supervising teacher, volunteers may chaperone students on this trip. Chaperones must comply with all district requirements pertaining to the chaperoning of students.

- a. Chaperones must be familiar with District C-8 procedures regarding supervision before actual supervision commences and agree to perform all duties as a Chaperone as directed by the supervising teacher(s).
- b. Chaperones must be responsible adults, twenty-one years of age or older, with no record of criminal conduct.
- c. Understand that Chaperones are on duty 24 hours/day for the duration of the trip, therefore there will be no use of alcohol or any other illegal substances on the part of chaperones or students irrespective of age. This rule will be in force at all times.
- d. Chaperones on overnight trips are responsible for ensuring that the students are in their appropriate hotel room or other sleeping accommodations at a set curfew time, not roaming about creating noise and infringing on the rights of others.
- e. Chaperones will be required to pay for meals and travel expenses, unless otherwise indicated.
- f. Chaperones understand that they are not covered by any district liability insurance policy during this activity nor are the chaperones employees, agents or representatives of the School District.
- g. Field trips are to begin and end at the school of origin unless other arrangements are made *in advance* with the school site administrator.
- h. Chaperones shall **NOT** bring friends or other family members on the field trip.

I have been provided a copy of Monte Vista School District C-8's Policy IJOA and related regulations and exhibits of field trip guidelines and understand the rules and regulations contained herein.

**I agree to the above-stated chaperone provisions:**

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Monte Vista School District C-8  
FIELD TRIP CHAPERONE INFORMATION**

Name \_\_\_\_\_

Date of Birth \_\_\_\_\_ Driver's License No. \_\_\_\_\_

Mailing Address \_\_\_\_\_  
Street/PO Box State Zip

911 Address \_\_\_\_\_  
Street/PO Box State Zip

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Employer \_\_\_\_\_ Work Phone \_\_\_\_\_

Family Physician \_\_\_\_\_ Phone No. \_\_\_\_\_

Health Insurance Provider \_\_\_\_\_

Policy No. \_\_\_\_\_ Group No. \_\_\_\_\_

Are you currently taking any prescription medication(s) that would prohibit you from completing the assigned duties of a chaperone? If so, please explain.

\_\_\_\_\_

Do you have any medical conditions that may limit your activities: If so, please explain.

\_\_\_\_\_

Emergency contact if no answer at home.

Name \_\_\_\_\_ Telephone No. \_\_\_\_\_

I have read the attached guidelines for field trip chaperones. I agree to abide by the rules and policies established by the Monte Vista Board of Education. I also understand that I may be subject to a criminal background check.

Signature \_\_\_\_\_

Date \_\_\_\_\_

## FIELD TRIP CHAPERONE REQUEST

Dear Parent/Guardian:

Our class is taking a field trip to \_\_\_\_\_

Date of Field Trip \_\_\_\_\_ Departure Time \_\_\_\_\_

Departure Location \_\_\_\_\_

Arrival time to site \_\_\_\_\_

Departure time to School from site \_\_\_\_\_

To make the field trip the best it can be, we will need adult volunteers to act as chaperones. Becoming a chaperone is a big responsibility.

You will be required to:

- Complete a chaperone agreement form.
- Provide a Field Trip Chaperone Information form.
- Understand and comply with the General Guidelines for Field Trip Chaperones.

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(Return only if you would like to be a chaperone.)

\_\_\_\_\_ Yes, I would like to volunteer to be a chaperone.

You will be contacted if you are needed as a chaperone. Please write a day and evening contact phone number.

Return this form to the classroom teacher by \_\_\_\_\_

Day Phone \_\_\_\_\_ Evening Phone \_\_\_\_\_

Parent Name \_\_\_\_\_

Student Name \_\_\_\_\_