

Field Trips

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Teachers must submit a field trip plan for administrative approval according to each building's process. All plans may be subject to secondary review at the district Level.

Written parental permission must be provided for each field trip. Arrangements will be made for students without written permission to the extent staffing allows. Parents may be called and are expected to pick up their child if a class has left on a trip.

Unaccompanied Minors

Our desire is for all students to be able to participate in field trips, especially students in a disadvantaged group. Unaccompanied youth under the McKinney-Vento Act include students who have been legally emancipated, students who do not know how to contact or locate their parents and students who are estranged from their parents. Consent is handled differently based on circumstances.

Legally emancipated students may provide their own consent for field trips.

Students who are unable to contact or locate their parents may have consent provided by the school or a qualified surrogate acting in parental relationship including foster parents.

Students who are estranged from their parents but are not emancipated must rely on their parents for consent. If consent is not provided, the school will provide an alternate activity that allows an equivalent opportunity to demonstrate mastery and earn grades or credit as appropriate.

Disciplinary Concerns

Field trips are an extension of the classroom and student attendance is a privilege. A teacher, with administrative review and approval, may choose not to take a student on a field trip if he or she has concerns about the student's behavior. If a student is not allowed to attend a trip, the teacher must provide an alternate learning activity that accomplishes the same goals as the trip unless the student is formally suspended. Parents should be involved when deciding not to take a student on a field trip.

Potentially High-Risk Students

The administrator and the teacher will develop a plan for potentially high-risk students (i.e., medically or behaviorally involved, etc.). The plan may include an "expectations" and "consequences" contract between the student, parents and staff. It may be determined that some students should not attend the trip for safety or disciplinary reasons. Teachers will review field trip lists with administrators to identify possible high-risk students.

High-Risk Behaviors and Student's With Disabilities

If a student exhibits high risk behavior that is the result of a disability and the student is eligible for a plan under ADA 504 or IDEA, the appropriate team must meet and determine what supports [accommodations, modifications or related services including additional adult support as appropriate] a student might need to participate safely in an off-campus activity. If the team determines that a student cannot safely participate even with supports, then the student may be denied access to the field trip and the teacher must provide an alternate learning activity on campus that accomplishes similar goals as the trip.

If a student can attend safely with an adult support person, and either the parent or a staff person can reasonably provide that support, the student will be invited to attend. Administrators will make every reasonable effort to find a qualified staff to attend with the student. If neither the parent nor an appropriately skilled staff person is available, the student will be provided an alternate activity.

When school staff cannot reasonably assure a disabled student's safety with appropriate supports, an administrator may consider allowing a parent to attend with their child if they are capable of reasonably assuring their child's safety and safe behavior around others. In such cases, the parent assumes parental authority for that child on the field trip.

In rare cases, parents themselves may be denied participation in a field trip by an administrator if the administrator believes them unable to effectively support their student or their presence is disruptive to the learning and participation of others.

Because planning support for trips takes time, teams are encouraged to address support needs at annual meetings or at a meeting at minimum two weeks prior to the field trip date. The district may be unable to address requests for support consideration if the field trip is less than 10 school days from the date of the request.

Parent Volunteers and Siblings

Parent volunteers may attend field trips with their student's class if they meet the criteria of Board policy ICC - Volunteers and have the permission of the teacher and/or administrator.

Field trips are a classroom experience. Siblings are not allowed to attend classroom field trips.

Medical/Health Concerns

For all field trips a Field Trip Emergency Roster must be submitted two weeks prior to the scheduled field trip and must be easily accessible to the adults responsible for student supervision on the field trip.

Two weeks prior to any field trip, notify the district nurse if there are any students with medical conditions/alerts attending the field. If you will be administering any medication, inclusive of nonprescription and prescription medication, annual training is required. Contact the district nurse to schedule this training.

It is strongly encouraged to have a staff member with current first aid and CPR training in attendance for all field trips.

Trip Planning and Risk Management Considerations

All field trips must be pre-approved by a building administrator and must consider multiple factors to determine relevance, risk level and required resources.

In general, when considering location and risk factors, field trips should be planned with the most proximal or lowest risk options to achieve the desired instructional goals.

Parental permission must be on file for each field trip. Permission forms to field trips involving remote location, overnights or other high risk factors must state those factors on permission form.

Teachers must provide written documentation of the following when seeking administrative approval for a field trip:

1. Location;
2. Access (walking or bus transport);
3. Number of students;
4. Number of staff;
5. Number of adult volunteers;
6. Considerations for students with special needs including but not limited to medical and behavioral;
7. Count of staff with CPR, First Aid and Medication Administration training with certificates on file;
8. Count of staff with Epi-Pen and Glucagon administration training when called for in student health plan;
9. Alternate activity plan on file;
10. List of students not attending;
11. If location is outside of city limits, justification for use of location as most proximal or lowest risk option to achieve the desired instructional goals
12. If location is to remote area:
 - a. Documentation that local emergency providers were contacted;
 - b. Estimate of emergency responder response time;
 - c. Copy of Trip Plan filed with local emergency responders in remote areas that includes at a minimum the following:
 - (1) Travel plans and route;
 - (2) Number of participants (e.g., adults, students by age) and special needs/considerations;
 - (3) Number of staff with district approved First-Aid and CPR training;
 - (4) Estimated departure and return time;

- (5) Method of communication (e.g., cell, cell and satellite);
- (6) Weather check and contingencies;
- (7) Frequency of trips to location;
- (8) Emergency contingencies;
- (9) Verification of Liability Insurance provided by facility/third-party, when applicable.

A “remote site” means any site that meets one or more of the following criteria:

1. Fewer than 3 bars on a cell phone for one quarter of the staff or more;
2. More than 15 minute emergency provider response time;
3. Reachable only by 4-wheel drive;
4. Non-urban setting accessible only by foot travel of more than one mile;
5. Wilderness activities that cannot reasonably be completed by participants in a single school day.

Travel considerations and emergency response times must reflect consideration of district approved first responder certification and relevant policies.

The district will not preclude the use of emergency practices by personnel with advanced certifications in unanticipated emergency circumstances, but does require that activities are reasonably designed to be safe and successful with district approved first responder certifications.

Building administrators must keep field trip plans on file for 18 months after the date of the trip.

Supervision

Appropriate and adequate supervision should be determined between the administrator and the teacher based on the field trip proposal and risk management considerations.

Supervision starts at the beginning of the trip and ends when the trip is over and parents have picked up their child. Supervision is active. That is, adult chaperones should focus on students and be proactive about stopping inappropriate behavior before it begins. For example, the adults should not have to react to a problem but, instead, see the potential for a problem and stop it before the problem occurs. To supervise students well, adults should spread out among students. The adults should not “clump” together away from students or be unaware of student behavior. Before trips, rules and consequences should be reviewed with chaperones and students. Finally, before the trip, potentially high-risk students (i.e., behavior, medical, etc.) should be identified and a plan developed to prevent potential problems.

Overnight Trips

Overnight trips will be kept to a minimum.

Using the criteria listed under Risk Management Considerations and Supervision, the teacher and administrator will meet to decide on the type of supervision needed in student rooms. Possible scenarios include the following:

1. Two available adults at all times;
2. An adult in each room;
3. An adult in an adjoining room (passage way between rooms);
4. An adult monitoring the hallway during the nighttime hours (could be a hired person);
5. Adult rooms being located in the middle of student rooms;
6. Assign students to rooms (strategize for positive behavior);
7. Place “high-risk” students in adult rooms (or don’t take “high-risk” students);
8. Conduct random room checks (teacher or designee should have student room keys);
9. Use large group sleeping areas (i.e., gym, church, etc.).

In addition to determining the level of room supervision needed, the teacher and administrator should establish curfews: what time should students be in their rooms and when should students turn out the lights. Without a district chaperone being present, students should not be in any room other than their own. Finally, the teacher should look for hotels that allow inappropriate television channels to be blocked and that are located in safe areas, with rooms that have interior hallways. Once at the hotel, hotel behavior should be reviewed with students.

Bus Transportation

Adults should be spread out so all students can be observed. The teacher should consider using assigned seating as a strategy to maintain positive behavior. Finally, students should be held accountable for bus cleanup.

Transportation Carrier

Whenever possible, district transportation should be used. If district transportation is not available, a private bus carrier should be contacted (the state will reimburse the school 70 percent of private bus carrier costs). If a private bus carrier is not available or appropriate for the trip, private transportation (i.e., parent drivers) may be considered. Any parent or other volunteer drivers must be approved under Board policy EEAE - Student Transportation in Private Vehicles.

School-Related Trips Outside Oregon

Since liability laws are different in neighboring states, teachers are encouraged to take trips only in Oregon. If an out-of-state trip is necessary, the teacher must get prior approval from the superintendent and building administrator. If the trip is approved, the teacher should then get support from parents and colleagues before talking to students about the trip (to avoid students pressuring parents).

Trips should be planned in advance. The more expensive the trip, the more planning time needed. For example, a teacher who wants to take his or her eighth grade class to Washington, D.C. may want to notify parents when the children are sixth graders. In addition, the teacher needs to play an active role in helping

families fund-raise for the trip to avoid exclusion of any family's participation due to cost. Finally, the trip should be open to as many students as possible. For example, if one 8th grade teacher wants to take his or her class to Washington, D.C., the trip might be made available to all 8th graders in the school. Students not attending the trip should receive an alternate learning experience that achieves the same learning goals as the trip.

Finally, students may not drive themselves to or from any school field trip, including extracurricular or cocurricular activities. Students may be released to their parents at the conclusion of a field trip after signing the School Release Form. With prior approval from the administrator and teacher, students may be released to another student's parents, to a family member other than parents or to family friends. Side trips are discouraged. That is, students are encouraged to go and return with the group.

Non-School-Sponsored Trips

Teachers who want to take students on out-of-state or out-of-country trips during vacation times should do so through accredited travel groups and not under school district sponsorship. Teachers should not recruit students for these trips during school hours or advertise through school channels. Planning meetings should be held off-campus.

Guidelines for Adult to Student Ratios on Field Trips

For day trips:	Adult-Student Ratio
K-1	1:6
2-5	1:8
6-8	1:12
9-12	1:15

The district recognizes and supports the value of field trips and extending learning beyond the classroom. With all activities, there are some risks. The above adult-student ratios are intended to serve as guidelines to reasonably address risk in off-campus environments. District administrators and staff are expected to consider risks and mitigating factors carefully when planning for field trips and to practice sound judgement when serving *in loco parentis*.

These guidelines are intended to support that process, and not to supersede them. Specifically, no regulation can address all possible variables to consider when responsibly planning safe trips with acceptable risk levels. Administrators and staff should consider the above ratios but some discretion on the part of qualified staff and administrators working to assure appropriate levels of risk is expected. Building administrators may choose to vet any field trip plans with a district level administrator if there is a question.