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- Superintendents
- Business managers
- Risk managers
- Principals
- Teachers

TECHNICAL INFORMATION BULLETIN No. 34

To: Members, Arizona School Risk Retention Trust, Inc.

Re: Activity Trips (“Field Trips”)

Introduction

Activity trips (often called “field trips”) are an important part of the educational experience. While such trips are almost always concluded without incident, over the years the Trust has investigated numerous injuries and accidents that have occurred during, or as a result of, an activity trip. In most cases the incident could have been avoided if certain precautions had been taken prior to the start of the trip, or if the trip had been cancelled altogether due to the inappropriateness of the activity.

In light of this, the Trust has developed this Technical Information Bulletin in order to assist school districts in planning and conducting safe, successful activity trips.¹

Choosing and Approving an Activity/Destination

General considerations

All activity trips should be selected, planned, evaluated, and approved or rejected in conformity with written district policy. Sample district policies are available on the website of the Arizona School Boards Association: <http://www.azsba.org>.

Beyond adhering to established policy, an activity trip requires thoughtful selection, careful advance preparation, and a plan for students to assimilate the experience during and after the trip. To this end, teachers and principals should consider the following factors when thinking about possible activity trips:

- the capacity of the trip to enhance or enrich the curriculum,
- the age-appropriateness of trip activities,
- potential hazards that could make the trip unduly risky,

¹ A summary of recommended steps for activity selection and trip planning, in checklist form, is included as **Exhibit 1**.

- unique learning opportunities on the trip that are otherwise unavailable,
- the cost-effectiveness of the trip, and
- the availability of safe, appropriate transportation for the trip.

Choosing a specific activity or destination

In choosing a particular subject and location for an activity trip, trip organizers must take all reasonable steps to ensure that a sense of excitement is achieved without causing harm to the participants. As part of this process, each district should prepare a list of approved activities and/or destinations to be published as validated activity trip experiences. The list of validated trips should consist of general categories instead of specific places. Listed below are activities and destinations that have traditionally resulted in successful activity trips:

- | | |
|--|--|
| • Academic competitions/contests | • Museums |
| • Athletic competitions/contests | • Musical performances/festivals |
| • Art galleries/centers/exhibits | • Parades |
| • Businesses/industries | • Parks/recreation departments |
| • Civic associations/clubs | • Performing arts centers/IMAX theaters |
| • Environmental study sites/centers | • Research/technical facilities |
| • Fairs/festivals | • Schools/colleges/universities |
| • Farms/dairies/groves | • Stadiums/arenas/athletic facilities |
| • Government buildings/agencies/properties | • Student organization meetings/competitions/conferences |
| • Historical/archeological sites | • Theme parks |
| • Libraries/media centers | • Transportation facilities |
| • Manufacturing/processing facilities | • Utility departments |
| • Military installations | |

Any non-traditional trip should be subject to a site-specific assessment prior to the trip being approved. In such cases, particular attention must be paid to required numbers of supervisory personnel. For instance, if the activity involves a boat trip on open water, there should be a determination of the required ratio of supervisors to students, of the skills required of each supervisor, and of the availability of a sufficient number of supervisors who possess the requisite skills.

Approval for an activity trip destination should be obtained from the school principal (see **Exhibit 2**). A destination may be considered appropriate for approval so long as it:

- serves the intended educational purpose,
- is age appropriate, and
- falls within the district's list of validated activities.

If a desired activity trip does not fit into one of the validated categories on the list, special scrutiny should be given to the activity trip request before it is approved.

At the same time approval is sought from the principal, any additional necessary approvals should also be sought. For example, out-of-state and out-of-country trips typically must be approved by the district governing board. (In the case of out-of-country trips, international insurance should be arranged through the Trust. Contact a member services coordinator for additional information.)

Risk Analysis and Planning

General planning process

For an activity trip to have the best chance of meeting its educational and safety goals, the trip leader should develop a plan for the visit. This will allow the leader to consider what could go wrong on the trip, and to determine how to avoid risks—or, for particularly adventurous activities, how to manage the risks. The plan may require frequent modification to ensure that adequate control measures are in place. It may even be necessary for the trip leader to visit the activity site prior to the trip.

The Activity Trip Exposure Analysis Checklist (**Exhibit 3**) can be used to help with this process. It addresses such issues as:

General trip information. Will the activity take place in an urban area or a rural area? Will it be conducted indoors, outdoors, or both? What form(s) of transportation will be required to get to the activity site, and to transport students around the activity site? Will the owners/managers of the facility require evidence of liability insurance protection?

Environment. Will the activity take place in an environment that is relatively stable and predictable (e.g., a museum or art gallery), or in an environment that can change quickly and in unpredictable ways (e.g., a hiking or camping trip)? Does the environment require special clothes or equipment? Are there hazards particular to the environment (e.g., water, extreme heat or cold, or potentially dangerous animals, plants, or terrain)? Are there seasonal weather concerns to be taken into consideration (e.g., high winds or monsoon storms)?

Facilities. Are adequate facilities available at the site for vehicle parking, bathroom needs, first aid, and provision of food and water to participants? If not, can alternate arrangements be made? Are overnight accommodations available? Are changing facilities available?

Supervision. Are any particular skills required of personnel who will be supervising trip participants? Are there sufficient numbers of competent teachers, school staff, and volunteers available to supervise the activity trip?

Other considerations. Are there any other special considerations that might add to the risks associated with the trip/activity—for example, air travel, motorized activities,

outdoor educational sessions, swimming, trip attendees with special health-related needs or considerations, and so on?

The Exposure Analysis Checklist is, of course, only a guideline for considering major risks and exposures. The person completing the form should endeavor to imagine all of the things that could go wrong and potentially cause injury or property damage. (Consulting with a district risk manager or a Trust loss control consultant may be helpful as part of this process.) He or she should also be satisfied that any risks inherent in the activity can be managed so as to ensure the protection of people and property.

The school principal should review the Activity Trip Exposure Analysis Checklist (**Exhibit 3**) and the Activity Trip Request Form (**Exhibit 2**), and then approve the trip, reject the trip, or request further assessment prior to making a decision. In doing so, the principal should consider the following questions:

1. Does the activity trip allow for the widest possible participation of the students eligible to participate, and are there appropriate alternative learning experiences available to those students who do not participate?
2. Does the activity trip provide students with an opportunity to learn that is not available in the classroom, while at the same time meeting the educational objectives of the curriculum developed for the activity trip participants?
3. Have safety considerations been fully addressed by the trip leader(s), and will hazards be communicated to the participants and their parents or guardians?
4. Are there identified hazards that are simply not worth the risk of allowing the trip to take place?

Transportation planning

District claims and lawsuits associated with activity trips indicate that accidents related to transportation often have very serious consequences. Prior to an activity trip, therefore, the school is strongly encouraged to consult the Trust's Transportation Program Guidelines (available at <http://www.the-trust.org>) as a routine part of trip planning. The district's transportation director should also be informed as soon as an activity trip is approved so that he/she may assist in the planning process.

Some of the transportation issues that should be taken into consideration include the following:

Means of transportation selected. It is strongly recommended that only district-owned and -operated vehicles be used for transportation to and from the activity site. This is the best way of ensuring that vehicles are insured, that they have been properly maintained, and that they will be driven by qualified and appropriately licensed personnel.²

² Trips leaders are encouraged to consult and follow the recommendations of transportation-related Trust publications (e.g., Transportation Program Guidelines Manual, TIB No. 36: Fifteen-passenger Van Rollover Warning, and the various training presentations related to fifteen-passenger vans).

If means of transportation other than a school vehicle operated by school district personnel will be used, it is the duty of the school district to make sure that the vehicles are safe and are operated by competent persons. *If private passenger vehicles—including vans of any size—are being used, it is imperative that seat belts be worn whenever the vehicles are in operation.* Also, it must be verified that any person operating a vehicle is familiar with, and competent to operate, the particular vehicle type, and possesses any special licenses needed to operate the vehicle.³

Route to the destination. The route should be pre-planned and, if possible, should be driven prior to the trip. The route needs to be clearly communicated to all drivers, and contingent plans should be agreed upon in the event that problems are encountered en route to the destination. On the day of the trip, local authorities should be consulted to determine if there are adverse road or weather conditions that could affect travel.

Probability of encountering an unsafe situation. Some roads, intersections, and destinations are known to pose greater-than-average safety risks. This fact needs to be explored and discussed with vehicle operators prior to the trip, and alternate routes and/or travel schedules need to be developed to minimize the probability of unsafe situations. Examples of foreseeable transportation safety risks include:

- erratic drivers on the road (e.g., I-10 West from Phoenix toward the Arizona border);
- particularly accident-prone intersections (e.g., 59th Avenue and Olive in Glendale, or Price Road and Chandler Boulevard in Chandler);
- potential conflicts with pedestrians/cyclists (e.g., a trip to a university campus);
- extreme winter weather in areas such as Flagstaff, Alpine, and Pinetop; and
- difficult environmental conditions (e.g., driving westbound on U.S. Route 60 west of Wickenburg, just prior to sundown).

Additional safety-related transportation issues to be considered are:

1. lighting conditions, and the potential need to drive before sunrise or after sunset;
2. unfamiliar roads;
3. speed limits, and allowance of adequate time to meet the trip schedule; and
4. the possibility of fatigued drivers behind the wheel following the conclusion of an activity trip.

Accommodations for parking. Many destinations have limited parking available, especially for large school buses. Parking, therefore, can be frustrating—and even dangerous—particularly if there has not been advanced planning. Accordingly, parking

³ The Trust recommends these additional measures prior to an activity trip: (1) verifying that any private passenger vehicles/drivers are covered by at least the minimum of state-required insurance; (2) requesting and reviewing the driving records of vehicle operators; (3) conducting pre-trip vehicle inspections (for an inspection checklist, see the Transportation Program Guidelines manual on the Trust website); and (4) if applicable, requiring drivers to review Trust training materials (available online) related to “white fleet” vehicles and fifteen-passenger vans.

accommodations should be discussed with personnel at the destination prior to the trip, and should be clearly communicated to vehicle operators. Furthermore, a contingency plan should be established in the event that the primary parking location is unavailable. Finally, when selecting either a primary or contingent parking location, consideration must be given to pedestrian hazards that will be encountered between the parking location and the ultimate destination.

Planning supervision

General guidelines. Arizona Revised Statutes (A.R.S.) Section 15-341, subsection A16, requires that the governing board of each school district establish procedures to provide adequate supervision of students by certificated or non-certificated personnel in instructional and non-instructional settings. To comply with this statutory requirement, trip leaders must ensure that the following guidelines are adhered to during the entire period of the activity trip:

1. Trip leaders and volunteers must be within the physical presence and within the line of vision of students so that supervisors will have a reasonable opportunity to control students' behavior and assist students as necessary.
2. Volunteers generally should not be the sole supervisors of student groups, but instead should provide supplemental supervision under the direction of school personnel.
3. If an emergency situation arises that requires a teacher to leave the physical presence of students, the teacher must designate another school employee to supervise students during the teacher's absence.
4. In no case may a teacher leave students completely unsupervised.

It is also recommended that a process be established for regularly accounting for all students, staff, and volunteers during the course of the activity.

Appropriate numbers. The trip leader must arrange an adequate number of certificated and non-certificated personnel or volunteers to act as supervisors on the trip. To determine the number of personnel needed to ensure adequate supervision, begin by inquiring whether the destination location has established mandatory ratios of adults to students. Consider also the age of the students (younger students require a greater degree of supervision). Finally, consider the type of activity, as more adventurous and specialized activities generally require more supervision.

Appropriate individuals. Next, consider the type of individual who can serve as an effective trip supervisor. An appropriate person to accompany students on an activity trip should:

- be a certificated or non-certificated employee of the district; if volunteers are being used, they should be responsible adults who are at least 18 years old and who have met any fingerprint/clearance requirements indicated in district policy and state law (see A.R.S. 15-512);
- be known to the trip leader and/or other appropriate school personnel;

- be able to exercise good judgment in dealing with children;
- be fully committed to volunteering, and have no conflicting familial or work obligations; and
- possess the necessary skill set for trips requiring particular skills or expertise.

Information to supply to supervisors. To ensure the best prospects for a safe activity trip, be sure that all supervisory personnel are provided with the following information before the trip begins:

- purpose of the activity trip;
- a notice that family members or others in the care of supervisory personnel are not allowed on the activity trip;
- departure and return times, with instructions to be at the departure location at least 30 minutes early;
- guidelines for appropriate supervision of a group of students;
- the names of students to be supervised;
- information on how to manage behavior problems;
- information on medical, dietary, or other special needs of students within the assigned group;
- snack and/or meal plans;
- appropriate dress and gear for the trip; and
- the cell phone numbers of other supervisory personnel on the trip, if available.

Thirty minutes prior to departure, each supervisor should be introduced to the students for whom he/she will be responsible, and should be provided with:

1. a watch (unless already wearing/carrying a working watch, or a phone with a clock);
2. a nametag;
3. a roster of all trip participants;
4. a list of important phone numbers, including those for emergency responders, for the trip organizer, and for key school/district personnel who are not on the trip; and
5. a trip itinerary, including the address and phone number of the activity trip site.

Potential danger points and appropriate roles. Once the group reaches its destination, it is essential that everyone involved understand the arrangements and expectations for supervision. Potential danger points can occur as the activity begins and the group of students becomes mobile. Accordingly, special care should be taken:

1. when a large group is split into smaller groups for specific activities,
2. when groups transfer from one activity to another,
3. when groups change supervisors,
4. when groups are idle (between activities), and

5. when small groups re-form into larger groups.

It is important that these potential danger points be discussed in advance with supervisory personnel, and that each supervisor understand that he/she must take responsibility for his/her part of the group, particularly during periods of changeover.

Volunteers should work under the direction of school personnel to supplement supervision, and under normal circumstances should not be solely and directly responsible for a group of students. Supervisory responsibilities should be discussed with volunteers and other school personnel in advance, so that guidelines may be covered; any potential issues may be anticipated and addressed; and all questions may be answered.

Students must not be permitted to leave the group during the trip, nor return from the activity trip separately from other students unless the parent or guardian makes prior arrangements with the teacher and other appropriate school personnel.

Should an emergency situation occur during the trip, the trip leader must assume responsibility, and therefore must be trained and equipped to quickly notify emergency responders and appropriate district personnel.

Recordkeeping

Recordkeeping is an important part of any activity trip. A written district policy for activity trip recordkeeping should be adopted, shared with individual schools, and kept on file in the district office. Additionally, specific records should be produced and maintained for each activity trip that a school undertakes. The minimum recommended records include:

Activity Trip Exposure Analysis Checklist (**Exhibit 3**), which should include reference to both general risks associated with the activity, and risks specific to the particular site.

Activity Trip Request Form (**Exhibit 2**), which should be submitted to the school principal along with the completed Activity Trip Exposure Analysis Checklist.

Activity Trip Permission Form (**Exhibit 4**), which is intended to notify parents/guardians of the purpose of the trip; any special requirements associated with the trip; any unusual risks associated with the trip; and the alternative activity that will be made available for eligible students who do not participate in the trip.

Activity Trip Report, which should evaluate the success of the completed activity trip in meeting its educational and safety goals; document any unusual circumstances encountered on the trip; and provide recommendations to improve the safety and quality of the trip.

Finally, though not part of the official record of the activity trip, the trip planner may wish to use and retain the Activity Trip Planning Steps document attached to this publication as **Exhibit 1**. This will help ensure that essential steps needed to execute a safe, successful activity trip are attended to in a timely fashion.

All forms, permission slips, and reports should be maintained at the school office for a minimum of three years, both as a record of the trip and as a means of providing other trip-planners with valuable information to use for their own planning purposes.

Conclusion

Activity trips can be an invaluable part of the educational experience for students of all ages. By following the guidelines in this publication, schools can ensure that their activity trips are rewarding, educational, safe, and successful.

EXHIBIT 1. ACTIVITY TRIP PLANNING STEPS

Activity trips should be planned in accordance with district policy and with the guidelines presented in the preceding pages. The items listed below represent some of the major steps involved in planning a safe, successful trip:

Completed? (Y/N)	Item	Comments
	ONGOING The district should publish a schedule of validated trip activities and/or destinations.	
	MORE THAN 8 WEEKS IN ADVANCE The trip leader should consult the validated activity schedule, review the educational value and age appropriateness of various validated activities, and then provisionally select an activity trip location or destination.	
	8 WEEKS IN ADVANCE Using the Activity Trip Exposure Analysis Checklist (Exhibit 3), the trip leader should conduct a risk analysis of conditions that must be managed on the trip, or that could render the trip an unduly risky activity.	
	8 WEEKS IN ADVANCE The trip leader should prepare the Activity Trip Request Form (Exhibit 2) and submit it to the school principal for his/her approval. At this time, the trip leader should also discuss with the principal any concerns that arose during completion of the Activity Trip Exposure Analysis Checklist (Exhibit 3).	
	8 WEEKS IN ADVANCE The trip leader and principal should secure any additional permissions required. For example, out-of-state and out-of-country trips typically must be approved by the district governing board. (In the case of out-of-country trips, international insurance should be arranged through the Arizona School Risk Retention Trust, Inc.)	
	8 WEEKS IN ADVANCE Once the necessary permissions have been secured, the trip leader should arrange for an appropriate alternative learning experience for students who will not participate in the activity trip.	
	8 WEEKS IN ADVANCE The district transportation director should be informed of the approved activity trip so that he/she may make any necessary arrangements for vehicles, begin monitoring potential route conditions, etc.	

EXHIBIT 1. ACTIVITY TRIP PLANNING STEPS, CONTINUED

Completed? (Y/N)	Item	Comments
	<p>BETWEEN 8 WEEKS AND 2 WEEKS IN ADVANCE</p> <p>Adequate numbers of qualified/prepared supervisors should be contacted, and their availability and commitment confirmed in advance of the trip.</p>	
	<p>BETWEEN 8 WEEKS AND 2 WEEKS IN ADVANCE</p> <p>The trip leader should determine whether the owners/managers of the destination require evidence of liability insurance protection. If so, such evidence should be provided prior to the trip.</p>	
	<p>BETWEEN 8 WEEKS AND 2 WEEKS IN ADVANCE</p> <p>The means of transportation specified in the Activity Trip Request Form should be arranged (or confirmed if already arranged).</p>	
	<p>BETWEEN 8 WEEKS AND 2 WEEKS IN ADVANCE</p> <p>If district transportation is to be used, the trip leader should consult and follow the recommendations of transportation-related Trust publications (e.g., Fifteen-passenger van safety presentations, Transportation Program Guidelines Manual, and TIB No. 36: Fifteen-passenger Van Rollover Warning).</p>	
	<p>2 WEEKS IN ADVANCE</p> <p>The trip leader should prepare and distribute the Activity Trip Permission Form (Exhibit 4) to provide students and parents/guardians with the necessary information to allow informed parental consent.</p>	
	<p>1 WEEK IN ADVANCE</p> <p>The route to the destination should be pre-planned and, if possible, should be driven prior to the trip. Unsafe situations should be avoided by re-routing if possible. If not possible, these situations should be discussed with all drivers.</p>	
	<p>1 WEEK IN ADVANCE</p> <p>The trip route should be communicated in advance to all drivers, and contingent plans should be agreed upon in the event that problems are encountered on the planned route.</p>	
	<p>1 WEEK IN ADVANCE</p> <p>Parking accommodations should be arranged prior to the trip, and contingent plans should be established in the event that the primary parking is unavailable.</p>	

EXHIBIT 1. ACTIVITY TRIP PLANNING STEPS, CONTINUED

Completed? (Y/N)	Item	Comments
	<p>1 WEEK IN ADVANCE</p> <p>The location of and contact information for the hospital or other medical facility closest to the site of the activity trip should be determined and noted in the documentation that will be carried during the trip. Any other necessary emergency contact information should also be documented at this time.</p>	
	<p>BETWEEN 1 WEEK IN ADVANCE AND DAY OF EVENT</p> <p>Pre-trip vehicle inspections should be conducted on any vehicles to be used for the activity trip. (For an inspection checklist, see the Transportation Program Guidelines manual on the Trust website.)</p>	
	<p>DAY OF THE EVENT</p> <p>The state of the travel route should be checked on the day of departure to determine whether there are adverse road or weather conditions that could affect travel.</p>	
	<p>DAY OF THE EVENT</p> <p>Supervisory personnel should be provided with information/equipment they will need on the day of the event. (See page 7.)</p>	

EXHIBIT 2. SAMPLE ACTIVITY TRIP REQUEST FORM
(to be completed by trip leader and submitted to school principal)

Date submitted _____

Name of school _____

Name and position/title of person requesting permission for trip

Name: _____ Position/title: _____

Name and position/title of trip leader

Name: _____ Position/title: _____

Name and phone number of school district emergency contact

Name: _____ Phone number: _____

Name/address of trip destination (complete address, including city and state)

Name: _____

Address: _____

Activities planned during the trip _____

Related brochures/information attached? Yes _____ No _____

Name, position/title, and contact information for contact person at destination

Name: _____

Position/title: _____

Contact information: _____

Number of students participating _____

Age/grade level of students participating _____

Number of certificated staff participating as supervisors _____

EXHIBIT 2. SAMPLE ACTIVITY TRIP REQUEST FORM, CONTINUED

Number of non-certificated staff participating as supervisors _____

Number of volunteers participating as supplemental supervisors _____

Total number of supervisors (certificated + non-certificated + volunteers) _____

Supervisor/student ratio _____

Any special qualifications of supervisors needed? Yes _____ No _____

If yes, describe qualifications _____

Date and time of departure

Date: _____ Time: _____ a.m./p.m.

Departure point(s)/location(s)

Date and time of return

Date: _____ Time: _____ a.m./p.m.

Return point(s)/location(s)

Means of transportation (include #/type of district vehicles, if applicable): _____

What is the purpose of the trip?

What activities will take place on the trip?

What alternative activity/activities will be available to non-participants?

EXHIBIT 2. SAMPLE ACTIVITY TRIP REQUEST FORM, CONTINUED

Will the trip involve any unusual risks to participants (e.g., swimming, boats, water; remote locations/hiking; outdoor education; animals; motorized activities)? If so, how will those risks be managed?

Does the site require evidence of liability insurance protection? Yes No

Estimated total cost of activity trip
\$_____

Estimated cost per student participant
\$_____

Principal approval signature

Name: _____

Signature: _____

Governing board approval signature, if needed

Name: _____

Signature: _____

EXHIBIT 3. ACTIVITY TRIP EXPOSURE ANALYSIS CHECKLIST

(to be completed by trip leader and submitted to school principal)

The following questions should be answered in advance of the activity trip by the individual(s) responsible for the activity. If specific risks are identified in the course of answering checklist questions, plans for managing/mitigating these risks should be documented prior to seeking trip approval.

General Information

___ Is the location of the activity trip indoors, outdoors, or both?

___ Is the activity to be held in an urban area, a rural area, or both?

___ What kind of transportation will be used to get to the activity site, and once at the activity site? If stops are necessary en route to/from the activity site, can they be planned and managed so as to maintain student control and safety?

___ At the activity site, will participants be required to ascend above or descend below ground, or above/below the ground floor? If so, are walkways well marked, do they include hand- or guardrails, and are they maintained in good condition?

Environment

___ Is the environment for the trip stable and predictable, or is it subject to frequent changes in weather, temperature, automobile and human traffic, etc.?

___ Does the environment necessitate special clothing, such as shoes, jackets, or gloves, or special equipment, such as a compass, notebook computer, generator, cellular or satellite phone, or global positioning system?

___ Does the trip location include exposure to extremes of hot/cold/wind/sun, water, animal bites, falling rocks, puncture wounds from plants, remote locations requiring hiking, or eye irritation from dust or other airborne particles?

___ Are there seasonal weather concerns to be taken into consideration, such as the possibility of temperature extremes or severe or unusual weather systems or events (e.g., high winds, heavy snows, or monsoon storms)?

EXHIBIT 3. ACTIVITY TRIP EXPOSURE ANALYSIS CHECKLIST, CONTINUED

- ___ Does the learning experience involve direct contact with plants or animals? If so, will students be questioned about potential allergic reactions?

Facilities/Accommodations

- ___ Is adequate space available at the site for safe vehicle loading, unloading, parking, and turn-around?
- ___ Are first aid services available at the trip location in the event of an injury or illness? If not, can other reasonable accommodations be made?
- ___ Are food and water available at the trip location? If not, will students bring their own food and water? Are facilities available to safely store food and water?
- ___ If the trip includes a wilderness program, can arrangements be made for emergency or medical evacuation?
- ___ Are adequate restroom and/or changing facilities available at the location?
- ___ If required, are overnight accommodations available?

Supervision

- ___ Are any particular skills required of persons who will be supervising trip participants? Are sufficient numbers of competent teachers, school staff, and volunteers available to supervise the activity trip?
- ___ Can supervisors be adequately instructed in how to manage potential danger points, such as when a larger group splits into smaller groups, or when groups are idle (e.g., during periods between activities)?

EXHIBIT 3. ACTIVITY TRIP EXPOSURE ANALYSIS CHECKLIST, CONTINUED

Other Considerations

____ Are there any other special considerations that might add to the risks associated with the trip/activity—for example, air travel, motorized activities, outdoor educational sessions, swimming, a trip attendee with a special health-related need or consideration (an unusual allergy, for example, or a pregnancy), and so on?

Managing Potential Risks, Hazards

Based on your consideration of the foregoing questions, identify the potential hazards associated with this activity trip:

How will these hazards be addressed or otherwise mitigated?

EXHIBIT 4. SAMPLE ACTIVITY TRIP PERMISSION FORM

Activity Trip Information

To the parent or guardian of students in the _____
(grade, class, or group)

at _____ (school) . _____ (name of trip leader)

is planning an activity trip to _____
(location, trip sponsor, or event)

on _____ (date). The time and location of departure are as follows:
_____.

The date, time, and location of return are as follows: _____
_____.

The purpose of the trip is _____
_____.

Specific trip activities will include _____
_____.

There will be a cost to the student of \$_____, which must be paid by _____ (date).

If paid by check, the check should be made payable to _____.

Eating arrangements will be as follows: _____
_____.

(e.g., students should bring their own food; students will purchase food on site; other options)

The student will need to bring _____ ounces of drinking water in non-breakable containers.

Transportation arrangements will be as follows: _____
_____.

Special clothing/gear required for this trip will include: _____
_____.

EXHIBIT 4. SAMPLE ACTIVITY TRIP PERMISSION FORM, CONTINUED

The nature/location of the activity requires that each student be able to accomplish the following physical tasks: _____
_____.

The nature/location of this activity includes exposure to: () animals, () plants, () water, () stairs or inclined paths, () other: _____.

The school's emergency contact for this trip is _____, who can be reached at: _____.

Additional information regarding trip: _____

_____.

Alternative Learning Experience

For those students not participating in the activity trip, an alternative learning experience has been arranged under the direction of _____. Students participating in the alternative learning experience will (description of events/activities):

_____.

EXHIBIT 4. SAMPLE ACTIVITY TRIP PERMISSION FORM, CONTINUED

Permission and Medical Release

My signature below indicates that I have read the information contained in this document and any attachments.

I *approve* of _____ (name of student) _____ participating in the _____ (grade, class, or group) _____ activity trip described on the separate pages above.

I *do not approve* of _____ (name of student) _____ participating in the _____ (grade, class, or group) _____ activity trip described on the separate pages above, and instead direct that he/she participate in the alternative learning experience.

I understand that the district's liability coverage only applies to injury if negligence is proved against the district, and if the terms and conditions of the contractual liability coverage provided in favor of the district have been met. In all other circumstances, the student should seek coverage from his/her own healthcare insurer, and/or the negligent third party responsible for causing the injury.

In case of accident or serious illness, I request that the school/trip sponsor contact me. If I cannot be reached, I hereby authorize the school/trip sponsor to call the physician or hospital indicated below and follow his/her/its instructions. If it is not possible to contact this physician/hospital, the school/trip sponsor may make whatever medical arrangements are necessary. If there are any special instructions regarding medical treatment of my child, including any information regarding allergies or drug reactions, I have included the information below on the "Special instructions" line.

I have legal custody or control of my child and grant permission for any emergency treatment and/or hospital services that may be rendered to said child under the general or specific direction of:

Name of doctor or hospital emergency department: _____

Telephone number of doctor or hospital: (_____) _____ - _____

Special instructions: _____

Parent/legal guardian name: _____ Telephone no.: (_____) _____ - _____
(please print)

Home address: _____

Signature of parent/legal guardian _____