

May 21, 2015
To: SPS Human Resources
From: Keven Wynkoop
Subject: Deception Pass Field Trip Concerns

The purpose of this memo is to detail the results of the initial investigation conducted by Elizabeth Guillory, Assistant Principal, and Keven Wynkoop, Principal.

2/11/15 I, Keven Wynkoop, received an e-mail with an RFPL attached from Noam Gundle, teacher, to gain financial approval for a field trip to Deception Pass for members of his Maritime Oceanography class for May 17-19. I forwarded the RFPL to Jon Halfaker on 2/13/15 saying that it was approved, but that the group was camping, "so we...need a little guidance on how to approach the separation of the genders."

2/17/15 I received a reply from Jon Halfaker saying the RFPL was approved and that he would need specific details in the fieldtrip application form, but he made it clear that tents must be gender specific at all times and asked how overnight checks were going to be handled. I forwarded this message to Liz Guillory to follow up on the specifics of the field trip, as she is in charge of that area for Ballard High School.

4/22/15 I received an updated RFPL that changed the chaperones from Noam Gundle, Rachel Garcia and Jason Hodin to Noam Gundle, Nell Niewiadomski and Rachel Garcia. Ms. Niewiadomski is a teacher at Ballard High School. All other information remained the same. The revised RFPL was forwarded to Jon Halfaker on 4/23/15 as "approved."

5/4-5/11/15 At some during this time period, after the SEA Walk Out was announced for May 19, Mr. Gundle came to me with his intention to shorten the planned field trip to Deception Pass, so that he could return for the walk out and participate in the planned SEA activities. I indicated that this was not my preference, but I would support him if that was what he felt was best. I did not request this in writing

5/16/15 FERPA Mother of a student attending the field trip, cc'd me on an e-mail to Mr. Gundle that took issue with his decision to shorten the field trip due to the walk out. Mr. Gundle had not included me in a reply by the time of the field trip.

5/19/15 I received an e-mail from FERPA asking to set up a meeting to discuss the oceanography field trip and that her daughter, FERPA had shared "some troubling information" that she wanted to discuss. We set a meeting for 7:15 on 5/20/15. A subsequent e-mail was sent by FERPA suggesting that I get a copy of the permission slip for our conversation.

5/20/15 I met with FERPA and FERPA parents of FERPA and wanted me to know that FERPA had stayed a 2nd night at Deception Pass with a 19 year old boyfriend of one of the other Ballard students as a chaperone before getting a ride home with an 18 year old student, FERPA in a pick up that did not provide her with a seat belt. I asked her to give me further details and she replied that FERPA had told her that 1/2 of the students went home Monday night with Mr. Gundle and Ms. Niewiadomski and the other 1/2 had stayed at Deception Pass. I told her that I had serious concerns and would begin an investigation and would get back to her by 5/27/15.

5/20/15 Mr. Gundle responded to FERPA's e-mail from 5/16/15 and indicated that he had shortened the field trip to one night.

5/20/15 I received another e-mail from FERPA asking if Ballard had approved chaperone paperwork for the chaperones on the trip. I checked our volunteer paperwork and confirmed that Raquel (Rachel) Garcia is an approved chaperone. I informed FERPA of this on 5/21/15.

5/21/15 I interviewed FERPA and took her statement. This statement included information that another student, FERPA had first inquired about staying the second night in class the week before the trip. She asked if they got permission from their parents, would it be ok to stay the second night. This approval was not in writing nor was it ever discussed with anyone in Ballard's Administration. FERPA also wrote that Mr. Gundle left everyone with a 19 year old "chaperone" that had come up on Monday. This "chaperone" was the boyfriend of one of the students on the field trip, FERPA FERPA said she was unclear if the field trip officially continued to Tuesday or not. Her statement also indicated that in addition to the two, approved mini-vans that Mr. Gundle and Ms. Niewiadomski drove, two students, FERPA and FERPA drove themselves to Deception Pass. FERPA also drove home Sunday night with FERPA and FERPA Ballard's Administration was not aware of plans for any students to drive.

FERPA also indicated that there were two adults present that were not on the RFPL. One named "Amy" who was identified as "Gundle's friend" and "Ale" (a "UW/NOAA Guy). Students identified as staying the 2nd night were FERPA and FERPA FERPA said that she and FERPA slept in the girls campsite, FERPA and FERPA slept in the boys campsite and FERPA and her boyfriend slept in what had been the chaperone site, but that the boy had set up a hammock, so she was not sure if they had slept together or separately.

Liz Guillory then took statements from FERPA and FERPA that largely confirmed FERPA's account of what happened. FERPA was asked to write a statement, but instead indicated that he preferred to talk with me in person. FERPA said that Mr. Gundle talked to her Mom on the phone to get "permission" to stay the extra night. She also said that the chaperones advised her and her boyfriend to sleep separately. She indicated that she slept in the tent and he slept in the hammock.

FERPA also said that Mr. Gundle talked with his parent to get "permission" to stay the extra night. FERPA said that Mr. Gundle talked with her Guardian Sister in person when she was dropped off on Sunday to get "permission" to stay the extra night.

	UNPROFESSIONAL CONDUCT OF STAFF	Policy No. 5006 January 22, 2014 Page 1 of 3
---	------------------------------------	--

The School Board recognizes its responsibility to protect students, staff, parents/guardians, and volunteers from physical and/or emotional harm at school and at school-sponsored events.

A. CERTIFICATED STAFF

Pursuant to state law, certificated staff are required to exhibit "good moral character and personal fitness" as they teach, supervise students, or interact with others and are prohibited from engaging in unprofessional conduct. "Good moral character and personal fitness" is defined in WAC 181-86-013. Unprofessional conduct includes, but is not limited to:

1. Violation of written contract;
2. Crimes against children as listed in RCW 26A.400.322;
3. The physical injury of children;
4. Sexual misconduct with children or students;
5. Misrepresentation or falsification in the course of professional practice (i.e., any falsification or deliberate misrepresentation, including omission, of a material fact by an education practitioner, including but not limited to: (i) statement of professional qualifications; (ii) application or recommendation for employment, promotion, certification, or an endorsement; (iii) application or representation for college admission, scholarship, grant, award, or similar benefit; (iv) representation of completion of in-service or continuing education credit hours; (v) evaluation or grading of students and/or personnel; (vi) financial or program compliance reports submitted to agencies; and (vii) information submitted to OSPI or law enforcement related to an official investigation.
6. Possession, use, consumption, or being under the influence of alcohol or of an illegal and/or controlled substance, including marijuana (cannabis), on school premises or at a school-sponsored activity involving students (possession of an unopened container of alcohol in a locked motor vehicle is allowed);
7. Disregard or abandonment of generally recognized professional standards (i.e., any performance of professional practice in flagrant disregard or clear abandonment of generally recognized professional standards in the course of : (i) assessing; treating, instructing, or supervising students; (ii) evaluating personnel; or (iii) managing money or property);
8. Abandonment of contract for professional services, including an extracurricular contract;
9. Unauthorized professional practice;

	UNPROFESSIONAL CONDUCT OF STAFF	Policy No. 5006 January 22, 2014 Page 2 of 3
---	--	---

10. Illegal furnishing of alcohol or an illegal and/or controlled substance, including marijuana (cannabis), to a student;
11. Improper remunerative conduct (i.e., any deliberate act in the course of professional practice that requires or pressures students to purchase equipment, supplies, or services from the educational practitioner in a private capacity); or
12. Failure to report child abuse or neglect under RCW 26.44.

Certificated staff may be disciplined for engaging in unprofessional conduct according to Policy Nos. 5280 and 5281.

When the Superintendent or his or her designee possesses sufficiently reliable information to believe that a certificated employee is not of “good moral character and personal fitness” or has committed an act of unprofessional conduct, within a reasonable period of time of making such determination, a written complaint shall be filed with the Office of Superintendent of Public Instruction.

If the District is considering action to discharge a certificated staff member, the Superintendent or his or her designee need not file such complaint until ten calendar days after making the final decision to serve or not serve formal notice of discharge. Such a written complaint shall state the grounds for revocation and summarize the factual basis upon which a determination has been made that an investigation by the Office of the Superintendent of Public Instruction is warranted.

B. CLASSIFIED STAFF

Although classified employees are not governed by the same state regulations applicable to certificated staff, the District prohibits classified staff from engaging in acts of unprofessional conduct, including but not limited to:

1. Crimes against children listed in RCW 26A.400.322;
2. The physical injury of children;
3. Sexual misconduct with children or students;
4. Providing false information to the District (i.e., timesheets, application materials, formal investigations);
5. Possession, use, consumption, or being under the influence of alcohol or of an illegal and/or controlled substance, including marijuana (cannabis), on school premises or at a school-sponsored activity involving students (possession of an unopened container of alcohol in a locked motor vehicle is allowed);

	UNPROFESSIONAL CONDUCT OF STAFF	Policy No. 5006 January 22, 2014 Page 3 of 3
---	------------------------------------	--

6. Disregard or abandonment of generally recognized professional standards when (i) assessing; treating, instructing, or supervising students; (ii) evaluating personnel; or (iii) managing money or property; or
7. Illegal furnishing of alcohol or an illegal and/or controlled substance, including marijuana (cannabis), to a student;

Classified staff may be disciplined for acts of unprofessional conduct according to Policy Nos. 5280 and 5281.

Adopted: April 2012

Revised: January 2014

Cross Reference: Policy Nos. 5005; 5280; 5281

Related Superintendent Procedure:

Previous Policies:

Legal References: RCW 28A.400.320 Mandatory termination of classified employees; RCW 28A.405.470 Mandatory termination of certificated employees; RCW 28A.410.090 Revocation of Authority to teach — Method — Grounds; RCW 28A.410.100 Revocation of authority to teach — Hearings and appeals; RCW 28A.410.110 Reinstatement prohibited for crimes; WAC 181-79A Standards for teacher, administrator, and educational staff associate certification; WAC 181-86 Professional certification — Policies and procedures for administration of certification proceedings; WAC 181-87 Professional certification — Acts of unprofessional conduct; WAC 181-79A-155 Good Moral Character and Personal Fitness — Necessary supporting evidence applicants

Management Resources: *Policy News*, February 2013

	FIELD TRIPS & EXCURSIONS	Policy No. 2320 September 9, 2014 Page 1 of 1
---	---	--

The Board recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom.

Field trips which take students out of the state or are planned to keep students out of the district overnight must be approved in advance by the Superintendent or his/her designee. The Superintendent or his or her designee has the authority to approve or deny all other field trips.

The Superintendent or his/her designee is granted the authority to develop administrative guidelines for the operation of field trips which shall ensure that the safety of the student shall be protected and that parent permission is obtained before the student leaves the school. Each field trip must be integrated with the curriculum and coordinated with classroom activities which enhance its usefulness. Private vehicles may be used to transport students if approval is obtained in advance from the principal.

No staff member may solicit students for any privately arranged field trip or excursion without the principal's permission.

Adopted: December 2011

Revised: September 2014

Cross Reference: Policy Nos. 6625; 3520

Related Superintendent Procedure:

Previous Policies: C30.00

Legal References: RCW 28A.330.100(5) Additional powers of board; RCW 67.20.020 Parks, bathing beaches, public camps — Contracts for cooperation; WAC 181-87-090 Improper remunerative conduct

Management Resources:

Business & Finance	Seattle Public Schools FIELD TRIPS AND EXCURSIONS: General Guidelines and Procedures for All Field Trips	Administrative Procedure 2320-A 9/25/2014 Page 1 of 8
-----------------------------------	---	--

This Administrative Procedure provides instructions for implementing School Board Policy 2320 – Field Trips and Excursions.

This procedure **MUST be read in its entirety first** by Principals (or the District Department sponsoring the trip) and chaperones as it outlines important guidelines and procedures for all field trips. After reading this entire procedure, please refer to the procedure appropriate for your type of trip for further details on guidelines, procedures, and permission forms.

Principals (and/or the District Department sponsoring the trip) are responsible for ensuring that all field trip policies and procedures as outlined in all of the field trip procedures are adhered to.

Transportation for field trips **must** be arranged in accordance with District procedures, including Transportation of Students, Volunteer Driver Checklist and the Transportation Department's guideline Field and Athletic Trips.

Types of Field Trips

A field trip is **school-sponsored** if school or ASB funds pay for the activity, it is part of the educational process (e.g. there is any relationship between participation and grades or credit for a class), or it is supervised or staffed by school employees during their contract year. All school-sponsored field trips must be approved in writing by school administration, Executive Director of Schools, risk management and/or the Superintendent as required under these procedures.

For school-sponsored field trips, no qualified student who is member of the group making the trip shall be prevented from participation due solely to a lack of funds. If families are being asked to contribute to the cost of the field trip, the school must ensure that fundraising opportunities or scholarships are made available to assist students whose families' financial circumstances do not allow them to contribute the full amount. If students do not qualify for field trip participation based on behavioral or disciplinary actions or academic standing, alternative educational opportunities will be made available to them at the school during regular school days.

A field trip is **privately sponsored** if no school funds, equipment or materials are used; the field trip does not occur during school hours; and the school or the district are not named in promotional materials. All such materials should include clear and prominent notice that the trip is not sponsored by the school or the District. Planning or organizational meetings for privately sponsored field trips should be held off-site or, if at the school, according to the public use of school facilities guidelines. Enrollment at the school should not be a requirement for participation in privately sponsored field trips.

NOTE: Promotion of a privately-sponsored field trip by a teacher in his or her classroom or elsewhere during class time is, in most cases, a violation of the District Ethics Policy, Section 4.f. (Misuse of Position). Such violations will be reviewed for disciplinary action.

If a trip is privately-sponsored, the individual organizing the trip will assume all responsibility for the safety of participants and may be personally liable for any incidents or injuries that occur. **Approval by the District is not required and the District will assume no liability for these trips. None of the remaining guidelines in this Administrative Procedure need to be applied to privately-sponsored trips.**

Business & Finance	Seattle Public Schools FIELD TRIPS AND EXCURSIONS: General Guidelines and Procedures for All Field Trips	Administrative Procedure 2320-A 9/25/2014 Page 2 of 8
-----------------------------------	---	--

SPS has divided school-sponsored field trips into three types: 1) Day Field Trip, 2) Overnight Field Trip, and 3) International Field Trip. This division ensures that permission forms and procedures are directly relevant to the type of trip and activities students will be engaged in.

For more information about the type of field trip you are planning and permission forms, refer to the applicable procedure listed below:

1. **“Day Field Trips,”** Administrative Procedure 2320-B
2. **“Overnight Field Trips,”** Administrative Procedure 2320-C
3. **“International Field Trips,”** Administrative Procedure 2320-.D

Purpose of Field Trips

Field trips provide an important avenue for student learning that complements the classroom experience in critical respects. They can enrich and extend the curriculum and, in doing so, often motivate students. Field trips expose students to new ways of thinking and being that are often best understood when experienced firsthand.

It is important to note the serious obligations that SPS staff members have to ensure that all field trips are not only educationally sound, but also safe and secure learning experiences. To meet this obligation, we must partner with students and families to ensure we understand the responsibilities we share when students are engaged in experiences outside of the classroom. This procedure provides field trip rules and guidelines that will help fulfill this obligation.

Field Trip Categories (A trip often meets more than one category.)

- A. **Curricular/Educational Field Trip:** A field trip that is integral to a specific curriculum unit or serves a broader educational purpose. This might include a focused visit to a college, museum, an historic location, or a nature reserve.
- B. **Cultural Field Trip:** A field trip where the content of the trip is cultural in nature. These field trips might include a visit to a dance or art exhibition or a visit to a foreign country for a language immersion experience.
- C. **Community Building Field Trip:** This type of trip may reinforce relationships in an existing group of students, prepare students for a significant transition into a new structure or community (e.g. students entering grades 6 or 9), help students work collaboratively, or assist in the development of leadership and decision making skills. These trips might include an outdoor education day trip or camping trip experience with an overnight commitment.
- D. **Service Learning Field Trip:** This is a voluntary field trip where students learn the value of helping others in their own community and beyond. These trips show students how empowering service to others is while developing students' leadership skills.
- E. **Athletic Field Trip:** A field trip in which travel (local or out of state) enables a team to participate in athletic training, practice or competition. This might involve varsity, junior varsity, “C” or freshman team competing in WIAA sports and activities, approved club sports teams, or individual competitors qualifying for state or regional competition in those sports.

Business & Finance	Seattle Public Schools FIELD TRIPS AND EXCURSIONS: General Guidelines and Procedures for All Field Trips	Administrative Procedure 2320-A 9/25/2014 Page 3 of 8
-----------------------------------	---	--

General Guidelines for All Types of Field Trips

- **Principals** have the primary responsibility to ensure that all procedures pertaining to field trips are followed by their school.
- Permission for field trips must be in written form only. Without a signed permission slip, the student may not attend the field trip. Trip leaders are responsible for seeing that permission slips are filled out completely and signed by the parent(s)/guardian(s).
- Permission slips are legal documents and may not be altered.
- Permission slips must be used for any excursion that is school-sponsored, including those scheduled on weekends, holidays or during school breaks.
- Retain completed field trip request forms, original permission slips, medical forms, and other signed documents for field trips in the school office. These records must be kept for the current school year plus three additional years after all field trips have occurred.
- A separate parent/guardian permission slip must be obtained and filed for each field trip. There are two categories of exceptions authorized.
 - o “Blanket” authorization (i.e. parent/guardian approval through the use of a single form for any trips to be taken on unspecified dates during the school year) is only allowed for walking field trips in the immediate vicinity of the school.
 - o “Series” authorization (i.e. parent/guardian approval through the use of a single form listing a series of essentially identical events on specified dates) is only allowed for events in which both the activities and the means of transportation are the same. Examples might include a series of “away” basketball games against other local high schools with yellow bus transportation or a series of parade appearances by a school marching band with approved charter bus transportation.
- Parent/Guardian permission slips **must** be sent home in English and preferably in the language of the home.
- Only parent/guardians are authorized to sign permissions forms. For questions regarding legal guardianship, refer to Legal at 252-0110.
- Staff should be aware that errors, late submissions, and poor security for a field trip at one school or site may have negative side effects on field trips for other schools and students. Therefore forms **MUST** be submitted **AT LEAST 4 weeks in advance for “Day Field Trips”** and **AT LEAST 12 weeks in advance for “Overnight Field Trips”** and **“International Field Trips”** to ensure that guidelines are adhered to, safety procedures are followed, and parents, the Principal, and the district are informed and prepared to support the trip. If these deadlines are not met, then a field trip application may be rejected.

These timelines will be waived to allow student participation in competitive events requiring a team to qualify (through earlier rounds of competition) before they are invited or accepted into the event. Examples of this might include athletic competition at the State level, a robotics

Business & Finance	Seattle Public Schools FIELD TRIPS AND EXCURSIONS: General Guidelines and Procedures for All Field Trips	Administrative Procedure 2320-A 9/25/2014 Page 4 of 8
-----------------------------------	---	--

competition at the regional level, or a musical competitions at the national level, While timelines will be waived, other field trip requirements must still be met, which may mean having chaperones pre-screened, tentative travel arrangements in place and other preparation under way before the results of the earlier rounds of competition are known.

Approval and Filing Process for Field Trips

It is necessary that the proper procedures are followed and that copies of all checklists, permission forms, and if applicable, medical forms are kept on file in the school office and when appropriate, filed with the district. Details regarding approval process and record keeping are outlined below:

- “Day Field Trip” forms are submitted to the principal **AT LEAST 4 weeks in advance** (or at the principal’s discretion) and approved by the principal; all forms, including signed checklist form, are filed at the school.
- “Overnight Field Trip” forms are submitted to the principal **AT LEAST 12 weeks in advance** and approved by the principal; all forms, including the signed checklist form, are filed at the school; copies of original Overnight Field Trip Request form, signed original checklist page, and other required documents are submitted to the district **AT LEAST 12 weeks in advance** and approved by the appropriate Executive Director and by Risk Management; copies of all forms also filed at the district. Please email or fax the form to the appropriate Executive Director as well as to Risk Management. In addition, please follow up with a phone call or email to ensure documentation has been received.
- “International Field Trip” forms are submitted to the principal **AT LEAST 12 weeks** in advance and approved by the principal; all forms filed at the school; copies of original International Field Trip Request form, signed original checklist page, and other required documents are submitted to the district **AT LEAST 12 weeks in advance** and approved by the appropriate Executive Director, Risk Management and the Superintendent; copies of all forms also filed at the district. Please email or fax the form to the appropriate Executive Director as well as to Risk Management. In addition, please follow up with a phone call or email to ensure documentation has been received.

General Trip Planning Guidelines

- Please note that trip planning timelines (i.e. “Twelve Weeks (Or More) Prior to the Field Trip”, etc.) in each procedure chronicle the minimum amount of time for planning. **More time for pre-trip planning is strongly recommended for all types of field trips.**
- Together, principal and trip leader must review and complete the appropriate type of field trip Procedure and Checklist throughout the planning process.
- **The student’s and his/her family’s ability to pay may not be a criterion for field trip participation. Trips must be open to all students regardless of their financial situation.**
- Sites for field trips should be carefully selected to enrich student learning and increase students’ exposure to new people, places, and activities. It is recommended that a school plan its trips from grade to grade and subject to subject to avoid duplication.

Business & Finance	Seattle Public Schools FIELD TRIPS AND EXCURSIONS: General Guidelines and Procedures for All Field Trips	Administrative Procedure 2320-A 9/25/2014 Page 5 of 8
-----------------------------------	---	--

- Discuss with students the trip's purpose and learning goals in the weeks prior to the trip; engage students in activities before, during, and after the trip so that the field trip's learning potential is maximized.
- Teachers and staff at the school should be consulted with and/or informed about the trip well in advance so they may plan their schedules accordingly.
- If applicable, provide alternative arrangements for students not attending the trip or a comparable activity for students unable to participate in a portion of your trip.

Chaperone Guidelines

- At least one chaperone on every field trip must be an SPS employee, from the school or department sponsoring the trip. Other authorized chaperones may include parents and volunteers who are 21 years of age or older in the case of grades K-8 trips, 25 years or older for grades 9-12 trips. The trip leader must be sure that all non-SPS chaperones are familiar with the *Basic Rules of Seattle Public Schools – Code of Prohibited Conduct* and other district and school-based rules of conduct.
- We require that all chaperones have been background checked according to the Volunteer Management Department's Administrative Procedure Volunteer Program. This requires at minimum a WATCH background check for all field trips. (Fingerprinting may be required for overnight/international field trip chaperones. Please allow sufficient time.)
- All chaperones must be oriented to their duties, including a review of the document "Guidelines for Volunteer Field Trip Chaperones" for the appropriate type of trip, a review of the *Basic Rules of Seattle Public Schools - Code of Prohibited Conduct*, and an opportunity to ask the Principal and the Lead Chaperone any questions about school-specific and trip-specific requirements.
- For all field trips, every effort should be made for chaperones to be representative of the student group and include males and females.
- The student-to-chaperone **maximum** ratios must be:
 - o Day Field Trips:
 - Grades K-5, 10:1
 - Grades 6 and up, 15:1
 - o Overnight Field Trips: 10:1
 - o International Field Trips: 10:1

Please note the following: For students with disabilities, the ratio of staff to students must be at least the same as the ratio mandated in their IEPs for their classes.

Safety Guidelines

- The Department of Safety & Security (206-252-0707) must be notified in the event of a serious emergency and should be used as a resource for questions regarding safety on field trips.

Business & Finance	Seattle Public Schools FIELD TRIPS AND EXCURSIONS: General Guidelines and Procedures for All Field Trips	Administrative Procedure 2320-A 9/25/2014 Page 6 of 8
-----------------------------------	---	--

- Review each student's emergency information in the student information system (PowerSchool) to ensure/cross-check accuracy of all field trip permissions and forms.
- Please be specific when completing the "School Portion" of the Parent/Guardian Authorization for Field Trip Form. Parents/guardians must be given sufficient information to understand the nature and scope of the activity(s) and the associated risks.
- All chaperones must carry with them at all times during the trip a copy of the Emergency Action Plan (EAP) (which can be found under the "Day," "Overnight" and "International" procedures) that outlines procedures for calling 911 in the US or the EAP for foreign countries which outlines emergency procedures for the respective country. While an EAP outline is provided in the "International Field Trip Procedure," it is the lead chaperone's responsibility to research the information required for foreign countries. During the trip, a copy of the EAP for the foreign country visited should be left with the Principal.
- Consult with and, when necessary, receive training from and obtain written comments from the school nurse regarding any students who have expressed medical needs (e.g. medication, asthma, allergies, etc.). If any student has a serious medical condition, please be sure that his/her doctor writes a letter indicating that the child may safely attend and participate in trip activities.
- The district reserves the right to require additional training and/or certifications such as CPR/AED and First Aid depending on the location and purpose of the trip.
- The Superintendent reserves the right to cancel any field trip up to and including the day of departure to ensure safety.
- In case of a medical or other emergency, the chaperones must immediately contact Safety & Security, principal, the parent/guardian, and the district (i.e. Executive Director or Superintendent depending on the level of emergency).
- If a principal or lead chaperone finds the behavior of a student unacceptable on a field trip and the student fails to correct his or her behavior, the child may be sent home after notifying his or her parent/guardian. The principal or lead chaperone must document their contact with the parent or guardian.
- Conduct regular "head counts" throughout your trip to ensure that all participants are accounted for.

Prohibited Activities

Certain categories of activity are excluded from coverage under Seattle Public School's insurance program. Non-insured activities that will not be authorized on any field trip include:

- Air or flight activities (other than regularly scheduled commercial flights), including airplane flying, hang gliding, helicopters, hot air ballooning, parasailing, and skydiving.
- Motorized races and contents, including auto racing, soapbox and go-cart racing, demolition contests, stunting and tractor pulls.

Business & Finance	Seattle Public Schools FIELD TRIPS AND EXCURSIONS: General Guidelines and Procedures for All Field Trips	Administrative Procedure 2320-A 9/25/2014 Page 7 of 8
-----------------------------------	---	--

- Maintenance, operation, use, loading or unloading of any aircraft or any motorized vehicle used in races or contests, except for electric-powered endurance activities
- Any activities (rafting, tubing, kayaking, canoeing, etc.) on any body of water that has been designated as Class I through Class VI under the international whitewater classification system.
- Any jet ski or other similar motorized personal watercraft.
- Any watercraft over 26 feet in length, unless in advance of the trip a certificate of insurance has been obtained from the owner/operator of the vessel, showing the name of the insurance carrier and the limits of insurance, which must be at least \$1,000,000 of Protection & Indemnity (marine liability) coverage.

There are many other types of activities that are prohibited or subject to specific approval due to their inherent risks. Please refer to the [School Sponsored Activities Matrix](#) for those activities that are being considered for your field trip. If an activity does not appear on that list and the principal or lead chaperone has concerns about the potential risks, please consult with Risk Management for guidance.

Water Activities (On the Water)

- Water activities are permitted involving larger commercial or passenger vessels which meet the US Coast Guard standards for safety and hold a valid Certification of Compliance for the state or its international equivalent. Washington State Ferries, Victoria Clipper and Argosy Harbor Tours meet these requirements. (Please note: There **must** be one life jacket per passenger.) In addition, be sure the water-related activity is clearly listed in the appropriate [Parent/Guardian Authorization for Field Trip](#) form. Parents/guardians must be given sufficient information to understand the nature and scope of the activity(s).
- [Water Activities](#) such as kayaking and canoeing (or the equivalent where the movement of a craft depends on the physical endurance of its operator) and travel in small water crafts are not permitted on a SPS field trip unless a request is submitted and approved by the district. These requests are submitted to and reviewed by Risk Management. Activities on any body of water designated as Class I through Class VI under the international whitewater classification system are excluded from the district's liability coverage and will not be authorized. Significant lead time is needed (12 weeks or more) to allow for safety requirements to be met.

Student Attendance Logistics

- Provisions must be made for any student not attending the trip and staying at school.
- Attendance forms should indicate when a student is physically absent from the school building on a field trip, but participating in a school-sponsored program being conducted off school grounds. (Note: It is important to know and document where students are at all times.)

Business & Finance	Seattle Public Schools FIELD TRIPS AND EXCURSIONS: General Guidelines and Procedures for All Field Trips	Administrative Procedure 2320-A 9/25/2014 Page 8 of 8
-----------------------------------	---	--

Procedure Owner: Richard Staudt

Cross Reference: Policy 2320, Field Trips and Excursions

Legal References:

Business & Finance	Seattle Public Schools FIELD TRIPS AND EXCURSIONS: Overnight Field Trip Procedures	Administrative Procedure 2320-C 9/25/2014 Page 1 of 5
-----------------------------------	---	--

This Administrative Procedure provides instructions for implementing School Board Policy 2320 – Field Trips and Excursions.

This Procedure should be read after Administrative Procedure 2320-A, General Guidelines and Procedures for All Field Trips.

Principals (and/or the District Department sponsoring the trip) are responsible for ensuring that all field trip policies and procedures as outlined in this Procedure are adhered to.

Together Principals (and/or the District Department sponsoring the trip) and the trip leader must review and complete “Checklists” for this Procedure, initialing each item as completed. Signed “Checklist” must be kept on file at the school.

Transportation for field trips **must** be arranged in accordance with Business & Finance Administrative Procedures Travel Procedures and Travel Waiver Request. These procedures require completion and approval of a Request for Professional Leave for any extended travel outside of the district.

OVERNIGHT FIELD TRIP CHECKLIST

___ Review Administrative Procedure No. 2320-A, General Guidelines and Procedures for All Field Trips.

___ Select a site and investigate the appropriateness of the site in relation to the category of field trip.

Field Trip Category(s): _____

Site: _____

___ Select a date and an alternate date. Note: Check with the principal, teachers and staff to ensure that trips are not scheduled on dates that interfere with important tests, religious holidays, or class work.

Date: _____

Alternate Date: _____

Twelve Weeks (or More) Prior to Field Trip

(Recommendation: To maximize fundraising so that trips are open to all students and for thorough planning, it is recommended that overnight trips are planned at least 6 months in advance.)

___ Research and plan the details of your trip.

___ Complete and submit an Overnight Field Trip Request Form to the principal. Schedule a meeting with the Principal to go over the Principal Review of Field Trip Proposal and identify any remaining requirements. When the principal has approved the trip, email or fax the Overnight Field Trip Request Form, a signed copy of this Overnight Field Trip Checklist and other required documents to the appropriate Executive Director and to Risk Management for their approval of the trip.

___ Upon approval from the principal, consult with and submit to the principal a list of chaperones.

- For “Overnight Trips,” the student-to-chaperone **maximum** ratio is 10:1

Please note: For students with disabilities, the ratio of staff to students must be at least the same as the ratio mandated in their IEPs for their classes.

- ___ Contact the field trip site and ensure that the necessary arrangements are in place
 - o Staff should carefully review Finance Administrative Procedures and ASB rules before signing any agreements, or exchanging money with parents, outside transportation companies, travel agencies, etc.
- ___ Recruit chaperones for the trip.
 - o One chaperone must be a Seattle Public Schools employee from the school or department sponsoring the trip.
 - o Chaperones shall be at least 21 years of age for K-8 trips, at least 25 years of age for grades 9-12.
 - o Chaperones must be background checked in accordance with the Volunteer Management Department's Administrative Procedure Volunteer Program. (Fingerprinting may be required for overnight field trip chaperones. Please allow sufficient time.)
 - o There shall be at least 1 chaperone for every 10 students on the trip.
 - o Chaperones will not be allowed to bring minor family members or friends on the trip.
 - o Only students, approved chaperones and the spouse or partner of a chaperone will be allowed on the trip.
 - o The lead chaperone must be sure that all non-SPS chaperones are familiar with the *Basic Rules of Seattle Public Schools – Code of Prohibited Conduct* and other district and school-based rules for student conduct.
 - o The Lead Chaperone must retain a copy of the signed Guidelines for Volunteer Chaperones – Overnight Field Trips for each chaperone, along with the chaperones' emergency contact information.
- ___ Recruit students and coordinate fundraising efforts so that the trip is open to all students. The student's and his/her family's ability to pay may not be a criterion for field trip participation. Trips must be open to all students regardless of their financial situation.
- ___ Share the trip details listed below with all teachers and other staff members so that they may plan accordingly.
 - o Trip Overview (purpose)
 - o Destination(s) (if multiple, attach detailed itinerary/agenda)
 - o Specific Activities and Risks
 - o Date of Trip
 - o Students' Names
 - o Chaperones' Names & Roles in School Community
- ___ Prepare and distribute the Parent/Guardian Authorization for Overnight Field Trip form, Important Medical Information Form and the Medication Administration Form to each participating student and chaperone. (For preparedness and safety, it is important to have these forms from chaperones too. You may also distribute these forms at your parent/family meeting.)
- ___ If any student has a serious medical condition, please be sure that his/her doctor writes a letter indicating that the child may safely attend and participate in trip activities.
- ___ Conduct at least one parent/guardian meeting (with each family or all families together) to review the purpose of the trip, review/sign permission forms, review logistics of travel and share medical and safety information. (Please note: If a parent/guardian is unable to attend the meeting, a chaperone (SPS employee) must be sure to speak to the parent/guardian via telephone or in person about the trip prior to taking the student on an overnight trip. Document this personal contact for your records.)

Meeting Date: _____
- ___ Discuss with students the trip's purpose and learning goals in the weeks prior to the trip; engage students in activities before, during, and after the trip so that the field trip's learning potential is maximized.

Eight Weeks (or More) Prior to Your Trip

- ___ Notify the appropriate Executive Director and Risk Management of your overnight travel plans by faxing the Overnight Field Trip Request Form along with a list of student participants (include student ID#s). In addition, please call or email to ensure this form has been received by all parties.
- ___ Contact the field trip site and ensure that the necessary arrangements are still in place.
- ___ Develop transportation plans: mode of transportation, travel time, cost, etc. (If applicable, be sure to note how and with whom the child will travel to and from a field trip's departure and pick-up locations.) Transportation for field trips must be arranged in accordance with the Business & Finance Administrative Procedure "Travel Procedures", including submission of a Request for Professional Leave.

Four Weeks (or More) Prior to the Field Trip

- ___ Collect the completed and signed Parental Authorization for Overnight Trip form, Medical Information Form, and Medication Administration Form from each participating student and chaperone and ensure that a copy of all forms (and the itinerary) is submitted to the Principal.
- ___ Prepare the chaperones on your trip (distribution of responsibilities)
 - o The lead chaperone will record the names of the chaperones and whom each chaperone is supervising.
 - o Each chaperone must have a list of the students he/she is supervising.
 - o Chaperones will organize a "Buddy System," pairing students with one another for safety purposes.
 - o If there is only one chaperone on your trip, prepare a contingency plan in case the chaperone needs additional adult support while on the trip.
 - o **The lead chaperone must carry original, signed Parent/Guardian Authorization for Overnight Trip forms, Important Medical Information Forms and Medication Administration Forms for all students at all times; all other chaperones must carry copies at all times.**
- ___ Ensure the availability of a first aid kit.

Two Weeks (or More) Prior to the Field Trip

- ___ Consult with and, when necessary, receive training from and obtain written comments from the School Nurse regarding any students who have expressed medical needs (e.g. medication, asthma, allergies, etc.).
- ___ If applicable, inform the Child Nutrition Services manager at your school of the names of the students going on the trip and the date and time of the field trip.
- ___ Arrange for special equipment such as a digital or video camera if necessary or desired.

One Week Prior to the Field Trip

- ___ Verify all arrangements, including transportation and reception at the site.
- ___ Contact parent/guardian via telephone or in person to review the final details of travel and **verify** emergency, medical and safety information, and contact details. Be sure families have copies of their child's permission and medical forms as well as the trip itinerary and contact details.
- ___ Set expectations regarding communication during travel between chaperone/student travelers and the principal/families.
- ___ Leave copies of all **updated** Parent/Guardian Authorization for Overnight Field Trip forms, Important Medical Information Forms, Medication Administration Forms and the itinerary with Principal.
- ___ Set standards for safety and behavior with students and chaperones.

During the Field Trip

- _____ On the day of the trip, take attendance and leave the current list of students attending the trip with the Principal.
- _____ If applicable, record specific Bus Number and Driver's Name and leave information with the Principal and well as with all chaperones and, if age appropriate, students.
- _____ Conduct a "head count" before embarking on your trip, throughout your trip and before departing for home.
- _____ Review standards for safety and behavior with students.
- _____ Original, signed permission slips and medical forms must be carried by the lead chaperone at all times for all students; copies must be carried by all other chaperones.
- _____ A copy of the Emergency Action Plan for calling 911 on a field trip must be carried by all chaperones throughout the duration of the trip.
- _____ Organize a "Buddy System" for all students.
- _____ Chaperones must supervise all assigned students.
- _____ Ensure students have a list of the key addresses (hotel/chaperone/host family contact information) and emergency information for the overnight destination as well as copies of all travel documents.
- _____ Review with everyone where they are to go if they get separated from the group.
- _____ Set aside time to process student learning on the trip.

After the Field Trip (Suggested)

- _____ Write thank you notes.
- _____ Have group discussions in class about the students' observations while on the trip.
- _____ Conduct related creative and/or analytical projects to showcase student learning (i.e. public speaking engagements, Web 2.0 projects, etc.)
- _____ Write a news article about the trip for a local newspaper, website, or blog.
- _____ Evaluate the Trip.
 - o Was the educational purpose of the trip served?
 - o What were the highlights of the trip?
 - o What might you do differently next time?
 - o Are there any incidents, accidents, etc. to report?
 - o File a brief written report with the Principal.

PLEASE SIGN THIS CHECKLIST, RETAIN A COPY FOR YOUR FILE, AND SUBMIT THE ORIGINAL TO THE SCHOOL OFFICE AND TO RISK MANAGEMENT FOR FILING.

School Name: _____

Signature of Lead Chaperone

Date _____

Signature of Principal or Sponsoring District Department _____ Date _____

Date _____

Required Forms:

1. **Overnight Field Trip Request Form** (1 per trip)
2. **Emergency Action Plan** (1 copy per chaperone)
3. **Guidelines for Volunteer Chaperones – Overnight Field Trips** (1 per chaperone)
4. **Parent/Guardian Authorization for Overnight Field Trip** (1 per student)
5. **Important Medical Information Form** (1 per student)
6. **Medication Administration Form** (1 per student)
7. **Field Trip Behavior and Expectations Agreement** (1 per student – secondary schools only)

Seattle Public Schools Guidelines for Volunteer Chaperones Overnight Field Trips

Thank You for Your Support!

Seattle Public Schools believes that field trips provide a valuable educational experience for students. Without the help of volunteer chaperones like you, many field trips would not be possible. We thank you very much for giving your time and support to these important activities.

In order to help ensure that District-sponsored field trips result in safe and rewarding experiences for all participants, we have prepared these guidelines to provide information about volunteering as a field trip chaperone.

Becoming a Volunteer Field Trip Chaperone

Because student safety is our paramount concern, Seattle Public Schools has established procedures for screening all school volunteers who may have unsupervised access to children. Please check the District website "Volunteering at SPS" (under the Families & Communities tab) for the latest requirements. No volunteer may chaperone a field trip until the background check and other requirements are completed. If you have recently moved to Washington State and plan to chaperone an overnight field trip, the District may require you to be fingerprinted so we may access other states' criminal history databases. Please allow sufficient time to complete this requirement before the scheduled field trip departure date.

The District also requires that volunteer chaperones be at least 21 years old to supervise students in grades 6-8, 25 years old for students in grades 9-12.

Guidelines for Volunteer Chaperones

Prior to your field trip, the lead chaperone will provide you with information regarding the activities planned for the trip, expectations for supervising students, and emergency procedures. In addition, we have developed the following general guidelines to help you perform your duties as a chaperone. If you have any questions regarding these guidelines, please contact the lead chaperone or the building principal/program manager.

1. All school rules apply on District-sponsored events. Chaperones are expected to comply with District policies, follow the directions given by the District's lead chaperone, work cooperatively with other staff and volunteers, and model appropriate behaviors for students. Be sure you are familiar with the Seattle Public Schools' *Code of Conduct*.
2. In order to comply with District policy, during District sponsored events, chaperones:
 - may not use, sell, provide, possess, or be under the influence of drugs or alcohol
 - may not use tobacco in the presence of, or within the sight of, students
 - may not possess any weapon
 - may not administer any medications, prescription or nonprescription, to students
3. Student behavior is your responsibility. School rules related to student behavior apply. Go over rules and standards of behavior, safety rules, and any site specific rules with students. Ensure that students do not get involved in any extra activities not pre-approved by administrators and parents. If a student will not follow your reasonable requests to comply with behavior and safety rules, please notify the lead chaperone or other District staff chaperone promptly.
4. Students must be supervised at all times while at District-sponsored events. Go over use

of the buddy system with students under your care. Account for all participants regularly and before changing activities. Be sure you know when and where to meet the rest of your group at the end of the visit. Chaperones must be readily available 24/7, be mindful of safety concerns, and respond to students' needs.

5. Night-time supervision can present different challenges. Chaperones should not be sleeping in the same rooms with students, but must ensure that students are in their rooms and not engaged in prohibited activities. This will generally mean a bed check at lights out and at least one additional check during the night. Your lead chaperone will help you understand the requirements and procedures for specific locations where students will be lodging. Different rules may need to be established for locations where students are staying in a gym, in open cabins or other non-traditional lodgings.
6. For the protection of both the student and the chaperone, chaperones should not place themselves in situations in which they are alone with a student.
7. Other than the spouse or partner of a chaperone, with prior written approval of the principal, family members or friends of a chaperone may not participate in a District-sponsored overnight field trip.
8. Chaperones who transport students in their personal vehicle must complete the Volunteer Driver Checklist form. You are expected to comply with all District and State student transportation rules and regulations. Be aware that your personal vehicle insurance provides primary coverage in the event of an accident or injury.
9. Be sure to know what to do in an emergency (medical emergency, natural emergency, lost child, serious breach of rule, etc.). Know who is first aid trained, where the first aid kit is, where the cell phone is kept, and who has the copies of parental permission slips with emergency phone numbers and medical information.

In the event that I have a personal emergency, please contact:

_____	_____	_____
<i>Printed Name</i>	<i>Relationship</i>	<i>Daytime Phone</i>

I acknowledge that I have received a copy of the "Guidelines for Volunteer Chaperones – Overnight Field Trips," have read these guidelines, and agree to comply with the guidelines as a school volunteer.

Name _____	Date _____
<i>Printed Name</i>	

Name _____
<i>Signature</i>

FIELD TRIP PROCEDURES/RISK MANAGEMENT

1. *Principals Preliminary Approval:*

- ☐ The teacher must first meet with the building principal to request approval to proceed with planning. At that time the principal should be presented with information relating to the proposed trip, including, but not limited to, educational benefit. Copy of a letter outlining potential risks, proposed funding, estimated costs, estimated number of student participants, number of proposed chaperones and proposed travel plan using shall be given to the principal at this time.
- ☐ No fund raising shall commence until trip receives full approval. Approval shall be obtained prior to talking to students and parents about the proposed trip.
- ☐ Approval is given by district authorities in advance of announcing plans to students and parents.

2. *Parent Input:*

- ☐ The principal and advisor must agree on a process for determining the level of support by parents of students in the group. A high percentage of parental approval will be required in order to proceed with this process.
- ☐ Keep records of dates of meetings, number in attendance, and handouts/information given.

3. *Plan Itinerary:*

- ☐ Include departure time and place, major events, travel arrangements, planned stops and time and place for return.
- ☐ Students must be supervised at ALL times while at school- sponsored events.
- ☐ Prepare a detailed itinerary.
- ☐ High-risk activities such as mountain biking, roller-blading, canoeing, hiking, etc., require Washington Schools Risk Management Pool Special Events Liability Insurance. Contact Risk Management Services at 206-252-0710 for more application information.

4. *Transportation/Land:*

- ☐ Students may never drive motorized vehicles during a trip OR ride with a non-authorized individual.
- ☐ All occupants in vehicle must use seatbelts.
- ☐ Teacher shall indicate if charter carriers are to be used; indicate the charter name; and confirm they have insurance coverage.
- ☐ Students transported in private vehicles shall comply with R.C.W. 46.61.687:
 - Infants shall ride in rear-facing seats until age one or until they reach 20 pounds.
 - Children one to four years or under 40 pounds shall ride in a forward facing child safety seat restraint system.
 - Children four to six years or weighing between 40-60 pounds shall be restrained in a child booster seat. ("Child booster seat" means a restraint system that meets the Federal Motor Vehicles Safety Standard that is designed to elevate a child to properly sit in a federally approved lap/shoulder belt system.)
 - Children under the age of six or weighing less than 60 pounds shall ride in the back seat if the vehicle is equipped with a passenger side air bag.
 - Children over the age of six or weighing more than 60 pounds shall be restrained with the vehicle's safety belt system. Identify designated drivers. Motor Vehicle Reports should be obtained on all designated drivers, prior to the trip to assure good driving records. If district employees are driving, Type II driving designation should be followed.

5. Transportation/Air:

- All travel arrangements should be made in accordance with established district procedures.
- If the trip is not planned by an outside organization, it is important that insurance coverage be purchased for cancellation of trip.
- If the trip is planned with the use of an outside organization, confirm they provide coverage for trip cancellation.

6. Other Insurance Considerations:

- **Foreign General Liability Coverage.** The district's current policy provides coverage for law suites brought in the United States. International Travel Liability Insurance should be purchased to insure protection if a third party is harmed or alleged to be harmed and suit is brought in a foreign country.
- **Student Medical Insurance:** Student accident insurance companies (I.E. Excel-Serv) can provide coverage for medical insurance claims that happen out-side the United States. This is secondary coverage, but is advisable.

7. Informational Meeting for Students and Parents to Discuss:

- Purpose of the trip and its relation to curriculum or activity program
- Review of steps being taken to secure administrative approval
- Present a detailed daily student itinerary
- Proposed housing arrangements
- Budget and fund raising, including review of policies
- Rules of conduct
- Rules on field trips are the same as required of students within the school confines. Student abuse of school conduct rules on a field trip are subject to the same disciplinary action as on school property
- No drugs or alcohol may be used by students, supervisors, or chaperones
- Arrangements for chaperones
- Parent information and permission requirements
- Advisor/Chaperone responsibilities (provide them with a written list)
- Emergency procedures
- Address all potential personal safety risks
- Include all information related for foreign travel such as need for immunizations, identification, laws specific to that country regarding drugs (and prescribed medications) and conduct.

Advise new arrivals to the country, including exchange students, to determine their immigration status before entering a foreign country and to take appropriate credentials with them. All other students should be advised to take appropriate identification. (consult local Consulate Office for foreign country for specific requirements). Confirm requirements of required immunizations, etc.

8. Select Adult Chaperones:

- What is the confirmed number of staff and parents supervising on this trip? The appropriate number of chaperones is to be determined by the building principal and be subject to review by the superintendent or designee.
- If the proposed trip includes both male and female students, provide chaperones from both genders.
- Advise them of their responsibilities
 - Students must be supervised at ALL times while at school sponsored events
 - No drug or alcohol use by supervisors/chaperones
- One or more of the adult supervisors/chaperones must have current First Aid/CPR card
- Room arrangements for chaperones

9. Emergency procedures:

- One or more of the adult supervisors/chaperones must have a current First Aid/CPR card.
- Take a First Aid Kit and Snake Bite Kit
- Safety, including potential risks, and emergency procedures must be discussed with students, parents and chaperones
- In case of illness or accident, one adult must remain with the student at all times

WHEN DISTRICT APPROVAL IS RECEIVED:

10. Parent Permission Forms:

- Parent Permission forms which include health information and emergency information must be completed and signed by parent or guardian, and **TAKEN ON THE TRIP BY THE FACULTY ADVISOR**. One copy should remain with the school office.

11. Medication Procedures - Elementary Schools:

- Contact the building nurse one month before the scheduled field trip.
- The OVERNIGHT FIELD TRIP EMERGENCY FORM with the district medication form on the back must be completed by all parents. This form should be taken on the field trip by the faculty advisor. If the student is to receive medication, a copy of this form must also be given to the person designated to administer the medications.
- All students who will be taking medication need a district medication form completed and signed by both the parent and the physician.
- All medication must be in the original prescription bottle and properly labeled with the name of the child, name of medication, dosage, time medication is to be given, expiration date, name of physician and the date the prescription was filled. Over-the-counter medications also require a Seattle School District medication form signed by both parent and physician and the medication must be properly labeled by the parent.
- The person designated to give medication on the field trip must be trained by the building nurse before they can administer any medication.
- All medications must be kept in a locked box or container at all times.

12. Medication Procedure - Secondary Schools:

- If a parent requests the school to administer medication to their student, please contact the building nurse and follow the above instructions.
- Students and parents need to be advised of all laws and regulations of the foreign country that pertain to prescription and over-the-counter drugs.

13. Finalizing Plans:

- Secure housing, final arrangements for transportation, requests purchase orders. etc.

Superintendent Procedure 2320.SP.C

Field Trips and Excursions:

Overnight Field Trip Procedures

Approved by: _____ Date: _____

This Superintendent Procedure provides instructions for implementing School Board Policy 2320 – Field Trips and Excursions.

This Procedure should be read after Superintendent Procedure 2320-A, General Guidelines and Procedures for All Field Trips.

Principals (and/or the District Department sponsoring the trip) are responsible for ensuring that all field trip policies and procedures as outlined in this Procedure are adhered to.

Together Principals (and/or the District Department sponsoring the trip) and the trip leader must review and complete "Checklists" for this Procedure. Signed "Checklist" must be kept on file at the school.

Transportation for field trips **must** be arranged in accordance with Business & Finance Administrative Procedures Travel Procedures and Travel Waiver Request. These procedures require completion and approval of a Request for Professional Leave for any extended travel outside of the district.

OVERNIGHT FIELD TRIP CHECKLIST

- ☐ Review Superintendent Procedure No. 2320-A, General Guidelines and Procedures for All Field Trips.
- ☐ Select a site and investigate the appropriateness of the site in relation to the category of field trip.
Field Trip Category(s): Educational Curriculum
Site: Deception State Park and Environs
- ☐ Select a date and an alternate date. Note: Check with the principal, teachers and staff to ensure that trips are not scheduled on dates that interfere with important tests, religious holidays, or class work.
Date: 5/17-19/15
Alternate Date: _____

Twelve Weeks (or More) Prior to Field Trip

(Recommendation: To maximize fundraising so that trips are open to all students and for thorough planning, it is recommended that overnight trips are planned at least 6 months in advance.)

- ☒ Research and plan the details of your trip.
- ☒ Complete and submit an Overnight Field Trip Request Form to the principal. When the principal has approved the trip, email or fax the Overnight Field Trip Request Form, a signed copy of this Overnight Field Trip Checklist and other required documents to the appropriate Executive Director and to Risk Management for their approval of the trip.
- ☐ Upon approval from the principal, consult with and submit to the principal a list of chaperones.
 - For "Overnight Trips," the student-to-chaperone **maximum** ratio is 10:1

Please note: For students with disabilities, the ratio of staff to students must be at least the same as the ratio mandated in their IEPs for their classes.

- ☐ Contact the field trip site and ensure that the necessary arrangements are in place

Note: leaving early due to walkout

- Staff should carefully review Finance Administrative Procedures and ASB rules before signing any agreements, or exchanging money with parents, outside transportation companies, travel agencies, etc.
- ☒ Recruit chaperones for the trip.
 - One chaperone must be a Seattle Public Schools employee from the school or department sponsoring the trip.
 - Chaperones shall be at least 21 years of age for K-8 trips, at least 25 years of age for grades 9-12.
 - Chaperones must be background checked in accordance with the Volunteer Management Department's Administrative Procedure Volunteer Program. (Fingerprinting is required for overnight field trip chaperones.)
 - There shall be at least 1 chaperone for every 10 students on the trip.
 - Chaperones will not be allowed to bring minor family members on the trip.
 - Only students, approved chaperones and the spouse or partner of a chaperone will be allowed on the trip.
 - The lead chaperone must be sure that all non-SPS chaperones are familiar with the *SPS Student Rights & Responsibilities - Code of Conduct* and other district and school-based rules for student conduct.
 - The Lead Chaperone must retain a copy of the signed Guidelines for Volunteer Field Trip Chaperones for each chaperone, along with the chaperones' emergency contact information.
- ☒ Recruit students and coordinate fundraising efforts so that the trip is open to all students. The student's and his/her family's ability to pay may not be a criterion for field trip participation. Trips must be open to all students regardless of their financial situation.
- ☒ Share the trip details listed below with all teachers and other staff members so that they may plan accordingly.
 - Trip Overview (purpose)
 - Destination
 - Date of Trip
 - Students' Names
 - Chaperones' Names & Roles in School Community
- ☒ Prepare and distribute the Parent/Guardian Authorization for Day Overnight Field Trip form, Important Medical Information Form and the Medication Administration Form to each participating student and chaperone. (For preparedness and safety, it is important to have these forms from chaperones too. You may also distribute these forms at your parent/family meeting.)
- ☒ If any student has a serious medical condition, please be sure that his/her doctor writes a letter indicating that the child may safely attend and participate in trip activities.
- ☒ Conduct at least one parent/guardian meeting (with each family or all families together) to review the purpose of the trip, review/sign permission forms, review logistics of travel and share medical and safety information. (Please note: If a parent/guardian is unable to attend the meeting, a chaperone (SPS employee) must be sure to speak to the parent/guardian via telephone or in person about the trip prior to taking the student on an overnight trip. Document this personal contact for your records.)
- ☒ Discuss with students the trip's purpose and learning goals in the weeks prior to the trip; engage students in activities before, during, and after the trip so that the field trip's learning potential is maximized.

Eight Weeks (or More) Prior to Your Trip

- ☒ Notify the appropriate Executive Director and Risk Management of your overnight travel plans by faxing the Overnight Field Trip Request Form along with a list of student participants (include student ID#s). In addition, please call or email to ensure this form has been received by all parties.
- ☒ Contact the field trip site and ensure that the necessary arrangements are still in place.
- ☒ Develop transportation plans: mode of transportation, travel time, cost, etc. (If applicable, be sure to note how and with whom the child will travel to and from a field trip's departure and pick-up locations.) Transportation for field trips must be arranged in accordance with the Business & Finance Administrative Procedure "Travel Procedures", including submission of a Request for Professional Leave.

Four Weeks (or More) Prior to the Field Trip

- ☒ Collect the completed and signed Parental Authorization for Overnight Trip form, Medical Information Form, and Medication Administration Form from each participating student and chaperone and ensure that a copy of all forms (and the itinerary) is submitted to the Principal.
- ☒ Prepare the chaperones on your trip (distribution of responsibilities)
 - o The lead chaperone will record the names of the chaperones and whom each chaperone is supervising.
 - o Each chaperone must have a list of the students he/she is supervising.
 - o Chaperones will organize a "Buddy System," pairing students with one another for safety purposes.
 - o If there is only one chaperone on your trip, prepare a contingency plan in case the chaperone needs additional adult support while on the trip.
 - o The lead chaperone must carry original, signed Parent/Guardian Authorization for Overnight Trip forms, Important Medical Information Forms and Medication Administration Forms for all students at all times; all other chaperones must carry copies at all times.
- ☒ Ensure the availability of a first aid kit.

Two Weeks (or More) Prior to the Field Trip

- ☒ Consult with and, when necessary, receive training from and obtain written comments from the School Nurse regarding any students who have expressed medical needs (e.g. medication, asthma, allergies, etc.).
- ☒ If applicable, inform the Child Nutrition Services manager at your school of the names of the students going on the trip and the date and time of the field trip.
- ☒ Arrange for special equipment such as a digital or video camera if necessary or desired.

One Week Prior to the Field Trip

- ☒ Verify all arrangements, including transportation and reception at the site.
- ☒ Contact parent/guardian via telephone or in person to review the final details of travel and **verify** emergency, medical and safety information, and contact details. Be sure families have copies of their child's permission and medical forms as well as the trip itinerary and contact details.
- ☐ Set expectations regarding communication during travel between chaperone/student travelers and the principal/families.
- ☐ Leave copies of all updated Parent/Guardian Authorization for Overnight Field Trip forms, Important Medical Information Forms, Medication Administration Forms and the itinerary with Principal.
- ☐ Set standards for safety and behavior with students and chaperones.

During the Field Trip

- ☐ On the day of the trip, take attendance and leave the current list of students attending the trip with the Principal.
- ☐ If applicable, record specific Bus Number and Driver's Name and leave information with the Principal and well as with all chaperones and, if age appropriate, students.
- ☐ Conduct a "head count" before embarking on your trip, throughout your trip and before departing for home.
- ☐ Review standards for safety and behavior with students.
- ☐ **Original, signed permission slips and medical forms must be carried by the lead chaperone at all times for all students; copies must be carried by all other chaperones.**
- ☐ A copy of the Emergency Medical Plan for calling 911 on a field trip must be carried by all chaperones throughout the duration of the trip.
- ☐ Organize a "Buddy System" for all students.
- ☐ Chaperones must supervise all assigned students.
- ☐ Ensure students have a list of the key addresses (hotel/chaperone/host family contact information) and emergency information for the US and the overnight destination as well as copies of all travel documents.
- ☐ Review with everyone where they are to go if they get separated from the group.
- ☐ Set aside time to process student learning on the trip.

After the Field Trip (Suggested)

- ☐ Write thank you notes.
- ☐ Have group discussions in class about the students' observations while on the trip.
- ☐ Conduct related creative and/or analytical projects to showcase student learning (i.e. public speaking engagements, Web 2.0 projects, etc.)
- ☐ Write a news article about the trip for a local newspaper, website, or blog.
- ☐ Evaluate the Trip.
 - ☐ Was the educational purpose of the trip served?
 - ☐ What were the highlights of the trip?
 - ☐ What might you do differently next time?
 - ☐ Are there any incidents, accidents, etc. to report?
 - ☐ File a brief written report with the Principal.

PLEASE SIGN THIS CHECKLIST, RETAIN A COPY FOR YOUR FILE, AND SUBMIT THE ORIGINAL TO THE SCHOOL OFFICE AND TO RISK MANAGEMENT FOR FILING.

School Name: Ballard HS


Signature of Lead Chaperone

Date

Signature of Principal or
Sponsoring District Department

Date

Attachments:

- 1. Overnight Field Trip Request Form**
- 2. Emergency Action Plan**
- 3. Parent/Guardian Authorization for Overnight Field Trip**
- 4. Important Medical Information Form**
- 5. Medication Administration Form**

Overnight Field Trip Request Form

(This form is submitted to the Principal and is kept on file in the school office. In addition, it is submitted for district approval by emailing a PDF or faxing this form to the appropriate Executive Director and to Risk Management at (206) 743-3031. In addition, please call or email to ensure this form has been received by all parties.)

School Ballard HS Date Submitted 2/10/15
Lead Chaperone/Trip Organizer: Noam Gundle
Phone: RCW 42.56.230(3) Email: njgundle@seattleschools.org
Field Trip Category: Curricular
Overview of Trip (Purpose): Investigate and Apply Oceanographic knowledge
Site(s) to be Visited: Rosario Beach, Padilla Bay, Shannon Pt.
Address: Deception Pass State Park Resnick las
Site Contact Person: Noam Gundle
Site Telephone Number: RCW 42.56.230(3) Email: njgundle@seattleschools.org
Pick-up Location: Ballard HS Bus
Date of Trip: 5/17/14 Departure Time: 8 am Time Back at School: 4 pm Tuesday
Number of Students: 16 max - (15) Number of Chaperones: 2
(Supervision: maximum ratio 10:1)
Method of Transportation: private vans

Transportation for field trips **must** be arranged in accordance with the Business & Finance Administrative Procedure Travel Procedures. This includes completion and approval of a Request for Professional Leave for any extended travel outside of the district.

see
RFPL

Total Cost \$ _____ Funding Source _____ Grant Number _____
Cost Center/Commitment Item. _____

Approved by: _____
Principal or Sponsoring District Department _____ Date _____

Approved by: _____
Executive Director _____ Date _____

reviewed:
back
early
due to
12/9/14

SEATTLE PUBLIC SCHOOLS

REQUEST FOR PROFESSIONAL LEAVE

☒ **In State** (must be approved by Principal or Manager, then Director as appropriate)

☐ **Out of State/Out of Country** (In additional to **In State approval**, you must be approved by **Assistant Superintendent for Teaching and Learning, Assistant Superintendent for Operations, or Assistant Superintendent for Business and Finance** as appropriate)

- Please complete all information. Cost estimate should include all staff, student, and volunteer costs.
- Approval is required in advance of any commitment for travel or registration, please allow additional time prior to travel to allow time for authorization & reduced travel fares whenever possible.
- To insure district staff are covered by insurance, etc., all staff should complete this form even if there is no fiscal impact to the District.

All staff and volunteers must be listed below. Attach additional page if necessary.

EMPLOYEE NAME(S)	EMPLOYEE ID#	POSITION/DEPT/SCHOOL
Noam Gundle	RCW 42.56.230(3)	Teacher/Science/Ballard HS
Rachel Garcia	n/a	Marine Biologist/Western WA University
Nell Niewiadomski	RCW 42.56.230(3)	Teacher/Science/Ballard HS

Is/Are authorized to attend: Oceanography Deception Pass Trip
Exact Title of Conference/Activity

Location/Destination Deception Pass State Park, WA and environs

Date: From 05/17/2015 To 05/19/2015

Purpose of Conference/Trip:

Oceanography Research, Tidepool investigations, climate change effects documentation, visit research labs and more.

PLEASE READ THE REGULATIONS & PROCEDURES FOR TRAVEL BEFORE COMPLETING
(http://inside.seattleschools.org/area/accounting/forms/Travel_procedures.pdf)

☒ Check if being paid "directly" by outside vendor. Expenses to be paid by: Alliance for Education

Total Estimated Expenses Paid By District (Include all staff, student, & volunteer costs): Dollar Amount

Registration						\$0
Transportation	Airfare	☐ √ if not claiming				\$0
	Ground	☐ √ if not claiming	0.00	Miles @	\$0.00	\$0
	Rental Car	☐ √ if not claiming				\$534
Meals at daily per diem	☒ √ if not claiming	0	days	\$0		\$0
Lodging	☒ √ if not claiming	3	Nights @	\$78		\$234
Other (Substitute coverage, etc...please specify)	Food expenses- Costco					\$300
Other (Substitute coverage, etc...please specify)	Gas, Sub , Incidentals (parking etc.)					\$400
Note:	TOTAL:					\$1,468

SEATTLE PUBLIC SCHOOLS

REQUEST FOR PROFESSIONAL LEAVE

Sponsoring Organization Ballard HS Maritime Academy

(Give details if a participant; identify any portion of costs paid by an outside party)

This trip will also include: Shannon Point Marine Center, Western Washington University

(Other meetings, school visits, vacation, etc)

Does this trip involve students?

Yes ☒

No ☐

If yes, please consult ASB procedures manual. Number of students: 18

Professional Leave days requested:

From: 05/17/2015 To: 05/19/2015 No. Substitute Days needed: 4.00

Paid by (please check one): General Fund ☐ Grant Fund ☒ PASS Fund ☐ ASB Fund ☐

Name of the Grant if applicable: various- see attached (Alliance for Education Accounts)

Funding code:	Fiscal Year	Fund	Cost Center	Commitment Item
	2015	1000	BDX7927454	8120

Travelling dates:

Departure Date: 05/17/2015 Return Date: 05/19/2015

- **For Preparer**, in order to save this completed form, follow these steps:

1. Save a copy by selecting "File", "Save As", then save to your computer.
2. E-mail the file, as an attachment, to your approver (Principal, Manager, or Director).

- **For Approver**, please review the document and forward the file to the next approval level. When final approval has been attained, then forward to Accounts Payable (AccountsPayable@SeattleSchools.org). Indicate "Approved" and any additional comments in the body of the email. All school based requests must be approved by the region's **Executive Director of Schools**. Be sure to review all costs and coding to avoid the form from being returned back to you due to insufficient information.

Travel Notes:

- Travel to Portland, Vancouver BC, Victoria BC, and within these metropolitan areas are to be treated as in-state travel.
- The district will reimburse expenses based on the most economical mode of travel.
- Air travel and accommodation arrangements must be coordinated through the district selected travel agency and paid directly by the district. Waiver of district approved travel agent must be pre-approved by Accounting.
- Meals are reimbursed per IRS Per Diem rate guidelines. Click here to see Per Diem Rate Tables. Hotel accommodations are paid from actual cost.
- Employee Travel Expense Reports must meet proper approval and be submitted within 2 weeks of completion of travel.



STATEMENT

PRINT NAME FERPA	TODAY'S DATE May 21, 2015
DATE OF INCIDENT	INCIDENT TITLE:
DETAIL:	
MR. Gundle's Oceanography class (my class) were at planned on going to Deception Pass State Park for May 19-19 (the Sunday through Tuesday). The week leading up to the trip, MR Gundle informed the class that, because of the teacher strike on the 19th, we would have to go home the evening of the 18th. I asked if it would be possible to, if we had permission, stay at the campground the evening of the 18th and go home (as originally planned) on the 19th. Gundle said that if my mom talked to him and she him she gave me permission, that yes I could stay. I and 4 other students planned on staying that night. I went up to the park separately from the group, so my 19-year-old boyfriend drove me up and left after dropping me off. On the 18th, Gundle asked the people who were staying (including myself) if we definitely had permission - he had FERPA (one of them who was staying) to call his mother; his mother gave permission. For the other 3, I assume they had permission, otherwise MR. Gundle would not have let them stay. At MR. Gundle and Ms. Niewidomski drove the other campers home and excluding Me, FERPA FERPA FERPA and FERPA. My boyfriend showed up at the park before all of them left; both my mother and all the chaperones were aware and fine with the fact that he was there. The chaperones advised me and my boyfriend to sleep separately. That evening, FERPA and	
Signature FERPA	INCIDENT REPORT#



STATEMENT

PRINT NAME FERPA	TODAY'S DATE May 21, 2015
DATE OF INCIDENT	INCIDENT TITLE:
DETAIL: FERPA stayed in 1 site (girls), FERPA and FERPA in another (boys), and my boyfriend is and myself in the last. I slept in my own tent and my boyfriend stayed slept in his hammock. The next day, my boyfriend drove myself and FERPA home, while FERPA drove FERPA and FERPA home. Before the trip, my mother sent a note w/ me to give to Gundie that expressed her permission for me to stay. I asked Gundie before he left on the 18 th if he needed the note and he said no.	
Signature FERPA	INCIDENT REPORT#



STATEMENT

PRINT NAME

FERPA

TODAY'S DATE

5/21/15

DATE OF INCIDENT

INCIDENT TITLE:

DETAIL:

A few days before the trip Mr. Gundle told the class that the trip would be cut short by a day so he could make it back to Seattle in time for the walk out on Tuesday. I asked if I could stay the extra day b/c I like camping and wanted to enjoy it as long as we had the reservation at the site.

On the morning of the trip we all met in the back parking lot of Ballard and Mr. Gundle and Ms. Nevodovski were the two adult chaperones, each with their own van driving all the participants besides FERPA who drove himself, up to Deception Pass.

When I arrived with my sister to the parking lot who is also my guardian Mr. Gundle clarified with her that if I stayed the extra night I would ~~be without an adult chaperone from the school~~. My sister said that was fine and approved it. They then said good bye I hugged my sister and she left.

On Monday night when Mr. Gundle and Ms. Nevodovski and the two other chaperones left with all the participants of the trip besides me FERPA FERPA FERPA and FERPA, he left us with food and ~~some~~ a couple of his camp chairs making sure we were okay. We said good bye to everyone else and helped them pack up their stuff.

After everyone left we all sat around and

Signature

FERPA

INCIDENT REPORT#



STATEMENT

PRINT NAME	TODAY'S DATE
DATE OF INCIDENT	INCIDENT TITLE:
DETAIL:	
talked until bed. For bedtime FERPA and I were sharing a tent at one of our campsites, FERPA and FERPA slept in another campsite, and in our last of the three campsites FERPA slept in her tent and her boy friend FERPA slept in the hammock we had set up. The next morning we packed up all of our stuff and FERPA drove FERPA and I home. FERPA drove FERPA and FERPA home. My brother sister knows FERPA as we have done multiple oceanography projects together and she approved me riding back with him. I returned home safely and my sister is fully aware of everything we did, including me staying the extra night and riding home with FERPA.	
Signature: FERPA	
INCIDENT REPORT#	



BALLARD HIGH SCHOOL

STATEMENT

PRINT NAME

FERPA

TODAY'S DATE

5/21/15

DATE OF INCIDENT

INCIDENT TITLE:

DETAIL:

On Friday in class FERPA asked if some students could stay an extra day. Mr. Gumbel said that, that could probably happen if the students had consent from their parents.

I called my parents during the trip to ask them. If I could stay the extra night and they said I could. I then asked Mr. Gumbel if I could stay and he said I could if he talked to my parents. He called my mother and she told him it was okay with her. I talked to her again and she asked me who was giving me a ride and I told her FERPA.

On Tuesday FERPA, FERPA and I left the camp and went back to Seattle where he dropped me off at my house.

Signature

FERPA

INCIDENT REPORT#



BALLARD HIGH SCHOOL

STATEMENT

PRINT NAME FERPA	TODAY'S DATE May 21 st 2015
DATE OF INCIDENT May 17 th - 19 th 2015	INCIDENT TITLE:
DETAIL: Field Trip to Deception Pass. We had a schedule field trip from the 17 th to 19 th to deception pass. The student/teacher walk out was scheduled later for the 19 th and Gundle didnt want to miss it since he was a leader for it. FERPA asked if he had paid for all 3 days (2 nights) and he said yes. She processed to see if anyone who wanted to could stay the other night that he wouldnt be there. I guess they figured out the shaparon deal by letting a 19 year old come up. Anyone who stayed needed permission from their parents/guardians. Everyone who stayed the extra night did Monday evening around 8 Gundle left with everyone going home. 5 student stayed with the 19 year old. The field trip was never formally dismissed. We did get the field trip formally signed for both Monday & Tuesday but with no school or teacher I am unclear if it continued through Tuesday with power handed off toward the 19 year old which (at the time) I thought was acting as shaparon of it. It was just friends staying another night camping (what it felt like). → NOT written out though (most is all verbal)	
(1 of 2)	

FERPA

INCIDENT REPORT#



STATEMENT

PRINT NAME FERPA	TODAY'S DATE May 21 st 2015.
DATE OF INCIDENT	INCIDENT TITLE:

DETAIL:

4 cars drove up. Gundie & Nev (Rental cars)
FERPA (By himself) and **FERPA** (By herself).
Then Sunday night **FERPA** drove home
with **FERPA** & **FERPA**. While **FERPA**, **FERPA** &
FERPA drove up Sunday evening with the
19 year old who left after dropping them
off. Monday evening Gundie & Nev drove
home with the other kids in the class.
~~to the~~ **FERPA** drove up but I can't remember
with who. He also drove home Monday.
FERPA, **FERPA**, **FERPA**, **FERPA** & I all stayed
Monday to Tuesday.

Adult Present Sunday - Monday evening
- Amy (Gundie's Friend)
- ALE (UW/NOAA Guy)
- Gundie (teacher)
- Ms. NEW (teacher)

(2 of 2)

FERPA

INCIDENT REPORT#

STATEMENT

PRINT NAME FERPA	TODAY'S DATE 22 nd MAY 2015
DATE OF INCIDENT	INCIDENT TITLE:
DETAIL:	
FROM WHAT I REMEMBER THERE WAS : 4 CHAPERONS: I REMEMBER FERPA A GUY THAT HELPED US LEARNING SOME STUFF ABOUT TIDE POOLS WHEN WE WERE AT FRIDAY HARBOR. THERE WAS ANOTHER GIRL, GUNDLE'S FRIEND. THERE WAS A GUY NAMED AL OR SOMETHING LIKE THAT, HE WAS AN OCEANOGRAPHER. THERE WAS MISS. NEV, BIOLOGY TEACHER ON FRIDAY NIGHT MONDAY NIGHT I CAME BACK TO SEATTLE BUT SOME PEOPLE STAYED: FERPA AND FERPA FROM I REMEMBER REMEMBER THAT NIGHT THE CHAPERON WAS FERPA'S BOYFRIEND. I THINK THAT HE WAS LIKE 19 SO GUNDLE LET THEM STAY WITH HIM. WE SLEPT IN TENDS, BOYS SEPARATED FROM THE GIRLS	
SIGNATURE FERPA	INCIDENT REPORT#



STATEMENT

PRINT NAME

FERPA

TODAY'S DATE

5/22

DATE OF INCIDENT

INCIDENT TITLE:

DETAIL:

We had a field trip to deception pass with the Oceanography class on Sunday 17th of May. The class left at 8 AM with Mr. Gundke, our teacher. Ms. N. and one of Mr. Gundke's friends and Amy another of Mr. Gundke's friends. I went to the field trip the same day but on the afternoon around 6:30 with another 2 students because I had a race that day and I couldn't go earlier. The driver was one of the student's boyfriend and he didn't stay that night, he went back to Seattle. ~~The next~~ That night we slept in two different camping sites, one for the boys and one for the girls. I slept in a tent with two other friends. The next day we went to Friday Harbor by ferry and then came back to Seattle, but some students stayed ~~in the~~ camping by themselves because we already had paid for ~~the~~ another night. This was because Mr. Gundke had to be back the next day for the teachers protest and he said he shouldn't be with kids on that day. The students came back on Tuesday ~~by~~ because two of them had a car. On Monday night, the student's boyfriend then had taken my on Sunday night came to stay the night there at deception pass.

FERPA

boyfriend

FERPA

is the one that drove me to deception pass.

Signature

FERPA

INCIDENT REPORT#



BALLARD HIGH SCHOOL
STATEMENT

PRINT NAME

FERPA

TODAY'S DATE

5/22/15

INCIDENT TITLE:

DETAIL:

The class met at the Ballard Parking lot last Sunday at 8AM. Al Hermann (chaperone) drove me and ~~and~~ another kid named **FERPA** to deception pass where we all met with the rest of the class. The other chaperones were Mr. Gundie, Ms. Niewiadomski, and another woman (I forget her name). I did not stay the night, I was just there on Sunday but I do know the people who stayed slept in tents. While there, we went to the tide pools and hiked. I got a ride back with a girl named **FERPA** who was driving. Another girl was with me in the car whose name I can't remember.

Signature

FERPA

INCIDENT REPORT#

STATEMENT



PRINT NAME

FERPA

TODAY'S DATE

5/22/2015

DATE

INCIDENT TITLE:

DETAIL:

I drove myself to decafter pass, I had my parents permission. No one else was in my car on the way there. I drove myself because I needed to be at school Monday and Tuesday for Track practice.

On the way back I drove FERPA and

FERPA (18) I got a note from FERPA mother saying I could drive her home. And FERPA is 18 so she did not need permission from an adult. We left Sunday Night back to Seattle at about 7:45.

The chaperones were Mr. Grundle, Ms. Neiwiadomski, Meg, and Al.

The sleeping arrangements where the boys were in the two lower canteens and the girls were in an upper canteen around the corner across the street.

Signature

FERPA

INCIDENT REPORT#

STATEMENT

PRINT NAME	FERPA	TODAY'S DATE	5-22-15
DATE OF INCIDENT	SUNDAY	INCIDENT TITLE:	DECEPTION PASS TRIP
DETAIL:			
We were taken to Deception Pass as a fieldtrip to study the organisms in the area. Mr. Gundle drove me to the location as a chaperone. I was with another chaperone who was a friend of Noam's, Meg, and another student, FERPA. The chaperones on this trip were Mr. Gundle, Ms. Nickols Niewiadomski, Meg, and Al, a friend of Noam and an oceanographer for NASA. There were 3 campsites. The boy site, the girls site, and the gathering site where we ate and hung out. Al and Noam watched over and slept in the boy site, and Ms. Nev and Meg in the girls site. I left Monday night with Noam and Meg, and did not stay Tuesday. Noam drove. It was a very enjoyable trip.			
Signature			
FERPA		INCIDENT REPORT#	



BALLARD HIGH SCHOOL
STATEMENT

PRINT NAME FERPA	TODAY'S DATE 5/22/15
DATE OF INCIDENT	INCIDENT TITLE:
DETAIL: MS. Niewiadamski ^{back school} drove me ^{to} the trip . FERPA FERPA FERPA were with me. Chaperones were Gusle, Al, Amy, Niewiadamski, and FERPA . Camp sites were Boy and girl, Female chaperones slept with females, Male chaperones slept with males. I didn't request to stay, but we needed parent consent to stay the extra night. I traveled to there with FERPA and two or three other students always with MS. Niewiadamski. Amy and Al were awesome chaperones and very smart and helpful. Always answered questions and made sure we put on sunscreen and had water.	
Signature FERPA	
INCIDENT REPORT#	



STATEMENT

PRINT NAME	FERPA	TODAY'S DATE	5/22/16
DATE OF INC		INCIDENT TITLE:	
DETAIL:			
I drove up to deception Pass with Mrs. Joe Niewiadomski. The people in my car were FERPA FERPA and FERPA. The chaperones were Grundle, Mrs. N, this guy named Al, I think he was a scientist, and his friend Amy. When we got to deception pass, the girls slept at one site and the boys at another. There was also one for the community / food & stuff. Also I think the chaperones slept where their genders dictated. The camp was nice. I didn't stay the night because I had to be at school too on Monday so I rode back with FERPA FERPA and FERPA was in my car on the way back. FERPA drove. I had a lot of fun on the trip, it was really great and educational.			
Signature	FERPA	INCIDENT REPORT#	



STATEMENT

[illegible]

PRINT NAME FERPA	TODAY'S DATE May 21/15
DATE OF INCIDENT 7	INCIDENT TITLE:

I would rather talk to ~~with~~ Wynkoop

Sig	FERPA		INCIDENT REPORT#
-----	-------	--	------------------

Wynkoop, Keven

From: Niewiadomski, Nell K
Sent: Friday, May 22, 2015 7:30 PM
To: Wynkoop, Keven
Subject: Field trip statement

I will just bullet point items as I understood them if that is ok:

1. field trip was originally planned to return Tuesday prior to the day being dedicated to the walk out.
2. Noam had discussed with the class the possibility of returning Monday night. He informed me students were receptive to that, and understood the importance of us being able to return and participate Tuesday.
3. It was going to be determined Friday at school, depending upon how many students turned in their forms, if I would have to drive in addition to the two rental vans. It was determined that only so many students were going that I would not have to take my vehicle, and the two rental vans and Al's car would be enough. Noam wanted to make it a priority to have me and him being the ones transporting the majority of the students.
4. Arriving Sunday morning it turned out 2 less students showed up than was planned. FERPA was driving in her own car because she would have to return home that night. FERPA was driving in his own car, and Noam stated to me that this was because FERPA wanted to stay the additional night, and with FERPA being 18, we could not prevent him from doing this. Noam also stated that FERPA would only be driving himself as well.
5. It turned out that Sunday night three students would be leaving, FERPA, FERPA and FERPA and three more students would be arriving to replace them. I was not informed on how these kids would be getting to and from deception pass, I had assume parents were going to be dropping off or picking up.
6. After dinner FERPA, FERPA, and FERPA left in FERPA's truck I believe.
7. Shortly after this FERPA, FERPA and FERPA arrive brought by FERPA I had not known who FERPA was or how this had been planned but when these students arrived I figured out that FERPA was a Ballard grad, had been on the same trip, and was FERPA boyfriend. He stayed for food and a walk to the beach with all of us then left that evening because he had to work.
8. As we were cleaning up dinner and ending the night and setting up tents for the new comers I was hearing that other students were staying besides just FERPA I assumed the same circumstances that these were students over 18, that wanted to stay another night since there was no school. During the day I figured out that those staying would be FERPA and FERPA which I knew to be seniors, and FERPA and FERPA which I admit I never knew their age.
9. We continued our plans Monday traveling to San Juan island and returned to camp around 8 or so with the plan to have anyone leaving pack up to leave. Those students that were staying would keep the cooler and return it when they returned.
10. When we pulled up into camp there was a new car at the site and it was FERPA again. I asked the kids who's car this was and they stated it was FERPA and that he was the chaperone for the kids that would be staying. This was news to me, I did not know how old FERPA was, except that he was a grad and over 18. This did not seem strange to anyone else, nor did anyone's behavior make this seem not ok. In fact they all seemed very trusting of him and his outdoor expertise. I did not question this as I assumed it had been arranged previously in class.
11. I don't know when or how it was planned to have FERPA stay as a chaperone, but I was not something I was aware was happening until Monday night as were leaving. It was also not told to me how these additional students, other than FERPA would be returning home. I assumed that FERPA would be returning back with his girlfriend FERPA, and perhaps as well FERPA and FERPA would get rides with either of them.
12. Overall the trip was a success. We had very responsible kids who were well behaved. Nothing seemed out of the ordinary. This was my first field trip to chaperone, but I had done

none of the planning. It does appear that decisions were made that I was not informed of until they were happening.

If there is anything else I have not addressed that I need to, please let me know.
~Nell Niewiadomski

Deception Pass Fieldtrip Narrative

Submitted Friday May 22, 2015

Noam Gundle, Science Educator

I took 13 students in UW Oceanography to Deception Pass on Sunday May 17th to Monday May 18th. Initially, the trip was scheduled (and approved) to be May 17-19th 2015. In early May, the Seattle Education Association voted to have a walkout on the 19th of May. I consulted with Elizabeth Guillory (BHS Assistant Principal, and fieldtrip coordinator), Keven Wynkoop (BHS Principal) and the Seattle Education Association and they all agreed that it would be unwise, ethical and possibly illegal for me to be with students during a time that I am not working and not getting paid, and during that event. I made the decision to come back from the fieldtrip early, on Monday night. I did consult students about this as well, and they agreed that this was the correct decision. We had already reserved two minivans and the three campsites at Deception Pass State Park. Because we were using the full day on Monday, we did not cancel any of the prepaid and reserved campsites. We did more activities than we might have on Monday, and returned back to BHS that night.

I had 4 chaperones for the 13 students for the trip- Myself, BHS teacher Nell Niewiadomski (we were the drivers) and two other adults who have completed all the required paperwork and sexual assault training. One of the chaperones, Al Hermann, came on the trip the previous year, is a former BHS parent and is currently an Oceanographer at NOAA. The other chaperone, Amy Mauldin was a friend of mine who loves the northwest, loves to hike and wanted to learn more about an amazing part of the Pacific Northwest.

The students had a clear academic program to complete during/after the trip, which was a part of our Oceanography curriculum. We were visiting many beaches and coastal areas, and they were required to find, document and describe examples of marine biodiversity- from many phyla and classes. (see attached)

We had a clear plan for sleeping arrangements that was explained to students, and they ALL had to agree to all the requirements. We reviewed them many times in class, before we left for the trip, and before setting up our camp. This included students of the same gender never sleeping in the same area, never allowed for students to be in the other gender's area, or inside the other gender's tent AT ANY TIME. Students listened, signed the required agreement, and there was no incident of any student going inside any tent of the opposite gender, any incident of any student going to an area they were not supposed to, and any incident of a student being somewhere they were not supposed to be. The female chaperones camped in the female area, and the male chaperones camped in the male area. We had a common area where we sat and reflected, referred to field guides and ate food. In addition, I did checks of students sleeping at multiple times at night. There were no students awake at any time at night, and no students anywhere they were not supposed to be. They were exhausted from all of our learning, walking and fieldwork. We went to bed at 10 pm, and had lights out 10 min later.

The trip was tremendously successful. All the students who came had an amazing time. We observed an amazing diversity of life, learned new things and gained an appreciation of marine life in a way that is impossible in the classroom. The only person to have any incident was ironically myself- I slipped and fell on my hands within 5 minutes of walking around the tidepools at Rosario. A few scrapes and bandaids later, we continued on. On our second beach, as we observed tunicates, sea sponges and sea cucumbers we saw an amazing sight that few people get the good fortune to observe- a pod of Orca Whales swam by. We observed them with binoculars and had an amazing moment. Later, after lunch, we went on a short hike around a headland and we saw them again, this time even closer. It was one of the most amazing experiences of my life, and I am sure for the students as well.

When we met in the BHS parking lot on Sunday morning of May 17th, the students were already aware that we would be coming back early. We were not be able to cancel the 2nd night reservations, since we needed the campsites the whole second day and would not be able to pack up early. Starting later in the week before that, several students asked me if it would be okay if they stayed at the campsite an additional night- the night we were initially planning to stay in the original plan. At no point did I suggest that even remotely that they should do this, or that it would be a good idea. It was entirely their idea.

I am an outdoorsman, a field scientist and an avid camper. One of the greatest gifts anyone ever gave me was my dad's encouragement and role in introducing me to the outdoors and camping in the outdoors. But I am also a teacher, and I take my responsibilities in that role very very seriously. I am well aware of the guidelines on sleeping, chaperones, student contact and more. The possibility of "staying longer" was never one I ever considered, nor have I heard anything similar being outlined in fieldtrip guidelines.

When I was asked by a student if they could stay longer, I was very very skeptical. I wasn't sure it was a good idea. Over the weekend, I did talk to one of the parents about how that would all go down if a couple of the students did stay behind. We decided that students would only be able to stay if they had clear parent approval, and students were informed that from this point on, the fieldtrip is OVER and they are on their own. We went back and forth, and finally decided that I would not have liability over the students if the fieldtrip was over, they had clear permission to stay the extra night, and it was no longer during the school day.

The parent I talked to is one who I trust a great deal. Her student was in my class as a freshman in Biology, and was also a participant in my Maui Ecology Class in 2014. We know each other well. This was the first student. The second one to ask me was **FERPA** who is 18 (actually just turned 19) and drives his own truck. He in fact lives on his own, on a boat. He is legally an adult. The third student to ask me was another student I know well, and know her guardian. She was also in the Maui Ecology class. I talked to her sister (her **FERPA** legal guardian) and she agreed that it would be a good opportunity for the students to enjoy the park and its biodiversity more. I never suggested nor inferred that there would be any chaperone or teacher accompanying them on this additional night. So these three students were planning to stay the 2nd night.

On the morning of the trip, FERPA asked that he drive his own vehicle to the park. I was very skeptical of this as well, because it was not part of the plan. I agreed to it because he is 18, and would not be transferring any students during the fieldtrip. He drove himself to Deception Pass state park.

When we wrapped up the trip after dinner on Monday the 18th, I made it clear to student that they were on their own. The field trip was over. By this point, two other students asked me to stay an additional night as well. I was in a tough spot at this point- I had already said yes to the other students. But I said to them the same thing I told the other ones- that I needed clear parent permission and that they were on their own after we parted ways. I believe every student got permission from their parents, were aware and were clear about the expectations. Just as I am not responsible for students and their behavior when they leave school, I am not responsible for their actions after they leave my care. It was clear that when left, they were no longer in my care. Their parents were aware, they gave permission and the field trip was over.

When we left, the students who stayed were in our camp, and the remaining students came back with myself and Ms. N back to Ballard HS.

On our return to school on Wednesday, I asked the students how it was for them, and they reported that they had an amazing time. They even got to observe a very good example of bioluminescence of *Noctiluca scintellens*, a marine phytoplankton dinoflagellate. They were excited about this. Everyone got home safe and sound.

I have led many fieldtrips in my 13 years in education. In the past two years, I have taken on the role of a CTE Maritime teacher. This has allowed me an amazing opportunity walk in the footsteps of both my former teachers who inspired me, and the amazing Megan Vogel, who led students on trips to the Amazon, Thailand, Costa Rica and local beaches. I led trips to Deception Pass the last two years, and Maui in 2014. I also did shorter trips to Discovery Park. I think these are the most valuable educational experiences possible for students, and essential to the study of Oceanography. I know this because I experienced them as a student- both in Marine Science as a high school student, and in Ocean 101 at the University of Washington. In addition, the field experiences with students are the best experiences I have ever had with students. Simply transformative.

I am also well aware of the guidelines and requirements for fieldtrips and the various hoops required to engage in outdoor learning. I recognize the reasons for all of this. I have taken special care to abide by all the guidelines- even as they change every year, and new paperwork is required. I have also dealt with different people who are in charge of fieldtrips at Ballard- the person I worked with last year and last fall is now a different person. They did not always ask for the same things. It is often confusing knowing what is required and what I need to do before leaving.

This situation was relatively unique, given the special circumstances that led to students wanting to stay longer (the walkout). Perhaps I should have given a blanket "no" to any student who asked. This would have been the most safe option, for sure. But I do believe I covered all my bases and considered the matter carefully. I would never ever do anything to endanger or threaten the life or health of a student or chaperone, and I would never ever do anything that I know is off limits or disallowed. This was a

judgment call in the moment, brought on by circumstances beyond my control. I am open and ready to receive feedback of how I specifically could have dealt with the matter differently, and I how I will in the future. I take my responsibilities as a chaperone and my ability to facilitate amazing learning experiences in the field with students very very seriously. And I look forward to making the trips and experiences even better.

I am happy to answer any other questions anyone might have.

Respectfully submitted,

Noam Gundle

Wynkoop, Keven

From: Gundle, Noam
Sent: Wednesday, May 20, 2015 2:32 PM
To: FERPA
Cc: Wynkoop, Keven
Subject: RE: Oceanography Field Trip

FERPA

I am sorry I did not read this until now FERPA. I was gone, and very busy with many things. I had little access to email.

Yes, we planned the trip many months ago. I wear many hats as a teacher, including dept chair of the science department, teacher, advisor to clubs and many other things. Including my union duties (as both member of the board of directors and building representative). I try very hard to not let any of this affect my primary role as a teacher.

It was with a heavy heart that I had to shorten the trip. But this was the only choice. The fieldtrip could not be rescheduled (we had reservations and paid money already). The only activity we missed that day was breakfast (no curriculum there) and our visit to the mudflat at Padilla Bay. Students would have returned by 2 pm that day. We were able to learn the same material in the time we had, and if you ask FERPA I am sure she would agree that we packed in a lot in the two days, from early morning until late at night.

It was obviously more than just me that made the decision about the walkout date. In consultation with Mr. Wynkoop, Elizabeth Guillory (the fieldtrip coordinator at BHS) and folks at the Union it became clear that bringing the students back was the only ethical and legal decision I could make, given the walkout plan. It was a bit lucky that the walkout was not Monday- in that case I would have probably had to cancel the trip altogether.

As you know, planning and organizing these types of experiential learning opportunities take a ton of time and effort. Very few teachers do it for this reason. I have a lot of skills and experience in this realm. But between you and me, the only part of the trip that we missed that was related to curriculum (our visit to the Padilla Bay Preserve) was also the part of the trip that was the least engaging for students, and the area that I know the least about as a scientist and teacher. By that point on the trip, students were exhausted and bursting to the seams with information. When we did the trip last year, it was 2.5 days, but we did very little on that day of the trip. My point is, the students actually did more this time, in two full days. Had we stayed a full three days, we would have likely done about the same, but a little slower.

I really understand where you are coming from. Students and their learning really do come first for me, and I take my job very seriously. I spend a great deal of time working on creating curriculum, investigating potential field sites and honing my oceanography skills outside of my working day. I actually did talk to the students in Oceanography about this choice to come home early, and the potential implications. Just about all of them preferred to come home early. I discussed this with the students with the understanding that the final decision would not exactly be my choice. But they agreed that it would be best to come home early.

We had a fabulous trip. One of the best I have ever done. We found and identified hundreds of marine species, saw almost every marine mammal (including beaver) and were blessed by the visit of a pod of Orca whales while hiking around the Rosario headland. It was an unforgettable experience.

We will be making up the missed day at the end of the year, and even the senior year has been extended by one day. Therefore, the walkout has not affected the overall learning hours of students negatively. In fact, we gained a day because of the changing final schedule (our last student day is now Tuesday, not Friday). I do not believe that it overall affected the hours and depth of learning from our trip as well.

Thank you for voicing your concerns. I take them seriously and I am doing my best to balance my roles while keeping my students' needs in the forefront.

The rest of the year in Oceanography will be continued learning on Pacific NW Marine Biodiversity, and we will be building on many of the amazing things we saw and experienced in Deception Pass.

Sincerely,

Noam Gundle
BHS Science

-----Original Message-----

From: FERPA [REDACTED]@comcast.net]

Sent: Saturday, May 16, 2015 11:06 PM

To: Gundle, Noam

Cc: Wynkoop, Keven

Subject: Oceanography Field Trip

Mr. Gundle,

My name is FERPA [REDACTED]. I am FERPA [REDACTED]'s mom. I am writing to share my thoughts with you regarding the field trip she is attending this weekend. This event was planned a while back with the intentions of furthering the learning experience of your oceanography class. I appreciate that. I'm not thrilled that she will be missing school and I'm sure there was the option of her opting out but she told me that it was strongly encouraged for the students to attend this outing.

She has also told me that in the light of the recent activities in Olympia, that the field trip might be shortened because you would like to attend the Walk Out with your fellow colleagues. I would like you to reconsider your possible early return from the trip. I checked with her before drafting this email just to make sure that you were possibly returning early but that there would be a chaperone for those students that would like to stay behind. This is just ethically wrong if that is the case. You drafted this field trip to be present for the outing. Your early return would be wrong. We ALL make sacrifices in life. I don't think it fair to the students or their parents/guardians for you to leave early to attend the Walk Out. I'm quite certain that someone there would represent you for the cause. Please reconsider your actions for this event. You, as the teacher, need to be their teacher FIRST and sacrifice your time instead of spending the time elsewhere.

Thank you for your time and efforts in arranging this.

FERPA [REDACTED]