

Appendix G – Field Trip Emergency Operations Plan

I. PURPOSE

To establish an emergency operation plan while away from the school on a field trip.

II. SCOPE

When taking children off site, it is important to remember that you need a plan to minimize risks and hazards that addresses the circumstances you are facing outside the school environment.

Think of it as a portable emergency plan or event action plan (EAP).

While there are several considerations to ensuring your charges are safe, much of the preparedness comes in three areas: response to emergencies, being ready for children's needs and keeping track of everyone.

III. RESPONSIBILITIES

Response to Emergencies

You cannot create a response during an active incident, particularly since you are outside your environment and often have several children for whom you must account. Before you take a field trip, study where you are going and then find suitable evacuation locations – just in case.

It is not enough to have an idea of where you might go. Determine the navigation ahead of time and have it ready in case you need to evacuate. And do not forget to have cell phone chargers on hand so that phones are available for quickly retrieving information and calling supervisors or parents, as necessary.

Communicate any necessary emergency response information to the staff, students (age appropriate), and volunteers who are on the trip. This information should include location of an evacuation location(s), any important weather information, any other important safety concerns, and information.

Check the weather forecast before the field trip and plan accordingly.

Be Ready for Children's Needs

Some needs are universal for children: Ensure sunscreen and insect repellent are available. Take extra clothes along in case they are needed – such as if there is a sudden turn in weather or kids' clothes get wet or soiled, as well as water and snacks.

Contact your school's nurse as early as possible (at least 8 weeks before out of town trips and at least 2 weeks before in town trips) to arrange emergency medical needs. Be sure emergency supplies are on hand, which applies to staff members and the vehicle.

Ensure emergency medical authorizations are available for students and emergency contacts for parents are updated and with you.

While these are general precautions, some children have specific needs, and you must account for them. Ensure that you have every child's medication, be it insulin or an EpiPen. The latter is especially important in the summer with more outdoor activities and an increased chance of bee stings and the like. Be sure to have a way to keep those medications cool and secure so that kids are safe.

Keeping Track of Everyone

This is as daunting as it is crucial when on a field trip.

Take a headcount at the beginning of the trip and share with staff members. Once there, count again. And again. And again. You need to count continuously throughout the trip and then do a double count at departure, so you do not leave anyone behind.

Also, be sure you are not just counting heads but that you are matching up names and faces (and have digital photos of each child). Kids wander, and you could have the wrong kid wander into your group while one of yours is elsewhere.

Use the "buddy system" to assign kids in pairings of two to maintain accountability. Consider using tags or common-colored shirts to help keep the group together – but do not use names. Have staff members in front of and behind the group while it is moving.

Select an easily identifiable meeting spot in case a student or staff members gets lost. If possible, point out to children what a worker at a location is wearing and who is a safe person to approach.

Above all else, make sure everyone is clearly communicating on these trips. Supervisors need to know itineraries. If there are chaperones, communicate expectations clearly with them and make sure you have a way to reach them at all times in case one goes rogue and wanders off with kids – which happens more than you think.

And lastly, be sure to talk ahead of time to the children about expectations, rules, and the importance of safety. In the end, adhering to all these practices ensures you can provide what these are meant to provide: fun, educational, and great memories.

The following information is provided to assist you in planning for field trips.

Key Priorities

1. Life Safety
2. Incident Stabilization
3. Property Preservation

Pre-Planning

1. Administrators meet with the organizers of the field trip.

2. Identify possible threats/emergencies that could occur during the activity.
3. Review the procedures from the School Based Emergency Operations Plan that you will use during the emergency and adjust as need based on the location of the field trip.
4. Review the expected communication to those involved in the activity including volunteers.

Safety Briefing Before Field Trip

1. Brief the staff on possible emergencies including evacuation and reunification sites.
2. Brief the staff on how to communicate during activity; exchange phone numbers; if possible, take a school radio.
3. Review the procedures for Evacuation, Lockdown, and Secured Campus
4. If possible, get a key to the room or facility you are visiting to help with a Lockdown

Reminder: It may be necessary to take independent action during an emergency

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This supplemental form is to ensure rapid and appropriate response to an Emergency or Crisis that occurs outside a traditional school day. This supplemental does not replace the School EOP but is a supplement to it and a quick reference guide. If additional information is needed, please access the School EOP. This form is to be completed for each activity outside of the school day, whether it is one day or multiple days, such as a sport team or club.

Complete this form & ensure that both the school and the activity organizer have a copy.

| | | | |
|------------------------------------|-------------|--------------------------|--|
| School Name & Address: | | | |
| Phone: | | Office Hours: | |
| Evacuation Location: | | | |
| Reunification Location: | | | |
| School Emergency Contact | | | |
| Primary Contact Title | Name | Cell Number | |
| | | | |
| Alternate Contacts Title | Name | Cell Number | |
| | | | |
| | | | |
| | | | |
| Field Trip: | | | |
| Days & Hour of Program: | | | |
| Number of Students: | | Number of Adults: | |
| Title/Point of Contact | Name | Cell Number | |
| | | | |
| | | | |
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NOTE: In case of an emergency call 9-1-1

Quick Reference Guide to an Emergency

This document provides quick reference procedures for extracurricular activities and supplements the school's EOP. Employees should note that, except as amended below, all existing EOPs and procedures remain in place after school as well as during the school day. Emergencies that happen at extracurricular activities may require one or more of these major decisions: evacuation, secured campus, Lockdown, reverse evacuation, independent evacuation, call for a public safety response (fire, medical, police), notification of principal or designee, canceling/suspending the activity, response to facility structural problem. The key priorities are **First: Life Safety, Second: Incident Stabilization, Third: Property Preservation**. The following Stop, Assess, and Respond (SAR) process may assist you in your decision-making.

Stop: Make proper assessment of the circumstances. This observation includes what appears to be the issue (fire, disturbance, criminal behavior, medical issue, off campus event, vehicle related). This step includes gathering as many facts as possible by sight, sound, smell, and interaction with others.

Assess: Look and listen for any danger. Are there sights and/or signs of violence? Are there sights and signs of smoke and/or fire? If a medical emergency, is the person conscious, breathing, or displaying warning signs for stroke, heart attack, or other life-threatening conditions. This step includes looking at those factors out of the ordinary or that could impact your decisions.

Respond: What action [procedure(s)] would be best to provide for the safety of you and those in your care? This step includes considering all options. Every situation is different and independent action may be needed to keep you and those in your care as safe as possible. Using the information, you have observed and oriented yourself, take the necessary course of action appropriate to the decision you have made. Repeat the SAR process as needed.

Summary of School Based EOP Functional Annexes

Lockdown: A Lockdown is an emergency lockdown response to a potentially dangerous situation **WITHIN** the building or location you are located.

Key Points:

- Everyone, who are able, moves behind a lockable door and will lock the door, turn off the lights, sit quietly away from doors/windows
- Anyone, who is not able to get behind a lockable door, will Independently Evacuate the building and move to a safe location.

Evacuation: An evacuation occurs when an event inside the building prevents you from continuing to occupy the structure and requires you to seek safety outside the building as it is safer to move away from the building rather than remaining.

Key Points:

- Everyone leaves the building and visually sweeps to ensure that no one is left behind.
- If primary route is blocked, use alternate route.
- Ensure care for those individuals with access and functional needs.
- Once outside assemble in a safe location and account for all individuals
- Communicate with arriving emergency responders upon their arrival.

Medical Emergency: During a Medical Emergency, the safety of staff and students and the prevention of further injuries or casualties is the priority.

Key Points:

- Ensure the scene is safe.
- Clear the area. Everyone not helping with the medical emergency will clear the area.
- Call 911 and notify the office as soon as possible.
- Call for medical or first aid supplies that may be available.
- Attend to the person having the medical emergency to the best of your ability.