

Get Ready, Get Set, Go!

Field Trip and Transportation Safety

*A Handbook for North Carolina's Early Care and Education
Workforce*

The first unit in a series on

SUPERVISION

A guide for the protection of children and early
educators in early care and education settings

DIVISION OF CHILD DEVELOPMENT AND EARLY EDUCATION
North Carolina Department of Health and Human Services

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HOW TO USE THIS HANDBOOK

The *GET READY, GET SET, GO...! --- FIELD TRIP AND TRANSPORTATION SAFETY* Handbook is addressed to anyone who provides out-of-home care to children, and especially to early educators in licensed family child care homes and child care centers. It has been written to give clear, easy-to-follow guidelines for conducting safe field trips and transportation plans for children. These guides will help prevent incidents that sometimes lead to child abuse/neglect investigations in child care settings. More importantly, following these guidelines will protect children from harm.

The handbook contains information for planning and carrying out safe field trips and transportation. Read through it first. Sample forms mentioned in the handbook are included in the resource section. *These forms can be copied as needed and hyperlinks are provided for your convenience.*

The handbook contains a checklist, titled *GET READY, GET SET, GO...!* This checklist is a quick-reference guide to help you follow safe planning and preparation procedures on your field trips and in your transportation practices.

A PowerPoint presentation with trainer notes is also available for presenting *GET READY, GET SET, GO...!* The presentation can be used to conduct workshops or in-service training on field trips and transportation safety and is intended to be flexible so that it might fit into various time frames.

FIELD TRIP and TRANSPORTATION

SAFETY

HANDBOOK

Field trips provide valuable learning experiences for children in early care and education settings. Children experience the world with their senses. These concrete experiences provide a hands-on learning experience for children. Children welcome the opportunity to be out of their usual environment and early educators welcome the chance to add variety to their daily activity plans.

Transporting young children is a fact of life for many early care and education programs. It is an important service to families. All efforts should be made to ensure that children are transported safely (including boarding and exiting vehicles) and if you offer transportation you will want to be sure that vehicles are safe and children ride safely.

However, teachers, directors, owners and parents need to be aware that transporting children and taking them away from familiar surroundings require *careful planning and proactive, protective measures* to insure their safety. Careful planning will greatly reduce the risk of harm or injury to children in your care. It will also reduce liability for you and to your early care and education program.

Are you sure that the field trip you want to take with your children will be fun for all? Will it expand their world? Are you confident that you can plan and strictly follow good procedures as you transport children to and from your early care and education program? Can it be done safely? If so, you should...

GET READY . . .

GET SET . . .

GO...!

GET READY... advance planning

PLAN AHEAD

What is the purpose of the field trip? How does it fit into your curriculum? What concepts will the children learn? Which group of children do you intend to take, and is the planned trip developmentally appropriate for them?

Developmentally Appropriate:

The concept of developmental appropriateness has three dimensions: age appropriateness, individual appropriateness and cultural appropriateness.

- ◆ Age appropriateness is based on human development research which indicates that there are universal, predictable sequences of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development - physical, emotional, social, and cognitive. Knowledge of typical development of children within the age span provides a framework from which teachers prepare the learning environment and plan appropriate experiences.
- ◆ Individual appropriateness recognizes that each child is a unique person with an individual pattern and timing of growth, as well as an individual personality, learning style, and family background.
- ◆ Cultural appropriateness recognizes the importance of the knowledge of the social and cultural contexts in which children live. Implementing curriculum and establishing an environment that is culturally appropriate ensures that learning experiences are meaningful, relevant, and respectful for the children and their families.

“Children under the age of three shall not participate in off premise activities that involve children being transported in a motor vehicle. “

Child Care Rule: “Off Premise Activities” 10A NCAC 09 .0512 (b) (1)

Before understanding the basic components of field trip and transportation safety, it is important to understand the definition of three core terms that will be used throughout this presentation.

Field Trips, defined as a trip by students to gain firsthand knowledge away from the classroom, can be an enriching part of early education curriculum that add a special dimension to classroom learning by providing firsthand experiences that books, pictures, or discussions alone cannot provide.

Routine Transportation of children is when children are transported in a motor vehicle on a routine basis to and from the center. FOR EXAMPLE: a) transporting a child from their home to the center or from the center to their home, or b) transporting a child from their elementary school to the center or from the center to their elementary school.

Parents may give standing permission (up to 12 months), for routine transportation of children to and from the center.

Resources / Sample Forms:

Blanket Permission for Routine Transportation, Child Care Handbook, Chapters 10, Resource Section (this form is not to be used for field trips or other off premise activities)
http://ncchildcare.dhhs.state.nc.us/pdf_forms/center_blanket_permission_routine_transportation.pdf

Daily Transportation Roster

Off-Premise Activities

Before staff members walk children off premises for play or outings, the parent of each child must give written permission for the child to be included in such activities.

- any type of activity that takes place away from the licensed and approved space
- parent/guardian written permission required prior to off-premise activity
- schedule of off-premise activities required to be posted at facility
- some off-premise activities may be located on the premises of the child care facility. For example, if a child care program is located in a church only a portion of the church is approved for routine care. RULE Ref.0512

The key word to remember for off-premise activities is “walk”, even though weekly trips to library, museum, etc. where transportation is involved are also considered “off-premise” activities.

Examples of Off-Premise Activities:

- Fire truck in the parking lot
- Nature walks
- Multi-purpose room
- Weekly trips to the library
- Any area outside of the fenced in area

Parents may also provide written permission for up to twelve months to participate in off premise activities or transportation that occur on a regular basis. (For example: weekly trips to the local library.) The permission slip must specify the day of the week and location the children will be transported to.

Resources / Sample Forms:

Off Premise Activity Authorization, DCDEE Child Care Handbook, Chapters 3 and 6, Resource Section

Aquatic Activities

Children participating in swimming and water activities involve a high level of risk and it is worth noting that there are rules and regulations that must be followed when children participate in aquatic activities.

Staff involved in providing swimming and water play activities for children, have the responsibility to:

- Assess the risk associated with the water activity;
- Minimize these risks;
- Help children develop habits that will reduce or prevent accidents and injuries while swimming or participating in water play activities;
- Use effective supervision and maintain staff to child ratios to ensure children are safe;
- Have the skills, experience and knowledge required to conduct swimming and water play activities; and
- Know when and how to act in an emergency.

Requirement for Lifeguards

- Current lifeguard training certificate must be issued by the Red Cross or other training determined by the Division to be equivalent to the Red Cross training, appropriate for both the type of body of water and type of aquatic activities.
- If the lifeguard is employed by the child care center, the center must keep a copy of the lifeguard training certificate in his/her personnel file.
- If you will be taking children off-site to go swimming, you will need to make sure the pool has enough lifeguards with the appropriate training. One certified lifeguard for every 25 children in care participating in aquatic activities.

Staff/Child Ratios

- Lifeguard cannot count in staff/child ratio!
- Regardless of the number of children participating, a minimum of two staff members must supervise aquatic activities.
- Children under the age of three cannot participate in aquatic activities except, when necessary, to implement any child's Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP).
- For every 25 children you must have one person who has a current lifeguard training certificate. This person cannot count in required staff/child ratio.
- Minimum of two staff members must supervise aquatic activities at all times, regardless of the number of children participating

Staff/child ratios:

- 3 to 4 Years 1/8
- 4 to 5 Years 1/10
- 5 Years and Older 1/13
- Children must be supervised by center staff at all times.
- Half of center staff needed to meet the staff-ratios for aquatic activities must be in the water and the other half must be out of the water. If an uneven number of staff are needed to meet the required staff/child ratios, the majority of staff must be in the pool.
- Prior to staff entering the water, staff must be stationed in pre-assigned areas.
- Staff must be stationed in pre-assigned areas that enable them at all times to hear, see, and respond quickly to the children who are in water and children who are out of the water.

Remember:

- Staff must devote their full attention to supervising the children in their pre-assigned areas of coverage and must communicate with one another about children moving from one area to another area.
- Adequate supervision is also necessary while children are using changing rooms, rest rooms, and while they are moving to and from the transportation vehicle to the activity area.
- Caregivers are encouraged to evaluate each child's skill level in the water. A test by a certified lifeguard/instructor is the best way to determine a child's skill level. However, regardless of an individual's skill level, close supervision at all times is imperative.

Aquatic Policies:

- Prior to children participating in aquatic activities, the center must develop policies.
- Before staff first supervise children during an aquatic activity, and annually thereafter, staff must sign and date statements that they have reviewed the center policies related to aquatic activities, any specific guidelines provided by the pool operator, and child care requirements related to aquatic activities.

The center must develop policies that address the following:

- aquatic safety hazards;
- pool and aquatic activity area supervision including restroom or changing room use;
- how discipline is handled during aquatic activities; and
- the facility's specific field trip and transportation policies and procedures.

These policies must be developed before children can participate in aquatic activities.

A signed and dated statements that they have reviewed the center's policy must be maintained in the staff person's file for one year or until it is superseded by a new statement.

- If you are using a pool that is not operated by the child care center, contact the pool operator to obtain their rules and guidelines. These must be shared with center staff and cannot conflict with child care requirements related to aquatic activities.

Additional child care licensing rules can be found in the NC Child Care Center Handbook, Chapter 4.

Family Child Care Homes

- If you are a family child care home provider you will want to review Rules Governing Public Swimming Pools Child Care Rule .1719(7)

- In a FCCH the use of water activities that are not subject to swimming pool rules such as sprinklers, water tables, and slip and slides are recommended over swimming/water activities that use larger and deeper areas of standing water.

Below are some important items contained in Rules Governing Public Swimming Pools

- All swimming and wading pools must meet the standards for public swimming pools when used by children in your child care program. Swimming and wading pools include above ground pools, in-ground pools, plastic pools and blow-up pools.
- All swimming and wading pools must be inspected annually by a representative from your local Health Department.
- A permit is required and must be updated annually.
- The fence surrounding a pool must be equipped with a self-closing gate with a self-latching closure that has a locking device.
- A filtration system and chemical treatment is required of all swimming and wading pools.

Resources / Sample Forms:

Pool Safety “Children Aren’t Waterproof” Drowning Prevention and Safety Tips, NC DCDEE Child Care Handbook, Chapter 4, Resource Section

With this basic understanding, we are ready to”GET READY”

For children under the age of three, try to bring the field trip to them. A storyteller from the library, firefighters with a truck or a dance or gymnastics instructor are just some of the resources you may be able to invite to your program. This way you can bring new experiences to young children while keeping them safe in familiar surroundings.

If you work in a child care center-based program and you are convinced that the trip will be appropriate and worthwhile, be sure to request permission from your supervisor or director and complete the field trip request form for approval.

Resources / Sample Forms:

Suggested Field Trip Locations

Field Trip Request for Approval Form

VISIT THE SITE

How can you be sure the place you plan to visit will be a good field trip? An *advance visit* is highly recommended. This allows you to check the route and determine how long it takes to travel there. Is it a reasonable distance to travel with the children? At the site, check to see if it offers things for the children to see and to do that fit the purpose of the trip. Is it possible for the children to have a positive learning experience in the available

time at the site? Learn what rules and regulations you will need to follow at the site. Will you need to pay any fees? If so, you will need to decide how these will be paid. Available brochures and posters will help the children to anticipate and plan for the experience.

On your advance visit, be sure to look carefully at the physical environment. Locate restrooms, water fountains, and phones. Ask yourself if anything about the site will make supervision difficult. Check all areas for safety, including playgrounds and lunch areas. How would you evacuate your group from the site in an emergency?

For children in your group who may have special needs, does the site provide opportunities for a variety of sensory experiences? Check for accessible ramps, restrooms, and elevators. Check for accessible paved parking areas and paved paths.

PLAN FOR STAFFING

How many adults will be needed to make this a safe trip? Consider the following factors: What are the ages of the children? How many will be going? How many hands need to be held? How many children will need extra help or one-on-one supervision? Does the place you're going present safety or supervision risks that require extra adults? Do you have extra adults to deal with situations that may require individual attention to a child?

Volunteers may be helpful, but cannot be counted in the staff/child ratio unless they meet staff health requirements. You must maintain the applicable staff/child ratios based on your-license type. Remember, *normal staff/child ratios will probably not be adequate to provide safe supervision away from the facility.*

CHILD CARE RULE .1004

Determine how many adults you will need with First Aid and CPR training. There must be an adult trained in First Aid and CPR on each vehicle.

Child Care Rule "Special Training Requirements" 10A NCAC 09.705 (d)

It is a good idea for the facility to have appropriate professional liability coverage for all adults working and volunteering in the program.

Resources / Sample Forms:

Classroom Staff to Child Ratio, NC DCDEE Child Care Handbook, Chapter 5, Resource Section

TRAIN STAFF MEMBERS AND VOLUNTEERS

Orient all adults (staff and volunteers) to the specific responsibilities they will have on the trip. Determine group leaders. Assign a specific group of children to each adult group leader. Make sure that each group – adult leader and children – rides together on the same vehicle. Each group leader needs to carry the roster and the emergency forms for each

child and staff member in the group. Be sure to review expectations and responsibilities with both staff members and volunteers.

Stress the importance of regularly taking attendance by name and by face including:

- ◆ before leaving the facility and after boarding the vehicle
- ◆ before leaving the vehicle and upon entering the site
- ◆ during the visit and before leaving the site
- ◆ on the vehicle and upon return to the facility

Discuss what to expect on the trip. Outline the schedule of the field trip, including timing and sequence of activities. Make sure that everyone understands the objectives of the trip, the special things to see and do there, and what to emphasize with the children. They should know of any particular hazards or unique considerations at the site.

Talk about appropriate guidance of children's behavior. Children may behave differently in unfamiliar settings. Discuss this and recommend appropriate ways to interact with children that are having some difficulty. Address the risks posed to children by strangers and new places. *Stress that it is the adult's responsibility to protect the children from those risks.*

Talk with staff members that remain at the facility during the trip. If the child care center director will be accompanying the children on the field trip, the remaining staff will need to be informed of who the on-site supervisor will be. Staff must know who is responsible for any children remaining behind and guarantee that those children are properly cared for and supervised.

GET SET . . . advance preparations

MAKE PRE-ARRANGEMENTS WITH THE TRIP SITE

Advance arrangements with the site will help make the field trip a smooth one. If appropriate, make a telephone call, or send an email/letter to the field trip destination site to request information and to schedule your visit. Consider the best day of the week and the best time of day for your visit. Describe the size of your group, the ages of the children, and your objectives for the visit.

Learn the name of a contact person and a phone number at the site. Be sure a copy of this information is left behind at the facility when you go. Confirm your arrangements a few days ahead with the contact person. If needed, make arrangements to have snack or lunch at the site.

Resources / Sample Forms:

Field Trip Request Letter

INFORM PARENTS/GUARDIANS

Parents/guardians must always be informed of a field trip and must provide a signed permission form. Find out if your program requires a standard liability release to be signed by a parent or guardian. Parents should be made aware of every trip, including the destination, the date, the hours, and any fees. Information should be shared about the travel plans and names of the drivers if the trip is by vehicle. It is also beneficial to share information about the trip regarding the purpose of the trip and tips on what the parent/guardian can do at home to support learning prior to the trip. Permission forms signed by parents/guardians must be completed for each field trip. Remember -- blanket permission slips are only allowed for routine transportation.

NC DCDEE Child Care Rule .1003

Allow enough time to distribute the permission forms and get them back before the trip. Decide how you will care for any children who do not receive permission to go on the trip. Post a reminder notice of the field trip two or three days ahead in a prominent place.

Resources / Sample Forms:

Permission Slip for Field Trips, NC DCDEE Child Care Center Handbook, Chapter 6, Resource Section,

http://ncchildcare.dhhs.state.nc.us/pdf_forms/center_travel_field_trip_authorization_form.pdf

PREPARE THE CHILDREN

A written activity plan for the field trip guides your preparations. Talk about the field trip with the children -- where you are going, what will happen there, and what they will see and do. The children will be prepared and enjoy the field trip much more if they have been included in the planning process!

Encourage children to help in establishing rules for behavior. Go over simple rules for traveling and visiting a new place. Discuss basic safety precautions. Explain how the children will be grouped with an adult leader and that they will stay with their group at all times. If you will use a buddy system, practice it to be sure the children understand how it works.

Prepare identification for each child. This can be done in many ways. Most important is that the facility's name and phone number should be visible, not the child's name. The identification should not distract the child or be easily removed. You may want to put a wrist band on the child for identification.

Resources / Sample Forms:

Activity Planning Form, NC DCDEE Child Care Center Handbook, Chapter 6, Resource Section, http://ncchildcare.dhhs.state.nc.us/pdf_forms/activity_plan_preschool.pdf

PREPARE NECESSARY FORMS

Make attendance rosters of all children who will be on the trip. Prepare a **master list** to be carried by the trip leader. The master list should list the adults and children in each group and the vehicle they will travel in. Prepare **group attendance rosters** to be carried by each adult in charge of a group of children. These can be copied and stapled together to form a master roster. These forms must include information about **medical alerts** (asthma, diabetes, allergies, etc.) for children and staff on the trip and **medications** that will need to be administered while away from the facility. Leave a copy of the master list or group rosters at the facility as a record of who is on the trip.

You may want to give each group leader a copy of the **master list** with their group highlighted, so they know where other children belong if any get separated from their group. Help adults/volunteers who are not regulars with your program, and may not know all the children in their group, with some helpful ways to identify those children.

Always carry emergency information forms for each child and adult. This is information in each child's application file that may be copied for carrying when transporting children. Each adult group leader should carry the forms for the children and staff in his/her group. The trip leader should carry **incident report forms**, **emergency telephone numbers**, and a **first aid information sheet that can be obtained from the North Carolina Child Care Health and Safety Resource Center**. If incidents occur on the trip, they must be recorded on the incident log upon return to the facility. A designated

adult should carry **permission to administer medication forms** (from parent/guardian) and the **checklist for administering medication**. This adult will administer all medications and transfer the appropriate information to the medication log at the program.

Resources / Sample Forms:

Master List & Staffing Pattern

Group Attendance Roster

Child's Application for Child Care, NC DCDEE Child Care Center Handbook, Chapter 6
http://ncchildcare.dhhs.state.nc.us/pdf_forms/childs_application_i.pdf

Emergency Telephone Numbers, NC DCDEE Child Care Center Handbook, Chapter 12
http://ncchildcare.dhhs.state.nc.us/pdf_forms/emergency_phone_numbers.pdf

Medication Administration Permission and Record, NC DCDEE Child Care Center Handbook, Chapter 6, Resource Section
http://ncchildcare.dhhs.state.nc.us/pdf_forms/medication_administration_log.pdf

Checklist for Administering Medication, NC DCDEE Child Care Center Handbook, Chapter 12

Incident Report Form, NC DCDEE Child Care Center Handbook, Chapter 6, Resource Section, http://ncchildcare.dhhs.state.nc.us/pdf_forms/incident_report.pdf

DEVELOP EMERGENCY PLANS

What will you do if a child becomes injured or ill on the trip? What if a child is having a hard time following directions? What if a child becomes separated from the group? Make advance plans for these and other situations that may arise. Having extra adults along on your field trip is helpful in the event there are emergency situations.

What if you have a vehicle accident or breakdown on the trip? Arrange to have a back-up vehicle that could be called on quickly if some of the group becomes stranded. If possible, you may want to have an extra vehicle along.

Child Care Rule .1003 (k) – When children are transported, staff in each vehicle shall have a functioning cellular telephone or other functioning two-way voice communication device with them for use in an emergency.

PREPARE NECESSARY EQUIPMENT AND SUPPLIES

Determine what you need to take with you. Consider the following:

- ✓ where you're going and what you'll do there
- ✓ how you'll get there and how long the trip will take
- ✓ the ages and individual differences of the children who are going

You must have a **fully equipped first aid kit** that is easy to carry.

Even if you won't be having a meal on the trip, **drinking water in a protective container** is necessary. Don't forget **cups**! You may want to have **snacks**, as well. If lunches are taken, you'll need insulated containers to **keep them at a safe temperature**, whether warm or cool. You may also need **napkins** and **trash bags**.

For hygiene you'll need **liquid soap and paper towels**, or perhaps some type of **hand sanitizing product**. If you have any children on the trip who are not toilet-trained, be prepared to change diapers in a sanitary way. Take **gloves, diapers, diapering supplies and changing pad, plastic bags** for diaper disposal and to store wet or soiled things. **Extra clothes** may be needed for some children.

Medications that will be needed during the field trip must be carried in a **locked container**. Remember that some must be kept cool. **Permission slips** to administer medications and the **checklist** of procedures for administering them must be taken on the trip. Don't forget to make entries in the medication log on return to the facility.

On some field trips children will need to be protected from sunburn. Have parents sign **permission slips to apply sunscreen**, and take those. Sunscreen and designated emergency medication (EpiPen, diazepam, glucagon, and asthma inhalers) are not required to be in locked storage, but must be stored out of the reach of children. Try to apply sunscreen before the trip so it is most effective. To be most effective sunscreen should be reapplied every two hours. Wearing hats will protect children from sun and heat.

Some trips will require special preparation, supplies, and equipment. Carefully anticipate what these might be. A swimming field trip requires (in addition to sunscreen) **suits, towels, and plastic bags** for wet things. You also must provide **identification** for children, such as colored waterproof wristbands, that are easy to spot.

Children may sit on the ground for snacks/meals during a field trip. Plan for this -- take along an adequate number of **mats or blankets** so everyone has a space for sitting. Often, picnic tables are not an appropriate size for preschool children.

Take a **cellular phone** with a well-charged battery and/or a car adapter or a two-way communication device. A well-stocked **activity box** will help pass the time during an unexpected delay.

Resources / Sample Forms:

Stocking a First Aid Kit, NC DCDEE Child Care Center Handbook, Chapter 10, Resource Section

GO! . . . safe transportation practices

MAKE SURE VEHICLES ARE SAFE

Vehicles used to transport children must be safe and well-maintained. They must be properly registered and insured. The vehicle body must be free of holes and the upholstery should not be ripped or torn. Vehicle condition must be checked regularly, for example checking brakes, tires, and fluids. An annual inspection is required. Have vehicles serviced and filled with gas before the trip. Transportation provided through special lease contracts must operate under the same safety guidelines.

Keep temperatures comfortable in the vehicle. Run the heater when outdoor temperatures are below 50°F; run the air conditioner when temperatures are above 75°F. Test metal parts of car seats, seat belts, and plastic coverings to protect against burns. In hot weather, protect those areas with blankets or towels when not in use.

Age-appropriate child restraint devices must be used and properly fastened and installed.

- ✓ All children under 4 years of age must ride in car seats.
- ✓ Children under 8 or 80 lbs must be in booster seats.
- ✓ All older children and adults must have individual seat belts. **Do not double-up!**
- ✓ **Children should not ride in the front seat of vehicles until they are 13 years of age.**
- ✓ Do not carry more people than the vehicle capacity allows.
- ✓ No one may ride in the cargo area.
- ✓ All doors must be locked and all passengers must remain seated while the vehicle is in motion.
- ✓ All body parts (heads, hands, etc.) must be kept inside.

Additional information: <http://www.safercar.gov/parents/home.htm>

Vehicles must be equipped to handle health emergencies. A fully-equipped First Aid kit and a fully charged fire extinguisher should be mounted or secured in each vehicle. There must be an adult trained in First Aid and CPR riding in each vehicle. Emergency information must be in the vehicle for each child and staff passenger. Vehicles must be properly equipped and modified for children with disabilities. Drivers and monitors must be trained to deal with any child's special need.

PROVIDE APPROPRIATE ADULT SUPERVISION ON VEHICLES

It is recommended that each vehicle have a minimum of two adults on board -- the driver and a monitor.

Drivers must:

- ✓ be properly trained, licensed and center/program-approved. The driver should have no convictions of Driving While Impaired (DWI) or any other impaired driving within the last three years.
- ✓ be at least 21 years old,
- ✓ practice safe driving habits and should drive at posted speeds,
- ✓ have practiced drills getting children out of vehicle in case of an emergency, and
- ✓ not have taken any medications, drugs, or alcohol in the previous twelve hours that could impair their judgment.

THE DRIVER ALWAYS DOES A LAST PHYSICAL CHECK OF THE ENTIRE VEHICLE TO BE SURE THAT ALL CHILDREN HAVE EXITED!

On a bus or a large van, the monitor should ride in the rear of the vehicle and provide visual supervision of the entire vehicle. Child care facilities that provide transportation to children, parents/guardians, staff, and others should avoid the use of fifteen-passenger vans whenever possible per CFOC (National Standards). In a passenger car or van the monitor may ride next to the driver if all other seats are needed for children (who must not be in the front seat). No food or drink should be consumed while the vehicle is moving. There must be no smoking on the vehicle. If radio or music is played, keep the volume down.

The monitor maintains the roster and does attendance checks by name and face when children enter and exit the vehicle. It is not enough just to do a head count! Take attendance by name and face at key times on field trips, using the roster, including:

- ✓ before leaving the child care facility
- ✓ upon arrival at the field trip site
- ✓ after entering the field trip site
- ✓ occasionally during the visit
- ✓ before departure from the field trip site
- ✓ upon arrival back at the child care facility
- ✓ upon reentering the classroom

A log of children transported and delivered to the designated adult (early educator, parent/guardian, or other) is kept by the monitor and filed at the child care facility. Keep pen and paper on the vehicle to record any information to be shared between parents and early educators.

Each facility should have safe procedures for pick-up and delivery of children. The procedures should be written and given to parents. They should be carried on the vehicles and posted at the facility. Any transportation of children should be authorized by parents. Notify parents of any change of driver or procedures. **Doing a physical check of the vehicle at the end of the trip is absolutely essential!**

Children should be loaded and unloaded from the vehicle away from traffic, on the same side of the roadway as their destination. **All children must be received by a responsible adult when exiting the vehicle** -- at the child care facility, at home, and at a field trip site.

NEVER LEAVE CHILDREN UNATTENDED ON A VEHICLE!

Resources / Sample Forms:

Daily Transportation Roster

Blanket Permission for Routine Transport of Children, NC DCDEE Child Care Center Handbook, Chapter 10, Resource Section (this form is not to be used for field trips or other off premise activities)

http://ncchildcare.dhhs.state.nc.us/pdf_forms/center_blanket_permission_routine_transportation.pdf

PLAN AHEAD FOR TRANSPORTATION

Before transporting children, be sure to check the weather conditions. Vehicles need to be equipped for inclement weather.

Have a clear map and precise directions (or a GPS) for each driver. Leave copies of directions at the child care facility when you go. Also leave a copy of the roster showing which adults and children are riding in each vehicle. Do this for both routine transportation plans and for field trips. You also need to leave behind a contact phone number for the field trip site, if there is one. Arrange to have a cellular phone for easy communication between the trip leader or driver and the facility.

Be sure that the emergency form for each child and adult is on the same vehicle as that person. Use advance seating arrangements to designate where children will sit. Do not allow children to change places or switch vehicles.

Plan to have a back-up vehicle and driver available in case of an emergency. If needed, then the facility can quickly send a vehicle for help.

PLAN FOR WALKING TRIPS AND PUBLIC TRANSPORTATION

Walking field trips can be a good option for expanding the learning experience for children 3 years or older. You will need to follow plan carefully to make the trip safe and enjoyable for the children.

Plan a route that all adults understand. No adult or group should deviate from the agreed-upon route. Leave a copy of the route and plans at the facility.

Adult supervision is required at both the front and rear of the group. Very small groups of children may walk in a cluster with an adult who can see and reach them all.

Plan a way to keep everyone in a group together. Depending on their ages, you may want to have children hold an adult's hand, use a buddy system, or use a "walking rope" knotted at intervals to hold onto.

Using public transportation can present many risks. It also can be fun and teach children new things if planned and carried out carefully. Adults need to know the route well. Know the bus or train schedule so you won't have any unexpected waits. Plan how you will pay fares. Plan to ride when there will be less crowded conditions. Keep the distance and time spent traveling appropriate for the age of the children.

TIME TO GO and TIME TO RETURN

Before you leave the facility, there are last-minute things to do. Children will need to be taken to the bathroom and should have water to drink prior to leaving. Children will need to be dressed appropriately for the weather, so allow time to put on sunscreen, hats, raincoats, sweaters, coats, mittens -- whatever is required. To get your trip off on the right note, maintain an orderly exit from the facility.

Upon your return to the facility, help the children to exit the vehicle safely and calmly. Take attendance one last time as the children enter the facility. The driver makes a thorough check of the vehicle for any remaining children and belongings.

FIELD TRIP FOLLOW-UP

Follow-up activities will help the children retain what they learned from the trip experience. Taking photographs during the trip will enrich follow-up activities once you return to the program. Have the children help create and send thank-you notes to the adults who helped. Send a thank-you letter to the field trip site. File information about the trip site for future reference.

Resources / Sample Forms:

Field Trip Thank You Letter

SUPERVISION: THE KEY TO SAFETY

To assure the safety of all the children in your care and to safeguard all early educators against the accusation of neglect or abuse of children, you must follow these most important rules on a field trip and whenever transporting children:



VISUALLY SUPERVISE all children at all times.

Keeping children safe during a field trip is a challenging task and must be everyone's priority.



TAKE ATTENDANCE at regular intervals, including each transition point, checking children by both name and face. *It is extremely dangerous and not acceptable to lose a child or to leave a child behind.*



PHYSICALLY INSPECT the entire vehicle for any remaining children. This must be done by the last person off the vehicle, which is almost always the driver. *Leaving a child unsupervised on a vehicle is extremely dangerous and not acceptable.*

FIELD TRIP & TRANSPORTATION SAFETY CHECKLIST

GET READY advance planning

PLAN AHEAD

- Identify the purpose and concepts (reasons and ideas) for the trip.
- Identify the group of children for the trip.
- Select an appropriate activity site.
- If you are an early educator in a child care center request child care facility supervisor's approval for planned trip.

VISIT THE SITE

- Plan how to get to the site (your way to travel and route).
- Find out the travel time each way.
- Look for appropriate things for the children to see and do. Ask if activities are accessible and adapted for all children.
- Learn how much time should be allowed for a visit.
- Learn how much site fees are and decide how the fees will be paid.
- Understand the rules and regulations of the site.
- Obtain brochures, posters, etc. about the site to show the children.
- Check for a safe physical environment (playground, equipment, etc.).
- Locate restrooms, water fountains, and phones (just in case you have problems with your cell phone).
- Know the field trip site's emergency evacuation plan.
- Locate accessible ramps, parking areas, paths, restrooms, etc.
- Decide if this field trip site will be beneficial/appropriate for all children.

PLAN YOUR STAFFING

- Set staff-child ratio for a safe trip -- normal ratios won't be adequate.
- Identify staff and other adults for the trip.
- Plan to have extra adults for emergency situations.
- Plan to have an adult with CPR and First Aid training on each vehicle.

TRAIN YOUR STAFF

- Clearly define each adult's responsibilities on the trip.
- Assign a specific group of children to each adult group leader.
- Assign each group of children with an adult leader to the same vehicle.
- Assign attendance and emergency forms to each adult group leader.
- Stress importance of regular attendance checks by name and by face.
- Discuss the purpose of the trip, sequence of activities, and time schedule.
- Consider how children's behavior may vary in new settings and suggest appropriate guidance techniques.
- Clearly designate who is to supervise staff remaining at the facility.
- Assign supervision and care of all children remaining at the facility.

GET SET. . . . advance preparations

MAKE ARRANGEMENTS WITH THE TRIP SITE

- Send an email or letter to the site requesting a visit.
- Choose the best time (day and hour) to make your visit.
- Learn the name and phone number of a contact person at the site.
- Confirm arrangements a few days ahead with the contact person.
- Make snack and/or lunch arrangements if needed.

INFORM THE PARENTS

- Get signature of parent/guardian on *Permission Slip for Field Trip*.
- Post a trip reminder notice in a prominent place 2 or 3 days in advance.

PREPARE THE CHILDREN

- Outline your trip on the weekly *Activity Plan*.
- Discuss the trip; talk about what the children will see and do.
- Go over simple rules for travel and visiting.
- Discuss behavior rules and safety precautions.
- Explain and practice a possible buddy system.
- Prepare child identification with the facility's name and phone number.

PREPARE NECESSARY FORMS

- Prepare *Master List / Staffing Pattern* (carried by trip leader).
- Prepare *Group Attendance Rosters* (carried by group leaders).
- Prepare *Emergency Information Form* on each child.
- Take *Emergency Telephone Numbers*.
- Take *Incident Report Forms*.
- Take *Permission to Administer Medication Forms*.
- Take *Checklist for Administering Medication*.
- Take *First Aid Information Sheet*.
- Leave copy of field trip attendance roster at the facility.

DEVELOP EMERGENCY PLANS

- Plan what to do if a child is ill, hurt, uses inappropriate behavior, or separated from the group.
- Plan what to do if a vehicle accident or breakdown occurs.

PREPARE NECESSARY EQUIPMENT AND SUPPLIES (in protective containers)

- First Aid kit
- Drinking water, paper cups, napkins, snacks, lunches
- Insulated containers for keeping food at safe temperatures
- Wet wipes, soap, paper towels, tissues, and hand sanitizer
- Diapers, diapering supplies, changing pad, gloves
- Extra clothes
- Plastic bags, trash bags (out of children's reach)
- Medications (locked containers), sunscreen/emergency medications (out of children's reach)
- Mats or blankets for sitting on the ground
- Cellular phone or two-way communication device

GO! safe transportation practices

MAKE SURE VEHICLES ARE SAFE

- Vehicles must be well maintained; check gas and tires.
- Vehicles must be registered, licensed, inspected and insured.
- Capacity limits must be observed for vehicles.
- Doors must be locked when the vehicle is moving.
- All body parts must be kept inside the vehicle.
- Vehicles need proper restraint systems: as defined in NC Child Passenger Safety law and NC Seat Belt law.
- Vehicles must contain fully-equipped first aid kits and fully-charged fire extinguishers; each must be mounted or secured.
- Vehicles carrying children with special needs must be properly equipped.

PROVIDE APPROPRIATE ADULT SUPERVISION ON VEHICLES

- Drivers must be trained, licensed, and meet qualifications.
- Best practice: at least two adults in each vehicle -- driver and monitor.
- Best practice: monitor rides in the back of the vehicle (when practical).
- Monitor keeps roster, checks children on and off by name and face.
- Strictly follow pick-up and delivery procedures; keep a copy in the vehicle.
- Load and unload children away from traffic.
- Each vehicle needs at least one adult trained in CPR/First Aid.
- Children are NEVER left unattended on a vehicle.
- DRIVER MUST ALWAYS MAKE THE LAST PHYSICAL CHECK OF THE ENTIRE VEHICLE TO BE SURE ALL CHILDREN HAVE EXITED.

PLAN AHEAD FOR TRANSPORTATION

- Check weather conditions shortly before leaving.
- Provide drivers with a GPS and/or clear map and precise directions.
- Leave a copy of the route and plans at the child care facility.
- Arrange for a back-up vehicle in case of an accident or breakdown.
- Carry emergency forms for the children and staff riding on each vehicle.

PLAN FOR WALKING TRIPS and PUBLIC TRANSPORTATION

- Set the route in advance so all adults understand and follow it.
- Leave a copy of the route and plans at the facility.
- Have adults visually supervise at the front and rear of the group at all times.
- Make provisions to keep all children together.
- Know the transit schedules, fares, and distances before you go.

TIME TO GO and TIME TO RETURN

- Take children to the toilet and provide water before leaving sites.
- Dress children in appropriate clothing including sweaters, coats, raincoats, hats, mittens, etc.
- Maintain an orderly exit from and return to the facility.

FIELD TRIP FOLLOW-UP

- Plan follow-up activities with children, including thank-you notes.
- Keep information about the trip site filed for future use.

RECOMMENDED TRAININGS

- ❖ *DCDEE Supervision Series: Beyond Band-aids*
- ❖ *DCDEE Supervision Series: Providers Almanac*
- ❖ *Emergency Preparedness and Response in Child Care*
- ❖ *CPR & First Aid*

Check with your local Child Care Resource & Referral for additional trainings.

RESOURCES & PUBLICATIONS

Resources:

NC Child Care Requirements

http://ncchildcare.dhhs.state.nc.us/providers/pv_childcarehandbook.asp

- .0604 General Safety Requirements
- .0712 Staff/Child Ratios for Centers with a Licensed Capacity of Less than 30 Children
- .0713 Staff/Child Ratios for Centers with a Licensed Capacity of 30 or More Children
- .0714 Other Staffing Requirements [(f) re: adequate supervision]
- .0802 Emergency Medical Care
- .0803 Administering Medication
- .1000 Transportation Standards for Centers
 - .1001 Seat Restraints
 - .1002 Safe Vehicles
 - .1003 Safe Procedures
 - .1004 Staff/Child Ratios
- .1403 Aquatic Activities
- .1722 Discipline Policy
- .1723 Transportation Requirements [Family Child Care Homes]
- .1801 Discipline Policy
- .2500 Care for Children in School-Age Programs
 - .2506 General Safety Requirements
 - .2507 Operating Policies [re: transportation/field trips]
 - .2509 Activities: Off Premises
 - .2510 Staff Qualifications [re: ratios, lifeguards]
 - .2511 Other Staff Requirements

North Carolina Child Care Health and Safety Resource Center
www.healthychildcarenc.org or 1-800-367-2229

American Academy of Pediatrics
www.aap.org

National Resource Center for Health and Safety in Child Care and Early Education
www.nrckids.org

National Association for the Education of Young Children
www.naeyc.org

North Carolina Outdoors Learning Alliance
<http://www.poemsnc.org>

The North Carolina Child Passenger Safety and Booster Seat Law: Commonly Asked Questions
http://www.buckleupnc.org/pdf/crlaw_qa.pdf

Car Seat Recommendations for Children
<http://www.nhtsa.gov/ChildSafety/Guidance>

Growing Up Buckled Up in North Carolina
http://www.buckleupnc.org/pdf/gubu_nc_basicinfo.pdf

Requirements and Recommendations for the Transportation on Children by Schools, Child Care Centers and other Organizations in North Carolina
http://www.buckleupnc.org/downloads/nc_cps_bus-van-transportation.pdf

Publications:

Developmentally Appropriate Practice in Early Childhood Programs, Sue Bredekamp, Carol Copple

Field Trips in Early Childhood Settings: Expanding the Walls of the Classroom, Taylor, Satomi Izumi; Cordeau-Young, Carol; Morris, Vivian Gunn

Making and Taking Virtual Field Trips in Pre-K and the Primary Grades, Dennis J. Kirchen

SAMPLE FORMS

Daily Transportation Roster
Blanket Permission for Routine Transport of Children
Off Premise Activity Authorization
Pool Safety “Children Aren’t Waterproof”
Suggested Field Trip Locations
Field Trip Request for Approval
Classroom Staff to Child Ratio
Field Trip Request Letter
Permission Slip for Field Trip
Activity Planning Form
Master List/Staffing Pattern
Group Attendance Roster
Child’s Application for Child Care
Emergency Telephone Numbers
Medication Administration Permission & Record
Checklist for Administering Medication
Incident Report
Stocking a First Aid Kit
Field Trip Thank You Letter