

GILROY UNIFIED SCHOOL DISTRICT

Within the State and Out of State / Overnight Field Trip Request Form

LEVEL 1	LEVEL 2
<i>Within the State / One-Day Trip (District Office information only)</i>	<i>Out of State and/or Overnight Trip (Board Approval required)</i>
<u>Submit (6) weeks in advance for Principal approval and District Office information.</u> Date of Trip: _____ Please check: <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F <input type="checkbox"/> Sat <input type="checkbox"/> Sun <u>DEPARTURE DATE / TIME:</u> _____ <u>RETURN DATE / TIME:</u> _____ Number of Students attending: _____ Names of Chaperones <u>mandatory!</u>	<u>Submit (4) months in advance for BOARD APPROVAL.</u> Dates of Trip: <u>01/24/20 - 01/25/20</u> Please check: <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input checked="" type="checkbox"/> F <input checked="" type="checkbox"/> Sat <input type="checkbox"/> Sun Total Instructional Days Missed: <u>1</u> <u>DEPARTURE DATE / TIME:</u> <u>01/24/20 10 AM</u> <u>RETURN DATE / TIME:</u> <u>01/25/20 3 PM</u> Number of Students attending: <u>20</u> Names of Chaperones <u>mandatory!</u>

Date: 08/29/2019 School Site: Gilroy High School Grade Level: 10 - 12

Name of Group / Organization: Gilroy FFA

Name of Lead Instructor(s): Elida Moore School Extension: 231132

DESTINATION (Location / City / State):

Made for Excellence/Advanced Leadership Academy, Embassy Suites

Does the trip involve any water related activities? ☐ Yes ☒ No 1441 Canyon Del Rey Blvd., Seaside, CA

If yes, please describe as additional information/assurances may be required (GUS 67A).

According to GUSD's AR 6153 "Field Trips about trips involving water craft, the use of private and or non-commercial vessels is prohibited.

The teacher must verify the following:

- ☐ 1) The vessel must be properly licensed.
- ☐ 2) The Captain has a current valid license for the type and size of the vessel.
- ☐ 3) The vessel has adequate life jackets for the group.
- ☐ 4) The teacher must obtain a certificate of insurance naming the district as an additional insured. (Please attach to Field Trip Request Form #67)
- ☐ 5) The teacher must insist that emergency procedures and drills are reviewed by the boat personnel with the filed trip adults and participants.

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- ☐ 6) The teacher must review weather conditions and information prior to the trip and be aware of any warnings out.
- ☐ 7) The teacher will assign adult chaperons to specific children.
- ☐ 8) The teacher must have school's first aid kit.
- ☐ 9) The trip shall be accompanied by a teacher, employee or agent of the school who has completed a first aid course which is certified by the American Red Cross

Number of Chaperones attending: Teachers 2 School Staff 1 Parents _____ Community Members: _____

LIST NAMES OF ALL CHAPERONES

- Teachers and other school staff: Elida Moore, Brian Snyder, Jan Alonso

- Community Members: _____

- Parent/Guardian Name: (Please also include GUSD Student) You may add another sheet, if necessary.

Academic Purpose of Field Trip: (include curriculum and standards met by this field trip below).

See attached

Lodging arrangements:

Embassy Suites Seaside (location of activity)

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MODE of Transportation (please check below):

☐ School Bus ☐ Charter Bus ☒ District Vehicle ☐ Private Car

If District vehicles or private vehicles are the mode of transportation, please check box below confirming all employees or volunteer drivers have been cleared by the District. All documents must be on file with the Transportation Department or with the Athletic Director at each site.

List Names of Drivers:

Elida Moore	Brian Snyder
Jan Alonso	

Documents required for clearance include: copy of driver's license, proof of insurance, GUS Form #110 and DMV H6 record

☒ All above documents are on file.


Estimated total cost of trip 2000.00 Estimated total cost per student 200.00

Transportation Costs: Yes ☒ No ☐ Funding Source: AIG, CTE

Admission Fees: Yes ☒ No ☐ Funding Source: AIG

Substitute Teacher required? YES ☒ If yes, check one: full day sub ☒ or ½ day sub ☐ NO sub required ☐

Funding Source: AIG, CTE

LEVEL 1	LEVEL 2
<i>Within the State / One-Day Trip</i> (Principal Approval only)	<i>Out of State and/or Overnight Trip</i> Board Approval required (*)
Signed: _____ Principal	Signed: _____ Principal
Dated: _____ Request approved: Yes <input type="checkbox"/> No <input type="checkbox"/>	Dated: <u>11/15/19</u> Request approved: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Date received in Curriculum and Instruction Office: _____	Signed: _____ Director of Curriculum and Instruction
Signed: _____ Dated: _____ Director of Curriculum and Instruction	Dated: <u>11/16/19</u> Request approved: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
 <p>G.U.S.D. BOARD OF EDUCATION</p> <p>Approved: <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Rationale (if not approved): _____</p>	

Standards Addressed

CTE Standards

2.4 Listening and Speaking Specific applications of Listening and Speaking Strategies and Applications standards :

(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

3.0 Career Planning and Management Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.

3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.

3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

5.0 Problem Solving and Critical Thinking Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

7.0 Responsibility and Flexibility Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to varied roles and responsibilities.

7.4 Understand that individual actions can affect the larger community.

7.5 Understand the importance of time management to fulfill responsibilities.

9.0 Leadership and Teamwork Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

Common Core Standards Addressed

SL 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented

MFE/ALA Itinerary

Day 1

- Depart GHS at 10 am
- Arrive at hotel by 11:00
- Eat breakfast and get changed for conference
- Conference begins at 9:00
- Students in Workshops from 9-12
- Break for lunch 12-1 at hotel
- Students back in workshops from 1-5
- Dinner Break from 5-7:30
- FFA Hosted Dance at hotel 8-10 pm
- Lights out at 10:30

Day 2

- Students woken up at 7 am pack up room and car
- Breakfast at 7:30 at hotel
- Workshops start at 8:30
- Conference ends at noon
- Lunch on way back from conference 12:30pm
- Team debrief after lunch
- Arrive back at GHS 3pm