

**WSWHE BOCES  
TRAVEL REQUEST FORM**

IP-AR7050 Form A

Teacher: \_\_\_\_\_ Class Location: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

<b>TRIP INFORMATION</b>	
Destination: _____	
Address: _____ _____	
Emergency Contact Number: (____) _____	
Date(s): _____	Mileage: _____ (Round trip)
Depart School at: _____	Arrive Destination at: _____
Depart Destination at: _____	Return to School at: _____
Category:    A    B    C    (Circle one)	
Curricular Objective: _____ _____	
Trip Activities: _____ _____	
Learning Standards Addressed: _____ _____	
Number of Students: _____	Number of Adults: _____
Names of Chaperones: _____ _____	
Estimated Cost to BOCES (itemized): _____ _____	
Budget Code: _____	

<b>TYPE OF TRAVEL</b>
_____ Field Trip
_____ Work Based Learning/STW
_____ Community Based Education
_____ Extension of Classes
_____ Other

<b>TRANSPORTATION REQUEST</b>
Car _____ Bus _____
Driver _____ Bus with lift _____
Number of wheelchair ports needed: _____
Other: _____ _____ _____

<b>Risk Management Plan</b>
<b>Category "A" Trip</b>
(As appropriate, list phone numbers, contact names, preventive or precautionary measures. Attach sheet if necessary.) _____ _____ _____ _____
<b>Category "B" and "C" Trips</b>
(Complete and attach separate Risk Management Form and Justification)

<b>Categories</b>
<b>A</b> - Take place within school hours and do not require any adjustment of the school day or special transportation to get children to school or home other than what is commonly used. Director level approval required.
<b>B</b> - Deviate from the normal day, generally is out of the area and extends the school day. Director level approval required.
<b>C</b> - Exceed 100 miles (one way) and/or require students to be away overnight. Requires Deputy or District Superintendent signature.

Approved: _____	Denied: _____
	Reason: _____
_____ Supervisor's Approval	_____ Date
_____ Authorizing Administrator Approval	_____ Date
_____ Assistant or District Superintendent's Approval	_____ Date

## ENGLISH LANGUAGE ARTS (ELA)

- 1. Read, write, listen and speak for information and understanding.
- 2. Read, write, listen and speak for literary response and expression.
- 3. Read, write, listen and speak for critical analysis and evaluation.
- 4. Read, write, listen and speak for social interaction.

## THE ARTS

- 1. Actively engage in the processes that constitute creation and performance in the arts (dance, music and visual arts) and participate in various roles in the arts.
- 2. Be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
- 3. Respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
- 4. Develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

## HEALTH, PHYSICAL EDUCATION & HOME ECONOMICS

- 1. Have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- 2. Acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- 3. Understand and be able to manage their personal and community resources.

## CAREER DEVELOPMENT & OCCUPATIONAL STUDIES

- 1. Be knowledgeable about the world of work, explore career options, and relate personal skill, aptitudes, and abilities to future career decisions.
- 2. Demonstrate how academic knowledge and skills are applied in the workplace and other settings.
- 3a. Demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
- 3b. Choose a career major and acquire career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

## LANGUAGES OTHER THAN ENGLISH (LOTE)

- 1. Be able to use a language other than English for communication.
- 2. Develop cross-cultural skills and understandings.

## MATHEMATICS, SCIENCE & TECHNOLOGY

- 1. Use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
- 2. Access, generate, process, and transfer information using appropriate technologies.
- 3. Understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.
- 4. Understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
- 5. Apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.
- 6. Understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
- 7. Apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

## SOCIAL STUDIES

Use a variety of intellectual skills:

- 1. To demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
- 2. To demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the world history and examine the broad sweep of history from a variety of perspectives.
- 3. To demonstrate their understanding of the geography of the interdependent worlds in which we live - local, national and global - including the spatial distribution of people, places and environments over the Earth's surface.
- 4. To demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.
- 5. To demonstrate their understanding of the necessity for establishing governments, the United State Constitution, the American government system, the governmental systems of other nations and international politics past and present.
- 6. To demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights and responsibilities of citizenship, including avenues of participation.