



*Hands-on Discovery in the Outdoor Classroom...*

We are excited to welcome you and your class to Great Basin Outdoor School, and this packet of materials for teachers and parents will help you prepare. Each teacher should have a copy of the materials under this letter, and the parents of each participating student need a copy of the parent packet. We are providing an example parent packet including some forms on colored paper and a set of white masters so that teachers can use them to either make copies for parents or have them printed elsewhere. WCSD Printing Department does a great job of printing, collating, and stapling the parent packets for around 50 cents each for WCSD teachers who want to save themselves work. Most sheets are designed to be printed front-to-back. To help organize all the student forms, we recommend color coding pages and will provide a guide on the back of this page.

Please familiarize yourself with all materials, and please see that parents fully complete all forms. If they have missed signing permission to photograph, please check to see if they might be willing so that we can include as many children as possible.

Teacher materials include:

- Checklist for teachers
- Sample schedule of program activities
- State curriculum standards addressed by Great Basin Outdoor School activities
- Teacher responsibilities during program
- Sweatshirt, cap, and field guide order form
- Cabin leader recruitment information & poster
- Discipline policy
- Electives
- Supervision ratios
- Health & safety guidelines
- Student grouping instructions
- Camp and cabin details
- Check-off page for student forms
- Emergency info

Please see guidelines for copying parent packets on back.

Great Basin Outdoor School, 5125 Escuela Way, Reno, Nevada 89502  
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**Sample Parent Packet** (stapled): is provided as an example for you of how the packets should look for the parents of your students.

- Parent letter
- Schedule
- Checklist
- Student equipment list
- Permission slip (green)
- WCSD Emergency info/general Emergency info (orange)
- WCSD Medication/general Medication authorization (yellow)
- Research boat permission (blue)
- Sweatshirt, cap, and field guide order form
- Cabin leader flier

Most forms are English on one side and Spanish on the other. The permission slip, the emergency info form, and the non-WCSD medication authorization are longer so they are on separate pages. WCSD does not currently provide the medication authorization form in Spanish. Parents of WCSD children who bring prescription or over-the-counter meds for a specific diagnosis must complete the WCSD medication authorization form well in advance so that the school nurse can confer with the teacher. Parents of children from other schools use the general medication authorization form.

**White Masters for Xeroxing Parent Packet** (paper clipped): include all the documents listed above printed on white to facilitate making copies for students. Teachers, thank you for providing a copy of the packet for each student, and thank you for color-coding the forms as indicated.

Either before you come to camp or soon after you arrive, please separate student forms by color, because each set of forms has to go a different place. For instance, the blue research boat permission forms go to the research boat personnel, and the orange emergency info forms follow us wherever the children go--Camp Galilee, Spooner Lake, or Zephyr Cove where we board the research boat.

**After reviewing these materials**, please call to schedule a teacher meeting to go over program details and logistics and get your questions answered. All participating teachers should be involved. It works well for our Program Director to come near the end of your school day to get your students excited and answer their questions and then to meet with the teachers right after school. A Great Basin Outdoor School staff member can be scheduled for an evening parent meeting.

Keep in touch! Let us work with you to make this a great experience for everybody.

# Teacher Checklist

## *Up To One Year Prior*

- \_\_\_ Complete your registration and deposit. (Your session is officially reserved when the 20% deposit is received.)
- \_\_\_ Designate a lead teacher who will handle communication with GBOS.
- \_\_\_ Order your bus. Remember all the luggage and several cabin leaders you will have to accommodate. You may request a bus with luggage bins.
- \_\_\_ Arrange for a meeting with all attending teachers and the GBOS Program Director to review the teacher and parent materials and forms.
- \_\_\_ Review the teacher packet, parent packet and Student Activity book.
- \_\_\_ Arrange for the Program Director to visit for a parent/student meeting.

## *Months Prior*

- \_\_\_ Recruit high school and college-age cabin leaders from your past students, your students' older brothers and sisters, the high school your school feeds into, etc. Seek about one per every eight students. Allow time for background checks for cabin leaders over 18. If you cannot recruit enough cabin leaders, GBOS also recruits.
- \_\_\_ Distribute parent packets to each student.

## *Six Weeks to One Month Prior*

- \_\_\_ Collect medication authorization forms and WCSD teachers confer with your school nurse six weeks ahead.
- \_\_\_ Collect sweatshirt, cap, and field guide orders and place order with GBOS one month ahead. Orders are accepted later, but we cannot guarantee that all will be available to students when they arrive at camp.
- \_\_\_ Start pre-program activities from the Student Activity book.
- \_\_\_ Touch base with the Program Director with updates, questions, special needs, and concerns.

## *One Week Prior*

- \_\_\_ Collect Permission Slips; complete the Permission Slip Checklist.
- \_\_\_ Collect Emergency Info forms; call parents for any forms not properly completed; complete the Student Health Inventory Summary.
- \_\_\_ Prepare roster for WCSD bus drivers with student names, addresses, emergency phone, birth date, and grade level. You can print it from Infinite Campus.
- \_\_\_ Assign the students to buddy groups and to cabin and trail groups.
- \_\_\_ Determine if anyone needs to borrow a sleeping bag. Encourage borrowing from a friend. We have some sleeping bags and warm gear to loan.
- \_\_\_ Remind the students to bring a sack lunch for the first day.

(More on the back)

### *Day of Departure*

- \_\_\_ In case of emergency, the Emergency Info forms with permission to provide medical treatment must be on the bus with the students (or in privately owned vehicles with the students).
- \_\_\_ Collect all student medications (prescription and non-prescription, except inhalers which need to be with the student).
- \_\_\_ Ask parents for updates to the Emergency Info forms or Medication Authorization, or any other change in status.
- \_\_\_ Bring with you a “Forms Binder” (or folder) consisting of: a current student roster, Permission Slips, Student Health Inventory Summary, the Emergency Info forms, the Medication Authorizations, Research Boat Permission, and the Permission Slip Check-off list (useful for boarding the bus). Have student forms sorted by color/topic.
- \_\_\_ Obtain check from school for the balance of payment at camp.
- \_\_\_ Bring sufficient paper and pencils if you wish to use these for teacher time.
- \_\_\_ Bring with you any materials you want for offering an elective.
- \_\_\_ Call the Program Director if there are any last minute changes in student or cabin leader numbers or arrival time.

### *Upon Arrival*

- \_\_\_ Provide to the Program Director the “Forms Binder”, and any additional verbal information you have gathered from the parents.
- \_\_\_ Meet with the Program Director to go over expectations and responsibilities, number of students attending and final payment, Medication Authorizations, medications, and procedures.
- \_\_\_ Assist Program Director with finalizing cabin and trail group assignments.
- \_\_\_ Get your sweatshirt, cap, & field guide order from the Program Director.

### *Before Departure from Camp*

- \_\_\_ Turn in all borrowed sleeping bags, rain jackets and warm layers.
- \_\_\_ Complete a Program Evaluation.
- \_\_\_ Obtain payment invoice as receipt from Program Director.
- \_\_\_ Take back with you any unclaimed lost and found items.
- \_\_\_ Schedule to come again next year!

### *Back Home*

- \_\_\_ Return student medications.
- \_\_\_ Continue with post-program activities from the Student Activity book.
- \_\_\_ Let us know throughout the year how things are in your classroom, how your students have benefited from the GBOS program, and what other outdoor, environmental education, and community service activities your class is involved in.
- \_\_\_ Check our Great Basin Outdoor School website, <http://greatbasin-os.org>, for updates and news.

<h1>Getting Connected</h1>	<h1>Life Science</h1>	<h1>Earth Science</h1>	<h1>Living Green</h1>
			
<p><b>Day 1</b></p> <p>Get connected with one another as a community and connect with nature. Do fun team challenges to learn about interdependence. Make new friends and build new skills.</p>	<p><b>Day 2</b></p> <p>Hike at Spooner Lake stopping along the way for activities on wildlife and forest ecology, trail lunch, and nature journaling. Study life cycles, adaptation, and local species.</p>	<p><b>Day 3</b></p> <p>Learn about water quality and aquatic ecosystems aboard Tahoe research boat. Study Great Basin geology, see guest presenters, and choose a fun educational elective class.</p>	<p><b>Day 4</b></p> <p>Commit to earth-friendly actions to reduce our ecological footprint and help protect our planet. Volunteer on conservation projects to keep Tahoe blue. Share our new knowledge.</p>
			
<p>Astronomy</p>	<p>Night Hike</p>	<p>Songs &amp; Skits</p>	<p>Take home what we learn</p>
			
<p>In <b>Great Basin Outdoor School's</b> typical four-day fall and spring programs, activities, lessons, songs, skits, and stories support each day's theme.</p>			



## Getting Connected



## Life Science



## Earth Science



## Living Green



In **Great Basin Outdoor School's** typical four-day fall and spring programs, activities, lessons, songs, skits, and stories support each day's theme.

### Day 1

10:30 Students arrive  
Opening Circle  
11:00 Welcome Walk  
Emergency Drill  
11:40 Meet Cabin Leaders  
Move into Cabins  
Lunch  
1:20 Getting Connected  
4:40 Teacher Time, Snack  
5:20 Cabin Time  
6:00 Dinner  
7:20 Cabin Break  
7:40 Astronomy  
9:20 Get Ready for Bed  
9:40 Lights Out & Quiet

### Day 2

6:45 Wake up for Birders  
7:00 Birding or Wake up/Shower  
8:00 Breakfast  
8:40 Cabin Break  
9:10 Morning Meeting  
9:40 Naturalist Groups  
10:20 Bus to Spooner Lake  
Life Science Day  
5:00 Teacher Time, Snack  
5:40 Cabin Time/Shower  
6:15 Dinner  
7:10 Cabin Break  
Work on Skits  
7:40 Songs & Night Hike  
9:20 Get Ready for Bed  
9:40 Lights Out & Quiet

### Day 3

7:00 Wake Up & Shower  
8:00 Breakfast  
8:40 Cabin Break  
9:00 Naturalist Groups  
9:20 Bus to Aquatic Ecology  
Lunch at the Beach  
1:00 Bus to Camp Galilee  
1:20 Geology  
2:20 Guest Presentations #1  
3:20 Guest Presentation #2  
4:20 Electives  
5:00 Teacher Time & Snack  
5:40 Cabin Skits & Shower Time  
6:15 Dinner  
7:10 Cabin Break  
7:40 Share Ring Songs/Skits  
9:00 Get Ready & Pack  
9:45 Lights Out & Quiet

### Day 4

7:00 Wake Up, Move Luggage  
8:00 Breakfast  
8:40 Clean Cabins  
9:10 Group Photo  
9:15 Resource Action Day  
11:00 Closing Circle  
11:30 Departure





# Fifth/Sixth Grade Nevada State Curriculum Standards

supported by Great Basin Outdoor School

## Science

	<b>Atmospheric Processes &amp; the Water Cycle (Earth &amp; Space Science A)</b>	
E5A1	The sun is the main source of energy for planet Earth.	
E5A2	The processes of the water cycle, including the role of the sun	
E5A3	Most of the Earth's surface is covered with <b>fresh</b> or salt water.	
E5A4	The role of water related to weather (thunderstorms, snowstorms, flooding, drought)	
E5A5	Air is a substance that surrounds us, takes up space, and moves around us as wind.	
E8A1	Seasons are caused by variations of the Sun's energy reaching Earth due to our planet's axial tilt.	
E8A2	The processes involved in the water cycle affect climatic patterns.	
E8A3	The properties that make water an essential component of the earth system	
	<b>Solar System &amp; Universe ( Earth &amp; Space Science B)</b>	
E5B1	There are more stars than anyone can count, not scattered evenly & not of equal brightness or color	
E5B2	The solar system includes the sun, planets, and moons	
E5B3	Stars are like the sun but so far away they look like points of light.	
E5B4	There are cyclical patterns of observable objects in the solar system.	
E5B5	Constellations appear to move across the sky and can be seen in different seasons.	
E8B1	The universe contains many billions of galaxies, and each galaxy contains many billions of stars.	
E8B2	The solar system contains a great variety of planetary moons, asteroids, and comets.	
E8B3	Characteristics of the planets in our solar system	
E8B4	Earth is part of a solar system located within the Milky Way Galaxy.	
E8B5	The sun is thousands of times closer to Earth than any other star and billions of times closer than the far end of the Milky Way Galaxy.	
E8B6	The sun is a medium sized star in the Milky Way, part of which can be seen in a clear night sky.	
E8B7	Predictable motions of the Earth and moon explain days, years, phases of the moon, & eclipses.	
	<b>Earth's Composition &amp; Structure ( Earth &amp; Space Science C)</b>	
E5C2	Water, wind, & ice constantly change Earth's surface by erosion and deposition.	
E5C3	Landforms may result from slow (erosion & deposition) & fast (earthquakes, floods) processes.	
E5C4	Rock is composed of different combinations of minerals.	
E5C5	Soil varies from place to place and has both biological and mineral components.	
E8C2	Rocks weather & form sediments, are buried, compacted, heated, & often recrystallized to new rock.	
E8C3	Earth is composed of a crust (continental & oceanic), hot convecting mantle, & dense metallic core.	
E8C4	Very slow movement of large crustal plates results in geological events.	
E8C5	Geologic processes account for state and regional topography.	
E8C6	Minerals have different properties and different distributions according to how they form.	
E8C7	Characteristics, abundance, and location of renewable & nonrenewable Nevada resources	
E8C8	Soils have properties such as color, texture, and water retention and provide nutrients for life.	
	<b>Structure of Life (Life Science B)</b>	
L5B1	Plants & animals have structures that enable them to grow, reproduce, and survive.	

L5B2	Living things have predictable life cycles.	
	<b>Organisms and Their Environment (Life Science C)</b>	
L5C1	The organization of simple food webs	
L5C2	Organisms interact with each other and with the non-living parts of their ecosystem.	
L5C3	Changes to an environment can be beneficial or detrimental to different organisms.	
L5C4	All organisms, including humans, can cause changes in their environments.	
L5C5	Plants and animals have adaptations allowing them to survive in specific ecosystems.	
L8C1	Matter and energy are transferred through food webs in an ecosystem.	
L8C2	Organisms in any ecosystem may be characterized by their functions.	
L8C3	Changes in environments can be beneficial or harmful.	
L8C4	Inter-related factors affect the number and type of organisms an ecosystem can support.	
	<b>Diversity of Life (Life Science D)</b>	
L5D1	Animals and plants can be classified according to their observable characteristics.	
L5D3	Differences among individuals within a species give them advantages in surviving & reproducing.	
L8D1	Species can be identified and classified based upon their characteristics.	
L8D3	An organism's behavior is based on both experience and on the species' evolutionary history.	
	<b>Matter (Physical Science A)</b>	
P5A1	Matter exists in different states (i.e., solid, liquid, gas) which have distinct physical properties.	
P5A2	Heating or cooling can change some common materials, such as water, from one state to another.	
P5A3	Materials can be classified by their physical & chemical properties (magnetism, conductivity, density).	
P8A1	Particles are arranged differently in solids, liquids, and gases of the same substance.	
	<b>Forces and Motion (Physical Science B)</b>	
P5B5	Earth's gravity pulls any object toward it without touching it.	
P8B3	Every object exerts gravitational force, and the magnitude depends upon mass and distance.	
	<b>Energy (Physical Science C)</b>	
P5C4	Heat can move from one object to another by conduction, and some materials conduct heat better.	
P8C5	Heat flows from warmer materials or regions to cooler ones thru conduction, convection, & radiation.	
	<b>Scientific Inquiry (Nature of Science A)</b>	
N5A1	Science is conducting careful investigations, recording data, and communicating the results accurately.	
N5A2	We must know how to compare our experiment results to what scientists have already established.	
N5A3	We must know how to draw conclusions from scientific evidence.	
N5A4	Graphic representations of recorded data can be used to make predictions.	
N5A5	It is critical to know how to plan and conduct a safe and simple investigation.	
N5A6	Models are tools for learning about the things they are meant to resemble.	
N5A7	Patterns we observe can be used to organize items and ideas.	
N8A1	We must know how to identify and critically evaluate information in data, tables, and graphs.	
N8A2	We must know how to critically evaluate information to distinguish between fact and opinion.	
N8A3	Different explanations can be given for the same evidence.	
N8A4	We must know how to design and conduct a controlled experiment.	
N8A5	We must know how to use appropriate technology and laboratory procedures safely for observing, measuring, recording, and analyzing data.	
N8A6	Scientific inquiry includes evaluating results of scientific investigations, experiments, observations,	



	theoretical and mathematical models, and other scientists' explanations.	
N8A7	There are multiple methods for organizing items and information.	
	<b>Science, Technology, &amp; Society (Nature of Science B)</b>	
N5B1	Throughout history, people of diverse cultures have provided scientific knowledge and technologies.	
N5B2	Technologies impact society, in both positive and negative ways.	
N5B3	We benefit from working with a team and sharing our findings.	
N8B1	Technologies can cause resource depletion and degradation, but technology also can increase resource availability, mitigate environmental degradation, and make new resources economical.	
N8B2	Scientific knowledge is revised through a process of incorporating new evidence gained through on-going investigation and collaborative discussion.	

## English/Language Arts

1.5.3	Identify and use high-frequency Greek and Latin roots and affixes to determine the word meaning.	
4.5.6	Read and follow multi-step directions in order to perform procedures and complete tasks.	**
5.5.2	Write well-organized communications in appropriate format for a specific audience and purpose (poetry).	
6.5.1	Generate ideas for writing through activities such as clustering, brainstorming, and listening to models.	**
6.5.4	Revise compositions to improve the meaning and focus of writing by adding; deleting; clarifying; rearranging words and sentences; and checking with various leads, conclusions, and transitions.	
6.5.5	Edit for use of standard English.	**
6.5.7	Share final drafts with a designated audience.	**
8.5.4	Follow multi-step spoken directions to complete a task.	**
9.5.1	Use specific and varied vocabulary and apply standard English to communicate ideas.	
9.5.2	Use appropriate public speaking techniques.	
9.5.4	Read aloud or recite literary, dramatic, and original works.	**
10.5.1	Participate in conversations and group discussions as a contributor and leader.	**
10.5.2	Ask and answer questions to clarify and extend ideas.	**
10.5.3	Share ideas, opinions, and information with a group.	

## Geography

2.5.1	Describe physical and human features and cultural characteristics of places and regions.	
2.5.2	Identify examples in their community or region that reflect cultural identity.	
2.5.3	Describe the characteristics of their community and Nevada from different perspectives.	**
2.5.6	Describe how the community and the state change over time.	**
3.5.3	Identify the parts of different ecosystems.	
3.5.4	Locate and describe various ecosystems.	
3.5.5	Investigate an ecosystem by asking and answering geographic questions.	**
4.5.2	Identify factors of human migration and settlement.	
5.5.1	Describe ways in which changes in the physical environment affect humans.	
5.5.2*	Recognize constraints that physical environment places on human activity.	
5.5.7	Compare the use of the same resource in the United States with another place in the world.	**
6.5.2	Use current events to ask and answer geographic questions.	**
6.5.4	Describe local geographic issue and possible effects it will have in the future.	**

## Visual Arts

3.5.2	Produce a work of art conveying meaning by integrating subject matter and symbols with ideas.	
<b>Music</b>		
1.5.1	Sing independently and expressively.	
1.5.2	Sing in an ensemble while following a conductor.	
1.5.3	Sing descants, partner songs, and three-part rounds.	
<b>Theater</b>		
1.5.1	Create a script with two or more characters, a beginning, middle, and end, setting, and characters.	
1.5.2	Work together in a group to plan, rehearse, and present a dramatized idea or story.	
<b>History</b>		
3.5.1	Define hunter-gatherer.	
5.5.5	Identify Nevada Native American cultures including Paiute, Goshute, and Shoshone.	
5.5.6	Describe Native North American life prior to European contact.	
<b>Math</b>		
1.5.2	Generate and solve +, -, x, and division problems using whole numbers in practical situations.	
3.5.3	Estimate measures of length, volume, capacity, quantity, and weight, communicating degree of accuracy needed, and when a more precise measure is required.	**
3.5.5	Communicate the difference between perimeter and area.	**

\*\* Similar for both 5<sup>th</sup> & 6<sup>th</sup> grades



# Common Core Standards

## Supported by Great Basin Outdoor School

### English Language Arts Standards

#### History & Social Studies

##### *Integration of Knowledge and Ideas*

CCSS.ELA-Literacy.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### Science & Technical Subjects

##### *Key Ideas and Details*

CCSS.ELA-Literacy.RST.6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

##### *Craft and Structure*

CCSS.ELA-Literacy.RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.

##### *Integration of Knowledge and Ideas*

CCSS.ELA-Literacy.RST.6-8.7

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

#### Writing

##### *Text Types and Purposes*

CCSS.ELA-Literacy.WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

##### *Research to Build and Present Knowledge*

CCSS.ELA-Literacy.WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

<i>Range of Writing</i>	
<u>CCSS.ELA-Literacy.WHST.6-8.10</u>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking & Listening

		Grade
<i>Comprehension and Collaboration</i>		
<u>CCSS.ELA-Literacy.SL.5.1</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	5
<u>CCSS.ELA-Literacy.SL.5.1b</u>	Follow agreed-upon rules for discussions and carry out assigned roles.	5
<u>CCSS.ELA-Literacy.SL.5.1c</u>	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	5
<u>CCSS.ELA-Literacy.SL.5.1d</u>	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	5
<u>CCSS.ELA-Literacy.SL.6.1</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	6
<u>CCSS.ELA-Literacy.SL.6.1c</u>	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	6
<u>CCSS.ELA-Literacy.SL.6.1d</u>	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	6
<u>CCSS.ELA-Literacy.SL.6.2</u>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.	6
<u>CCSS.ELA-Literacy.SL.7.1</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	7
<u>CCSS.ELA-Literacy.SL.7.1c</u>	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	7
<u>CCSS.ELA-Literacy.SL.8.1</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	8
<u>CCSS.ELA-Literacy.SL.8.1d</u>	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	8

<i>Presentation of Knowledge and Ideas</i>		
<u>CCSS.ELA-Literacy.SL.5.6</u>	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	5
<u>CCSS.ELA-Literacy.SL.6.4</u>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	6
<u>CCSS.ELA-Literacy.SL.6.5</u>	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.	6
<u>CCSS.ELA-Literacy.SL.7.4</u>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	7
<u>CCSS.ELA-Literacy.SL.8.5</u>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	8
<u>CCSS.ELA-Literacy.SL.8.6</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	8

## Language

		Grade
<i>Conventions of Standard English</i>		
<u>CCSS.ELA-Literacy.L.5.1</u>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	5
<u>CCSS.ELA-Literacy.L.6.1</u>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	6
<u>CCSS.ELA-Literacy.L.7.1</u>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	7
<u>CCSS.ELA-Literacy.L.8.1</u>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	8

<i>Knowledge of Language</i>		
<u>CCSS.ELA-Literacy.L.5.3</u>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	5
<u>CCSS.ELA-Literacy.L.6.3</u>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6
<u>CCSS.ELA-Literacy.L.7.3</u>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	7
<u>CCSS.ELA-Literacy.L.8.3</u>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	8



<i>Vocabulary Acquisition and Use</i>		
<u>CCSS.ELA-Literacy.L.5.5a</u>	Interpret figurative language, including similes and metaphors, in context.	5
<u>CCSS.ELA-Literacy.L.5.6</u>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ).	5
<u>CCSS.ELA-Literacy.L.6.5</u>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6
<u>CCSS.ELA-Literacy.L.6.6</u>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6
<u>CCSS.ELA-Literacy.L.7.5</u>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	7
<u>CCSS.ELA-Literacy.L.7.6</u>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	7
<u>CCSS.ELA-Literacy.L.8.5</u>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	8
<u>CCSS.ELA-Literacy.L.8.6</u>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	8

## Mathematics Standards

		Grade
<i>Measurement &amp; Data</i>		
<u>CCSS.Math.Content.5.MD.B.2</u>	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots.	5

<i>Geometry</i>		
<u>CCSS.Math.Content.5.G.A.2</u>	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	5

The Number System		
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<u>CCSS.Math.Content.6.NS.C.5</u>	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	6
<i>Expressions &amp; Equations</i>		
<u>CCSS.Math.Content.6.EE.B.6</u>	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	6
<u>CCSS.Math.Content.8.EE.A.3</u>	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.	8
<u>CCSS.Math.Content.8.EE.A.4</u>	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology	8

## College and Career Readiness

### Speaking and Listening

<i>Comprehension and Collaboration</i>		
<u>CCSS.ELA-Literacy.CCRA.SL.1</u>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
<u>CCSS.ELA-Literacy.CCRA.SL.2</u>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	

<i>Presentation of Knowledge and Ideas</i>		
<u>CCSS.ELA-Literacy.CCRA.SL.4</u>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
<u>CCSS.ELA-Literacy.CCRA.SL.6</u>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	

# College and Career Readiness

## Language

### *Conventions of Standard English*

CCSS.ELA-Literacy.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### *Knowledge of Language*

CCSS.ELA-Literacy.CCRA.L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### *Vocabulary Acquisition and Use*

CCSS.ELA-Literacy.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

# Teacher Responsibilities During Program

## **Teacher Time**

You will have three 40-minute periods with your class during the week, on the first, second and third days. You may do a check-in with your students to see how things are going in the cabins and field study classes, and if any issues need to be addressed. Academic and/or recreational activities are fine, including Activity Book, journaling, and any activity or ritual you have in your classroom. You should bring pencils, paper, and any other supplies you need for this time. You may use the GBOS Field Journal during this time, but you will need to let the naturalists know ahead of time so that they can either let the students keep them, or give them to you directly. You will have indoor space in which to meet, if desired. Students should not return to their cabins during this time, as it is a break time for the cabin leaders. They will pick up their students at the end of teacher time at a designated meeting place.

## **Elective Class**

The students will sign up for a 40-minute elective class once during the week. You are strongly encouraged to offer one of these electives. The electives should always have a learning component, but can be fun and on topics not otherwise covered in the GBOS curriculum. A list of topic ideas is in this handbook. If you have an elective in mind, please bring the supplies you'll need to offer it, or check with GBOS to see if we have the materials on hand. GBOS has a limited amount of craft supplies, books, and recreation equipment (basketball, soccer ball, volleyball, rubber ball), as well as some board games and cards, and our program sites have limited sports areas. You may bring additional equipment. You are welcome to help or lead your own activity in an area of interest.

## **Medications**

You will assist your own students with their medications during their time at the program. Most assistance occurs at meals, but also at bedtime and other times as required. WCSO teachers must confer with your school nurse before program. You will not be responsible for first aid, since this is handled by the Program Director, and the naturalists when on trail. The health guidelines section provides more detail. You may also contact us ahead of time if you have specific concerns or questions.

## **Transportation**

It may be necessary to transport students to the local medical clinic or hospital if they have medical needs that cannot be met on site but are not of an emergency or life-threatening nature. GBOS staff cannot transport students, **we ask that the teachers bring with them one personally owned vehicle for transporting students to medical care.** The teacher would transport the student, accompanied by another teacher, cabin leader, student or GBOS staff. Please check with your district well ahead of your visit to see what requirements they have for transporting students under these circumstances. If the teachers cannot provide a vehicle or driver, the student may be transported by taxi or we may ask the parents to come and transport the student.

Emergency or life-threatening situations will always be met by calling 9-1-1 and requesting emergency medical system (EMS) support.

### ***Lights Out***

You will assist the Program Director with lights out, starting at the end of the evening's activities and ending about one hour later, after all the students are settled and asleep. All teachers should cover this duty on the first night as your students settle in. Normally, the Program Director will cover the second and third nights, but may request your assistance.

### ***Discipline***

You will work collaboratively with the Program Director and other GBOS staff to carry out GBOS's discipline policy and Universal Respect system, including conferences with students, behavior contracts, and calls to home, when needed. Warnings are recorded on a discipline log, which you may review at any time. More information is in the Discipline Plan, included in this handbook.

### ***Meals***

In the dining hall we have an adult at each table to have supervision and role modeling for students, many of whom may have not had the experience of sitting down and eating a relaxed meal with others. Please help with table manners, behavior, and keeping the noise level under control. Teachers can assist cabin leaders with this responsibility.

### ***Morning Meeting***

A morning meeting is held each day just before the first class. Naturalists, cabin leaders, and teachers meet to talk about plans for the day, discipline problems, and any other concerns. The students are with the Program Director at this time. Teachers should be present at the naturalist/cabin leader meeting to answer questions, and to hear or express concerns.

### ***Field Study Classes***

Your participation in all field study classes is encouraged but not required. Your students will enjoy seeing you out there, learning along with them. Remember that you are a guest in the naturalist's "classroom," and provide support and feedback in a manner which enhances student respect for the naturalist. You will be exposed to a number of learning activities and techniques that you may use later with your students.

### ***Fun***

While the GBOS schedule is full, we hope you'll have some time to relax and enjoy your students, while the staff and cabin leaders are responsible for them.

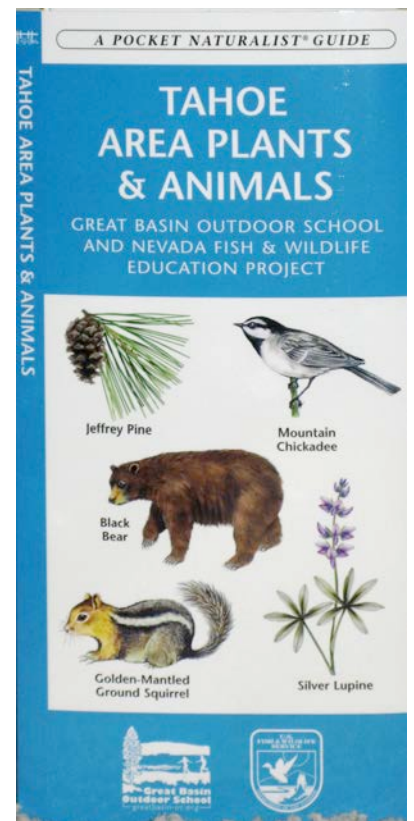




# Great Basin Outdoor School Sweatshirts, Caps, & Field Guides

See if a parent or a local business can sponsor your class so that every child can have a Great Basin Outdoor School sweatshirt, cap, and/or field guide and you can have a classroom set of local field guides. Proceeds help support fee reductions for children in need.

Order your Great Basin Outdoor School sweatshirts, caps, and field guides a month ahead and receive them when you come to camp!



**Dark Brown Sweatshirt with Hood \$20**

**Cap \$10**

**Field Guide \$5**

Special student discount

We usually have extras available for purchase at camp.

Over 100 local species in color with details, tracks, and other animal signs in a handy water-resistant pocket naturalist field guide.



## Great Basin Outdoor School Sweatshirts, Caps, & Field Guides

Teacher name: \_\_\_\_\_

School: \_\_\_\_\_

Program Dates: \_\_\_\_\_

**Order your Great Basin Outdoor School sweatshirts, caps, and field guides a month ahead and receive them at camp!** We usually have extras available, and additional orders can be accepted later if more children want them.

**See if a parent or a local business can sponsor your class so that every child can have a Great Basin Outdoor School sweatshirt, cap, and/or field guide and you can have a classroom set of local field guides. Proceeds help support fee reductions for children in need.**

Please summarize number of sweatshirts and caps ordered by size or color.

<b>SWEATSHIRTS \$20</b>	<b>Number</b>
Adult Small	
Adult Medium	
Adult Large	
Adult X-Large	
Adult XX-Large	
<b>TOTAL SWEATSHIRTS</b>	
<b>TOTAL \$ COLLECTED</b>	

<b>CAPS \$10</b>	<b>Number</b>
Dark Brown	
Tan	
<b>TOTAL CAPS</b>	
<b>TOTAL \$ COLLECTED</b>	

<b>FIELD GUIDES \$5*</b>	<b>Number</b>
*(Discounted price for students and bulk purchase)	
<b>TOTAL \$ COLLECTED</b>	

**TOTAL Sweatshirt, Cap, & Field Guide Money Due at Camp: \$ \_\_\_\_\_**

**Please keep these funds separate from your class tuition fee. Thank you!**

# Cabin Leader Recruiting

Cabin leaders are volunteers who serve as role models for a group of about eight to ten attending students in their cabin. While having some responsibility during instructional classes and other activities, they are primarily responsible during cabin times and at night. Cabin leaders receive short rest and shower breaks during the day, and can expect to be working many hours each day. The energy level of high school and college cabin leaders helps them keep up with this pace, and they benefit from the leadership training and experience.

When needed, GBOS will recruit, screen, and train high school and college students because they provide good role models for both personal and academic behavior. Cabin leaders expect, encourage, and teach responsible personal and group behavior, and ensure that students are prepared for the program activities. They may receive training before they come to the program and will receive additional training on site.

GBOS accepts parents as cabin leaders when the attending school prefers to use parents. When parents volunteer, their own children are given the same opportunity as the other students to build responsibility and independence away from home by having their parents assigned to other cabin groups and trail groups. Parents have time to be with their own children during full group activities. We respect your professional judgment in recruiting the type or mix of cabin leaders that matches your school culture and situation.

**Great Basin Outdoor School strongly encourages attending schools to recruit cabin leaders.** To assist you in recruitment, we offer the following guidelines.

## How Many?

Our target cabin leader to student ratio is 1:8. The lower ratio required by some schools or districts are met by the presence 24 hours a day of classroom teachers, naturalists, and the Program Director. You should try to recruit the proper number of cabin leaders needed for each separate cabin group. Males will never supervise female cabins. Females may occasionally serve in male cabins when no other reasonable alternative exists. These females will have a high degree of maturity, will be closely supervised, and will be paired with another female if possible so that two cabin leaders are with the male cabin group.

## Who?

Cabin leaders must be at least sixteen at the time of their service. While we occasionally accept “cabin leaders-in-training” who are fifteen, they must be paired with an older one. We seek young adults who are great role models to keep the children safe, happy, and involved.

We recommend that you recruit high school students from among former students of yours with whom you’ve kept touch, from the high school which your school feeds, and among older brothers and sisters of your students. College students are usually best recruited from the department of education by contacting the science methods leader or other professors, or the department of recreation. Parents should be recruited from among those you know and trust.

Other adults such as classroom aides and volunteers may also be chosen, if they are well known to you.

Once you have recruited a cabin leader, please keep in contact to ensure their participation and perhaps assist them with any challenges that come up.

## **Fingerprinting and Background Checks**

Cabin leaders must provide references, and those over 18 must be background checked at least six weeks in advance. Those serving WCSD schools will be background checked at no charge by WCSD by presenting a signed WCSD adult volunteer form which your school can provide. We can provide fingerprint cards for adults serving children from other districts to take to their local law enforcement agency for printing if they have not already been cleared by their local school district. While funds last, Nevada covers the cost of the background checks for volunteers serving children with nonprofits. If state funds are depleted, schools will cover processing charges which are about \$35.

## **Training**

GBOS provides training for cabin leaders at local high schools and colleges, as well as several hours of training once they arrive on site. Special trainings can be arranged at elementary schools for groups of cabin leaders recruited to serve that school. Young adult cabin leaders should participate in training before they serve at GBOS, the exception being those who have interviewed personally with a GBOS staff member.

If you have participated in GBOS programs before, you may also train parents and other adult cabin leaders yourself. Please do not allow them to attend unless you feel sure that they have reviewed and understand their responsibilities as cabin leaders.

## **Costs**

Please contact the Program Director to discuss costs associated with cabin leaders. In some cases, GBOS may provide discounts to schools that recruit their own cabin leaders. There may also be extra costs associated with bringing more cabin leaders than required to supervise cabins.

## **Information on Website**

The GBOS website has brochures and fliers that can be used to recruit high school and college students, at <http://greatbasin-os.org/cabinleaders/>. The forms all cabin leaders will need to complete can also be downloaded from the website. They are responsible for the completion of all paperwork as required, but you should check for accuracy, completeness, and signatures, just as you would with a student.

## **Transportation**

Cabin leaders will usually ride on the bus with your students to the program site and back. They are responsible for getting to your school and back home, though sometimes it can be arranged to pick up a group of cabin leaders at a high school or other logical meeting place. Cabin leaders

joining your class on the school bus should bring a page providing their name, address, emergency phone contact, birth date, and grade level to add to the bus roster.

## **GBOS Support**

If you find yourself unable to recruit enough cabin leaders, do not despair! GBOS has active cabin leader recruitment and training program intended to supplement those recruited by attending schools. We also keep in touch with past cabin leaders and encourage them to return. GBOS maintains relationships with most high schools fed by attending schools, so the school counselors and perhaps student leaders should already be aware of GBOS and our cabin leader program before you contact them. Thank you for your efforts recruiting outstanding cabin leaders! Keep in touch so we can help as needed.



## Permission Slips Inventory

School: \_\_\_\_\_ Teacher: \_\_\_\_\_

Teachers, please check off to make sure each student has turned in the required documents to attend GBOS.

Please Check that **all** students have turned in their forms, please indicate the students who have not signed their photo release.

[illegible]

# Electives

Electives provide students a choice and a fun alternative to their regular learning activities, exposing them to activities that they might not otherwise experience.

Electives are offered once a week, on the afternoon of the third day, by teachers, naturalists, the Program Director, and sometimes by cabin leaders and guest presenters. Elective topics for the week will be set by the end of the second day, and students will sign up at lunch on the third day. Each elective presenter should give a brief (one minute or less) presentation on their topic to get students excited. A number of electives will be offered so that group sizes average 12 students, but some activities will require larger groups. Each activity will have a maximum number of participants set on the sign up, and may also have a minimum number set.

Students will sign up for an elective in cabin groups. The order of cabins may be determined by cabin awards or by random selection.

Topics are not limited to those below – these are just starter ideas.

## **General Topics**

Nature writing, team building challenges, solar oven cooking, nature photography, sand castle building, orienteering, tracking, shelter building, Frisbee golf, destination hike, sensory trail/ blink walk / blind trail, un-nature trail, worms and composting, volleyball (as an organized learning activity), the physics of rock skipping

## **Art & Crafts**

Friendship bracelets, animal drawing, nature art (drawing with natural materials), earth art (constructing art projects in nature with natural materials), watercolor, journal making, dream catchers, paper making.

# Student Supervision Ratios

Students are directly supervised by adults at all times while attending Great Basin Outdoor School.

## ***Overall Supervision Ratios***

With the use of both direct and general supervision, all activities at Great Basin Outdoor School have an adult to student ratio of 1:6 or better, sometimes as low as 1:4.

## ***General Supervision***

Supervision is provided during student attendance at GBOS by the Program Director, who is on site 24 hours per day, naturalist staff members, cabin leaders, classroom teachers, and guest presenters. GBOS board members are also frequently on-site during the program. Adults present on site have been fingerprinted and background checked with both the state of Nevada and the FBI.

## ***Direct Supervision***

### *Cabins*

Cabin leaders directly supervise students during cabin times and at night. The ratio of cabin leaders to students is 1:11 or better, with the exact number depending on the configuration of cabins and the number of students actually attending. Cabins may have a second cabin leader or cabin leader-in-training, creating a ratio as low as 1:5. High school cabin leaders are 16 or older, and are screened before service by GBOS and by their home school. College students (typically students working towards a teacher license) and parents sometimes volunteer, and are screened by GBOS and by fingerprinting and background checks through the state of Nevada and the FBI. All cabin leaders submit two or more personal references.

### *Field Classes*

Naturalists directly supervise students during field classes, which are the major instructional and activities component of the GBOS program. The ratio of naturalist to students is usually 1:12 or better, with the exact number depending on the number of students actually attending. In addition, one or more cabin leaders assist during field classes, and classroom teachers often participate as well.

### *Teacher Time*

Their own classroom teacher directly supervises students during Teacher Time, which occurs three times during the week.

### *Large group activities (night hike, campfire, meals)*

Other activities occurring at GBOS have an adult to student ratio of at least 1:11, with the Program Director, naturalists, cabin leaders, and classroom teachers providing supervision. The ratio for these activities is often 1:4 or better.

# Discipline Policy

Great Basin Outdoor School has adopted a discipline policy that emphasizes physical and emotional safety for all program participants, positive discipline, clear expectations, and appropriate consequences. The policy is implemented through guidelines, rules, a warning system, and consequences. Great Basin Outdoor School creates an atmosphere focused on safety, learning and growth. In our Universal Respect System, participants are respectful of:

1. **Our Environment** – of all the plants and animals within it.
2. **One Another** – our classmates, cabin leaders, naturalists, and teachers. Great Basin has a “Zero Tolerance” policy for teasing.
3. **Ourselves** – in the behavior we exhibit and how we monitor our well-being.

In addition to these guidelines, behavior and safety rules have been established for specific situations and activities. GBOS staff will inform students of the rules for each activity.

## Rules

In addition to the general guidelines, which can be used by all participants to determine appropriate behavior in nearly all situations, there are rules that apply to specific situations and activities, shown below. It will be the responsibility of the naturalist, cabin leader, teacher, or program director leading an activity to inform students of the rules for that activity; however, it will be the responsibility of the student to remember the rules for the next similar situation, and to ask for clarification if needed.

## Cabin Rules

1. Do not enter other cabins, even if invited.
2. No horseplay! This includes jumping off beds, moving beds, wrestling and pillow fights.
3. No food, candy or gum in the cabin. Water is OK.
4. Keep noise moderate. Respect quiet hours from lights out to wake up. Use appropriate language.

The cabin members may establish other rules or guidelines to create positive experiences for all.

## Trail Rules

1. Stay on the trails and between the leader and tail, unless instructed by the naturalist.
2. Remain reasonably quiet throughout field study. Be alert to the presence of wildlife and respectful of the rights of others to learn and be listened to.
3. Do not pick plants or touch animals unless instructed by the naturalist.
4. Come prepared for every field study with the appropriate footwear, clothing, and water.

## Night Hike Rules

1. Do not intentionally scare other students.
2. Do not use your flashlight except in an emergency or if asked to by the night hike leader.

## Dining Hall Rules

1. Leave your table only with a “hopper” tag.
2. Use a moderate voice and keep conversations to your own table.
3. Use appropriate meal behavior, such as saying please and thank you, asking for items to be passed, and respecting people’s varying eating habits and preferences.
4. Wait for clean up procedure instructions, given by meal leader.

## Overall Health and Safety Rules

1. Be with an adult (naturalist, cabin leader, teacher or program director) at all times.
2. Walk instead of run, unless permitted to do so as part of an organized activity.
3. Tobacco, alcohol, illegal drugs, and weapons of any sort (including knives) are prohibited.
4. Students **may not** bring electronic devices of any sort, except watches, alarm clocks and flashlights.

Other rules may be established for particular activities at Great Basin Outdoor School.

## Warnings

If a student violates a rule or acts in a way inconsistent with the guidelines, he/she may receive a warning. These warnings may be given by naturalists, cabin leaders, teachers, and the program director. Formal warnings will be recorded in the Discipline Log, which is maintained by the program director.

Though warnings may be given informally and not recorded, the practice of verbally warning a number of times without follow-through is strongly discouraged for all staff. Informal warnings may carry a consequence such as acknowledgment of the error, time out, or loss of privilege, but the consequence must be logically related to the violation.

## Consequences

As a part of the Universal Respect System, GBOS uses a multi-step discipline procedure to encourage students to adopt appropriate behavior in all situations. Consequences for breaking rules or guidelines will be relayed to students upon arrival.

- On the first step, a student's Universal Respect bead will be taken; they can earn this back from their naturalist.
- On the second step, the student's parent will be called and the bead must be earned back from the Program Director, potentially after a behavior modification contract is filled out and a meeting with the classroom teacher and the student loses a privilege or is assigned a time out.
- On the third step, the student is usually sent home (with pickup by the parent or guardian required). The decision to send a student home will be made by the program director working closely with the classroom teacher. Whether a student is sent home at this time depends upon the nature of the behavior that resulted in the warnings, the attitude of the student, the student's home situation, and the time until the end of the program. The student may be isolated from other students by staying with their teacher for the remainder of the program.

Any student may be given multiple warnings at one time for intentionally unsafe behavior. This includes but is not limited to: fights which result in, or are clearly intended to result in, injury to other students; intentional scaring of other students on a night hike; and intentional misuse of prescription or over-the-counter medications.

Consequences will always be either related to the specific behavior or directed toward improving behavior. If the student, working with the program director and/or teacher, agrees to a consequence intended to correct the physical or emotional impact of a violation of guidelines or rules, the consequence must be logically related and must be safe.

Food, candy, or gum confiscated from students may not be returned due to the difficulty of storing these items. Other items confiscated will be returned to the student by the classroom teacher after return to school, except illegal items.

GBOS does not specify in any way whether behavior during the program may result in consequences after return to the attending school.



# Health Guidelines for Teachers

## *First Aid*

All GBOS staff are trained in CPR and standard first aid, and the Program Director and other staff will be responsible for common first aid and medical needs of the students within this level of training. While we often have staff with higher levels of training such as Wilderness First Aid, we cannot guarantee anything beyond CPR and first aid. You are welcome to support the staff in offering first aid within your level of training. Every injury that requires more than washing and a “feel good” band aid or involves the head or spine and any illness with measurable or noticeable symptoms is recorded in the Medical Log.

## *Emergency Medical Services*

Any accident, injury or illness that is beyond the level of training of the staff will be handled by a visit to a clinic near the program site (ordinarily Incline Village for Camp Galilee). A situation that is or might be life threatening, will be handled by calling the Emergency Medical Service (EMS) system – 911.

## *Assisting Students with Medication*

Classroom teachers will give students access to their own medications at appropriate times, primarily breakfast and dinner, and other times as specified by the prescription on the container, or instructions for use provided on the Medication Authorization form. Students who have turned in medications will self-administer these medications, in the presence of their teacher. Teachers may want to confer with the school nurse on assisting students with meds before coming to program. Parents sending meds with their children must complete the Medication Authorization form, sign it, and have it signed by a physician.

Medications will be collected by the visiting teachers from the students before arrival at GBOS. All medications must be in the original containers, both prescription and over-the-counter, with instructions for use, contra indications, and expiration date. Medications should be stored in a clear zip lock bag with the student name clearly printed in permanent marker. Parent/guardians will be asked to remove excess tablets or capsules from prescription containers so that only the amount needed during the week will be present in the container.

No medications will be kept in student cabins under any circumstance (except sunscreen, moisturizing lotion, lip balm and insect repellent). Student medication will be kept in a secure area under the control of the classroom teachers so that it is not accessible to other students. Cabin leader medication will be kept in a separate area under the control of the Program Director so that it is not accessible to students. Visiting classroom teachers and GBOS staff may keep their own medications in an area or container secure from students.

Asthma inhalers for emergency use (as opposed to ones that are used on a schedule) will normally be kept by the student in their possession at all times. Epi-pens will normally be carried by the student in their possession at all times, though their naturalist may carry it on trail and it will be kept with the rest of the medications while in camp if the student has not developed responsible habits for carrying the epi-pen.

You can ease the task of assisting with medications by:

- checking over Medication Authorization forms as soon as they are turned in to ensure that they have been completed properly and that required signatures are present
- collecting medications while still at school, while parents may still be present to clarify information and before students forget they've brought medications in their luggage
- checking that the medication has not expired and is in the original container
- asking students and parents if there have been any changes in medication such as starting, stopping, or adjusting dosages and times since the Medication Authorization was completed

### *Emergency Info Instructions*

These instructions are included to assist you in evaluating the completed emergency info forms. Parents are responsible for accurately completing them. If parents need assistance in filling out the forms please see that appropriate help is available.

Teachers, with the assistance of the school nurse, need to verify that the forms are accurately filled out. Check that:

- Emergency numbers are listed.
- Parent/guardian signature is on the back.
- Prescription medications and over-the-counter medications must be accompanied by the Medication Authorization form, which requires physician signature for prescription meds and parent/guardian signature.
- Contact parent or physician to clear up any discrepancies.
- Note any special social dilemmas your students may be encountering. (sleep-walking, afraid of dark, bedwetting, etc.).
- Note any special dietary needs that we should be aware of or prepare for before you arrive. We can generally handle dietary needs if informed at least one week ahead of time. A vegetarian option is always available, but vegan and other specialty diets are not. We also need a minimum of one week notice of severe allergies to common foods that might affect what we can serve to other program participants.

### *Accommodations*

GBOS will make reasonable efforts to include all students:

- If a student needs accommodation for disabilities, please inform us as soon as possible. We will do our best to assist and accommodate all students, however, we cannot control all practices nor make changes to the facilities at our sites because we do not own them.
- If a student needs specialized medical treatment or procedures, it may be necessary to request an assistant or parent perform these. The salary, food and lodging expense of an assistant and/or parent cannot be borne by GBOS.
- If a student has been prescribed an epi-pen for allergic reaction (anaphylactic shock) to stings, bites or food, please check to make sure that they have been trained to use it and are responsible for carrying it and using it in an emergency situation.
- If a student comes to school on the first day with symptoms of illness, strongly encourage them to stay home. We accept late arriving students, and they are much more likely to be successful if they have received additional rest and needed medications.

# Health and Safety Guidelines for WCSD Teachers

## ***First Aid***

All GBOS staff are trained in CPR and standard first aid, and the Program Director and other staff will be responsible for providing common first aid for the students within this level of training. While we often have staff with higher levels of training such as Wilderness First Aid, we cannot guarantee anything beyond CPR and first aid. Teachers are welcome to provide routine first aid in compliance with WCSD Student Health Services “Management of Student Illness and Injuries at School,” (hea-m500). Teachers must document their care on the “Medical Log” and present a copy of the log to the school’s health office upon return from the field trip.

## ***Emergency Medical Services***

Any accident, injury or illness that is beyond the staff’s level of training will be handled by a visit to a clinic near the program site (Incline Village for Camp Galilee). A situation that is or might be life threatening will be handled by calling the Emergency Medical Service (EMS) system 911.

## ***Assisting Students with Medication***

Students with a medical or health disability may require prescription or over-the-counter medication in order to ensure their health and safety during the trip. School personnel may not administer medications to students during a field trip unless directed and trained by the school nurse. Classroom teachers must confer with the school nurse at least six weeks before the field trip to review the student’s individual medication and health management plan.

Student medications, and the required medication consent forms, will be collected by the school health office and picked up by the classroom teacher prior to their departure to GBOS. All medications, both prescription and over-the-counter, must be in the original containers and stored in a clear zip lock bag with the student name clearly printed in permanent marker. Parent/guardians will be asked to remove excess tablets or capsules from prescription containers so that only the amount needed during the week will be present in the container.

School personnel trained and designated by the school nurse will administer the medication to the student according to the school nurse’s written instructions. Documentation will be made on the medication log provided by the school health office.

Classroom teachers are responsible for ensuring that all student medications are stored in a safe and secure location, inaccessible to other students, throughout the duration of the field trip. No medications will be kept in student cabins under any circumstance (except sunscreen, moisturizing lotion, lip balm and insect repellent). Students sent with unexpired, over-the-counter medications as a remedy for minor, unexpected symptoms of illness, will self-administer these medications, provided they are in the original container, the parent has removed excess tablets or capsules, and the medication is stored in a clear zip lock bag with the student name clearly printed in permanent marker.

Cabin leader medication will be kept in a separate area under the control of the Program Director so that it is not accessible to students. Visiting classroom teachers and GBOS staff may keep their own medications in an area or container secure from students.

“Rescue medications,” such as emergency asthma inhalers and/or epi-pens may be kept by the student in their possession at all times, provided the student has developed responsible habits for managing and using the medications. As an alternative, their naturalist may carry these medications for the student on trail and keep them with the rest of the medications while in camp if the student has not developed responsible habits for carrying his or her own medications.

You can ease the task of dispensing medications by:

- Turning in Medication Authorization forms and student field trip medications to the school health office for school nurse review as soon as the parent sends them in.

- Contacting the school nurse immediately if you have questions about a student's health accommodations, medical status or field trip medications.

### ***Student Emergency Information***

The program requires specific information from each student's parent or guardian in order to ensure the students health and safety during the field trip. Parents are responsible for accurately completing the emergency information. If parents need assistance in filling out the forms please see that appropriate help is available.

The following instructions are included to assist the classroom teacher in collecting and verifying the accuracy of the required information:

- The school nurse has been notified of the field trip at least six weeks in advance.
- Appropriate school personnel have been trained by the school nurse to administer required medications and provide proper care for students with health or medical disabilities.
- Arrangements have been made for all medications to be stored in a safe and secure location throughout the field trip.
- The parent/guardian has noted any special social dilemmas your students may be encountering. (sleepwalking, afraid of dark, bedwetting, etc.).
- The parent/guardian has noted specialized dietary needs. With at a least a week's prior notice we can generally handle vegetarian and most other options.
- You have discussed arrangements for individual dietary needs with the school nurse for those students requiring a specialized diet due to a severe food allergy or a known health disability or medical diagnosis.
- Current emergency numbers are listed.
- Parent/guardian signature is on the back.

### ***Accommodations***

GBOS will make reasonable efforts to include all students:

- If a student needs accommodation for disabilities, please inform us as soon as possible. We will do our best to assist and accommodate all students; however, we cannot control all practices nor make changes to the facilities at our sites because we do not own them.
- The school nurse must be consulted at least six weeks in advance regarding any required medications or specialized nursing services. If the school nurse determines that a licensed WCSD nurse or additional school personnel are needed to provide a student's specialized care, the salary, food and lodging expense of the additional school personnel cannot be borne by GBOS.
- In compliance with WCSD communicable disease policies, if a student comes to school on the field trip departure day with symptoms of illness, they must stay home until they are symptom and fever free for at least 24 hours. We accept late arriving students, and they are much more likely to be successful if they have received additional rest and needed medications.

School \_\_\_\_\_ Teacher \_\_\_\_\_ Week of attendance \_\_\_\_\_

[illegible]



Name: \_\_\_\_\_

Birth Date: \_\_\_\_\_

Dates Attending GBOS: \_\_\_\_\_

## Emergency Information: Adult

### **Contact Information**

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Mobile Phone: \_\_\_\_\_

Email: \_\_\_\_\_

### **Emergency Contact Information**

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Mobile Phone: \_\_\_\_\_

Address: \_\_\_\_\_ Email: \_\_\_\_\_

### **Family Doctor**

Doctor's Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

### **Insurance**

The following insurance information is required if a doctor visit or entry into a hospital is necessary.

Do you have Health Insurance Coverage?      YES      NO

Name of Insurance Company: \_\_\_\_\_

Address: \_\_\_\_\_

Name Listed on the Insurance: \_\_\_\_\_ Policy Number: \_\_\_\_\_

### **Medications**

Will you take **prescription or over-the-counter medication** while at GBOS?      YES      NO

If so, please list below so that in the event of an emergency resulting in unconsciousness or impaired memory, we will be able to respond to attending physician's inquiries on what you may have been taking. Medications will be stored in a secure area, and will be self-administered by the adult.

Health Conditions

	YES		YES		YES
1. Asthma/Inhaler		7. Diabetes		13. Recent Illness or Injury	
2. Life Threatening Reaction To Bee Stings or Insect Bites		8. Epilepsy/Seizures		14. Recent Exposure to Contagious Disease	
3. Epi-Pen		9. Chronic Illness		15. Car Sickness	
4. Severe Allergy to Medication		10.Hearing Problems		16. Sleep Walking	
5. Severe Food Allergy		11. Vision Problems		17. Wear Glasses/Contacts	
6. Other Severe Allergies		12.Food Intolerances			

Please provide details for each checked box, being as specific as possible:

# Details

Are immunizations up to date?    YES            NO    Date of last Tetanus Inoculation: \_\_\_\_\_

Are you a vegetarian?    YES            NO

List any DIETARY restrictions: \_\_\_\_\_  
List any ACTIVITY restrictions: \_\_\_\_\_

Authorization for Medical Treatment

I verify that this Emergency Information is correct and complete to the best of my ability. I understand that I may walk as much as 5 miles a day and that exposure to natural features such as sun, wind, insects, and uneven walking surfaces will be encountered and are not under the control of GBOS.

For the duration of the GBOS program, I also give my permission to GBOS to provide routine first aid and care and to seek emergency medical treatment if needed. I agree to the release of any records for insurance purposes. I give permission to GBOS to arrange necessary transportation for treatment. In the event of an emergency, I authorize the appropriate health care provider selected by GBOS to administer any necessary medical, surgical, and/or hospital care while I am attending and/or en route to and from the Great Basin Outdoor School.

Signature: \_\_\_\_\_ Date \_\_\_\_\_

If you do NOT want medical care given, do not sign above and please briefly state your reason(s) below.



# Buddy List, Cabin Group, and Trail Group Assignment Instructions

## *Buddies*

The purpose of having buddies is so that each student always has at least one close friend to be with in every activity. Though it is reasonable to use student preferences in making buddy groups, don't put students together if you feel that they won't be successful together. Sometimes a "next best friend" is better than a "best friend."

Buddy pairs will be together in their cabins and in their trail groups. So that students can make new friends from other classes or other schools, cabin groups and trail groups will combine classes.

Please use the buddy list form to make buddy pairs for your classes, making same-sex pairs since buddies will be in cabins together. Students may be assigned a buddy from another class from the same school. Please make buddy pairs whenever possible; make buddy threesomes only if you have uneven numbers of girls or boys.

## *Trail Groups & Cabin Groups*

Cooperating with the other teacher(s) from your school, please use your buddy lists to assign tentative cabin groups and trail groups, mixing classes. If you are sharing the camp with another school, you can leave a proportionate number of spaces for their students. Please separate students who would have difficulty being successful in the same group or cabin. Final assignments will be made in cooperation with the Program Director upon arrival at camp.

If the number of students actually attending changes on the morning of your departure, please make changes on the forms so that they will be completely up to date when you arrive. Soon after your arrival, GBOS staff will use your lists to finalize cabin group and instructional trail group assignments, so please have your lists handy when you get off the bus.

Thanks for your help assigning buddies and groups. Having a buddy will help the students feel safe while settling into this new environment. Many students find making new friends in their cabin groups and trail groups a highlight of their experience.

## Buddy List

School \_\_\_\_\_

## Girls

Teacher \_\_\_\_\_

### Boys

[illegible]

## Threes

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[illegible]

## Threes

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Session: \_\_\_\_\_ School(s): \_\_\_\_\_  
 Date: \_\_\_\_\_ Teachers: \_\_\_\_\_

BELMONT	ROUND MOUNTAIN	DELAMAR	TIPI
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
8.	8.	(8.)	8.
9.	9.		9.
(10.)	(10.)	Parentheses indicate cots needed to supplement bunks in cabins to accommodate student numbers.	
(11.)	(11.)		
#s are for students. Cabins have another bed for one cabin leader.			

AURORA	TUSCARORA	LEWIS (Teacher Cabin)	TENT
1.	1.		1.
2.	2.		2.
3.	3.		3.
4.	4.		4.
5.	5.		5.
6.	6.		6.
7.	7.		7.
8.	8.		8.
9.	9.		9.
10.	10.		
(11.)	(11.)		

Naturalist #1:	Naturalist #2:	Naturalist #3:
Cabin Leader(s):	Cabin Leader(s):	Cabin Leader(s):
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.
13.	13.	13.

Naturalist #4:	Naturalist #5:	Naturalist #6 –6 groups rarely used
Cabin Leader(s):	Cabin Leader(s):	Cabin Leader(s)-
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.
13.	13.	13.

# Camp Galilee

**Great Basin Outdoor School leases Camp Galilee** for fall, winter, and spring programs. Camp Galilee is located on the east shore of Lake Tahoe a half mile south of Glenbrook, Nevada and west of Carson City on US Highway 50. Galilee is in a Jeffrey pine forest and has heated cabins, a dining hall, lodge, a teachers' cabin, and a spectacular Lake Tahoe beach. Occasionally a tipi and/or tents are also used when student numbers exceed cabin capacity.

**Four-day fall and spring programs at Camp Galilee** include a field trip to Spooner Lake and a research boat trip with Marine Research & Education, Inc. at Zephyr Cove, weather permitting. Winter ecology programs include a snowshoe outing.

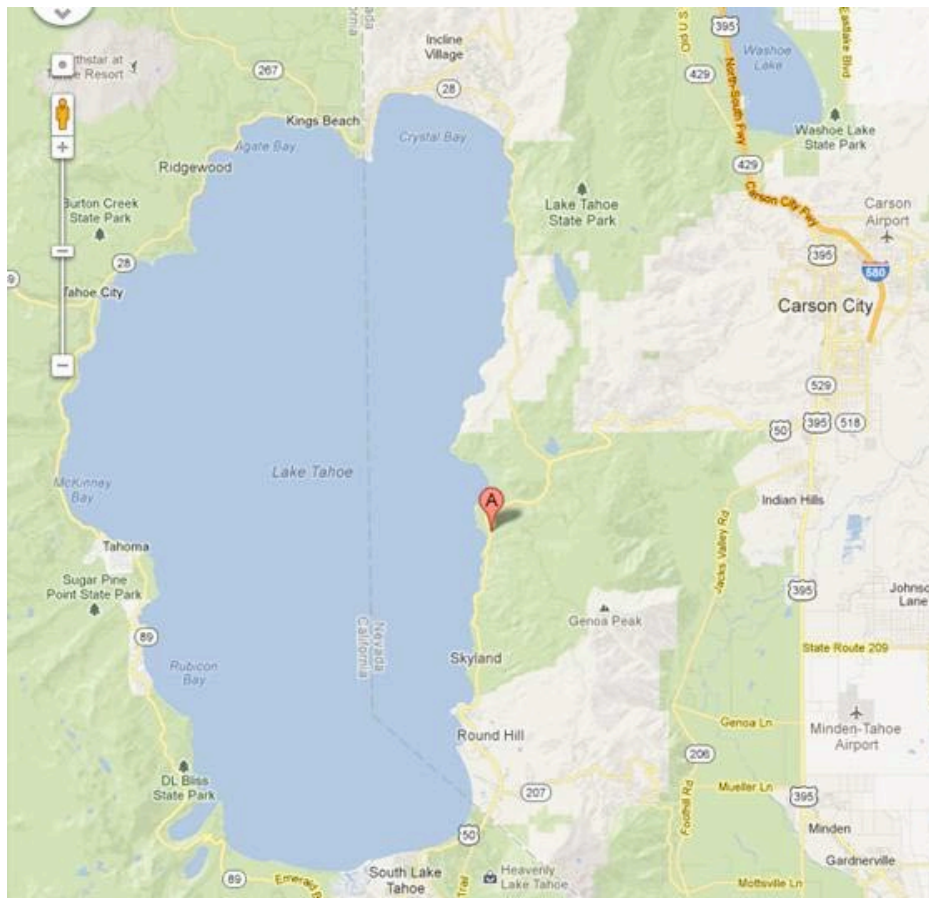
**To reach the camp from Reno**, take US 395 (I-508) south past Carson City, then US 50 west toward South Lake Tahoe. After coming down to the shore of the lake past Glenbrook, you will pass the fire station with the red metal roof on your left. The camp is across from the post office. After passing the blue "Post Office" sign and the green "Galilee" sign, turn down toward the lake. Once you have entered the driveway you will see a vertical "1776 Hwy 50" sign. If you get to the Cave Rock tunnel, you've gone two miles too far south.

**Emergency Contact:** Telephones will not be available to children at camp. Parents who must reach the camp in an emergency should do so through the school and the classroom teacher.

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*Sue "Sky" Jacox, Board President: 775-849-1890 (h) 775-250-1894 (c) [suejacox@nvgbell.net](mailto:suejacox@nvgbell.net)*



# Camp Galilee Cabins



## Cozy heated cabins

Six cabins all have bunk beds, heat, and complete bathrooms with showers. Named after old Nevada mining towns, Cabins Belmont, Round N, Tuscarora each have bunks for 10-12 and space to add a cot or two when needed. These cabins are filled first, and larger groups also use Cabin Delamar w. bunks for eight and some space for cot. Each cabin is supervised by an adult or a young adult at least sixteen years old. Cabin leaders receive leadership training and support, and those 18 and over have passed state and federal background checks. Occasionally a tipi and/or tent accommodate larger groups. Cabin Lewis is now usually designated for teachers.



## Private lake-view teacher cabin

(Teachers now usually use Cabin Lewis.)

- two bedrooms with twin bed & bunk beds & a large deck
- table, chairs, wireless internet
- bathroom with tub and shower
- mini-kitchen with fridge, sink, and hot plate