

Aldo Leopold Charter School

Backpacking Risk Management Guidelines

Aldo Leopold Charter School utilizes experiential education practices that access National Forest including wilderness areas. As such, the following guidelines have been adopted into practice.

(Revised Fall 2014 & Adopted by the Governing Council on --/--/----)

Table of Contents

QUALIFICATIONS	4
QUALIFICATIONS SUMMARY	5
MINIMUM QUALIFICATIONS—PRIMARY BACKPACK GROUP LEADER.....	6
MINIMUM QUALIFICATIONS—SECONDARY BACKPACK GROUP LEADER	6
MINIMUM QUALIFICATIONS—NON PRIMARY OR SECONDARY ADULT	6
MINIMUM QUALIFICATIONS—STUDENTS.....	7
MINIMUM QUALIFICATIONS—NON-LEADER ADULT PARTICIPANT (PARENT . . .)	7
INDIVIDUAL BACKPACK GROUP COMPOSITION.....	8
<i>Adult Composition</i>	8
<i>Group Composition</i>	8
PROGRAM REQUIREMENTS	9
PROGRAM REQUIREMENTS—PRE-TRIP	10
DIRECTOR	10
TRIP COORDINATOR	11
OUTFITTER.....	12
BASECAMP COORDINATOR	12
PRIMARY BACKPACKING GROUP LEADER.....	13
<i>Prior to the Pre-Trip Backpack Group Meeting:</i>	13
<i>Pre-Trip Backpack Group Meeting:</i>	13
<i>After the Pre-Trip Backpack Group Meeting and prior to departure:</i>	14
SECONDARY BACKPACK GROUP LEADER	14
STUDENTS.....	15
<i>Beginning of the school year</i>	15
<i>Prior to the Pre-Trip Backpack Group Meeting:</i>	15
<i>Pre-Trip Backpack Group Meeting:</i>	15
PARENT(S)/GUARDIAN(S).....	15
PRE-TRIP PLANNERS	16
<i>Overview</i>	16
<i>School Director</i>	17
<i>TRIP COORDINATOR</i>	18
<i>TRIP COORDINATOR</i>	20
<i>Component Considerations</i>	20
<i>BASECAMP COORDINATOR</i>	22
<i>Component Considerations</i>	24
<i>PRIMARY GROUP LEADER</i>	25
<i>SECONDARY GROUP LEADER</i>	26
<i>DRIVER</i>	27
<i>PARENT</i>	28
<i>STUDENT</i>	29
TRANSPORTATION PLAN (OVERVIEW).....	30
TRANSPORTATION PLAN (PER DRIVER)	31

PROGRAM REQUIREMENTS--DURING TRIP	33
PRIMARY BACKPACK GROUP LEADER	33
<i>I. Upon arrival at the Trailhead</i>	33
<i>II. Group Rules</i>	33
<i>At all times</i>	33
<i>On the Trail</i>	33
<i>At the campsite</i>	33
DIRECTOR OR DESIGNEE	34
PROGRAM REQUIREMENTS--POST TRIP	35
PRIMARY AND SECONDARY BACKPACK GROUP LEADERS	35
TRIP COORDINATOR.....	35
DIRECTOR	35
STUDENTS	35
PARENT(S)/GUARDIAN(S).....	35
APPENDICES	36
APPENDIX A – LOST HIKER PROTOCOL	37
APPENDIX B – EMERGENCY EVACUATION PLAN	39
IN THE FIELD PLAN	39
PLAN FOR SCHOOL DIRECTOR OR DESIGNEE	41
MEDICAL ASSESSMENT FORM	43
APPENDIX C – ALCS INCIDENT COMMAND SYSTEM	44
DIAGRAM 1 – SCHOOL PERSONNEL AS INCIDENT COMMAND	46
ICS POSITIONS DESCRIPTIONS FOR SCHOOL PERSONNEL AS INCIDENT COMMANDER.....	47
DIAGRAM 2 – EMERGENCY SERVICE (SAR. . .) AS INCIDENT COMMAND.....	48
ICS POSITIONS DESCRIPTIONS FOR EMERGENCY ENTITY AS INCIDENT COMMANDER	49
APPENDIX D – COMPOSITION OF INCIDENT COMMAND SYSTEM.....	50
INCIDENT COMMANDER	50
COMMAND STAFF	50
GENERAL STAFF.....	50
200-LEVEL ICS.....	51
400-LEVEL ICS.....	51
DESIGN	51
<i>Personnel</i>	51
<i>Facilities</i>	51
<i>Equipment</i>	53
<i>Type and kind</i>	53
<i>Command transfer</i>	53
APPENDIX E – DEFINITIONS.....	54
APPENDIX G – ACCIDENT/INCIDENT FORM.....	56

QUALIFICATIONS

Qualifications Summary	PGL	SGL	Students	Non-Lead Adult
1. Minimum age of 21	✓	✓		✓
2. Background Check	✓	✓		✓
3. Experiential component of ALCS curriculum commitment	✓	☐	✓	
4. Sign Statement agreeing to abide by ALCS rules	✓	✓	✓	✓
5. Sign Statement agreeing to abide by ALCS RMG	✓	✓	☐	✓
6. Sign statement of good health within 2 week before trips	✓	✓		✓
7. Sign statement agreeing to abide by Group Norms Contract	✓	✓	✓	✓
8. Physical exam	B	B		R
9. NMAA sports physical			A	
10. Updated Medical Form			A	
11. Provide Updated Emergency Contact Information	A	A	☐	✓
12. Wilderness First Aid training	A	A	✓**	R
13. Wilderness First Responder (WFR) Certification	R			
14. Current CPR certification	✓	✓		R
15. Map Training	✓	✓		R
16. Orienteering Training (topo, compass, GPS)	A	✓	*	R
17. Search and Rescue Training	A	✓		R
18. Pass Safety Rules Test (100%)	A	A	A	
19. Pass Leave no Trace (required grade)	A-90%	A-90%	A-80%	
20. Previous Experience on ALCS backpacking trip	✓			
21. Demonstrate Campcraft Skills			✓	
22. Complete ALCS 'Basecamp' training		☐	A	
23. Cleared by School Director	✓	✓		✓

* = First year and every other year

** = At least 85% of student participants

☐☐☐ **At least Once**

A = **Annually**

B = **Biennially**

R = **Recommended**

Minimum Qualifications—Primary Backpack Group Leader

1. Minimum age of 21.
2. Background check.
3. Provide emergency contact information.
4. Sign statement agreeing to abide by ALCS rules.
5. Commits to participating in experiential component of ALCS curriculum.
6. Physical exam (within 2 years of trip) and signed statement of good health within 2 weeks of first annual trip.
7. Current CPR Certification.
8. Wilderness 1st Aid training (Wilderness First Responder Certification ideal, but not mandatory).
9. Orienteering training (topo, compass, GPS) (annually).
10. Search and Rescue Training (annually).
11. Pass Safety Rules Test with 100% (annually).
12. Pass Leave No Trace Test with 90% (annually).
13. Previous experience on ALCS backpacking trip.
14. Participation in Group Norms Contract – A set of norms that the group agrees to follow during the current trip.
15. Cleared by the Director as a Primary Backpack Group Leader.

Minimum Qualifications—Secondary Backpack Group Leader

1. Minimum age of 21.
2. Background check.
3. Provide emergency contact information.
4. Signed statement agreeing to abide by ALCS rules.
5. Commits to participating in experiential component of ALCS curriculum.
6. Physical exam (within 2 years of trip) and signed statement of good health.
7. Wilderness 1st Aid training (annually).
8. Current CPR Certification.
9. Orienteering training (topo, compass, GPS) (annually).
10. Search and Rescue Training (annually).
11. Pass Safety Rules Test with 100% (annually).
12. Pass Leave No Trace Test with 90% (annually).
13. Participation in Group Norms Contract – A set of norms that the group agrees to follow during the current trip.
14. Cleared by the Director as a Secondary Backpack Group Leader.

Minimum Qualifications—Non Primary or Secondary Adult

1. Minimum age of 21.
2. Background check.

3. Provide emergency contact information.
4. Signed statement agreeing to abide by ALCS rules.
5. Commits to participating in experiential component of ALCS curriculum.
6. Signed statement of good health (within 2 weeks of trip) and recommended physical exam within the past 2 years.
7. Participation in Group Norms Contract – A set of norms that the group agrees to follow during the current trip.
8. Cleared by the Director to participate.

Minimum Qualifications—Students

1. Students must commit to experiential component of ALCS (upon entrance into ALCS).
2. NMAA sports physicals (annually).
3. 1st Aid training /CPR Certification (Minimum 75% of participating students).
4. Attends orienteering training (topo, compass, GPS) (First year and every other year).
5. Demonstrate camp craft skills which include setting up a tent, using a camp stove, Packing a backpack, water filter systems, etc.
6. Pass Safety Rules Test with 100% (annually).
7. Pass Leave No Trace Test 80% or better (annually).
8. Participate in Group Norms Contract.
9. Medical form updated with emergency contact information.
10. Participation in Basecamp.

Minimum Qualifications—Non-Leader adult participant (Parent...)

In some instances, a parent or another non-Group Leader adult may seek permission to attend a backpack trip. This can be a great opportunity to expose an adult who wishes to be a Group Leader in the future. However, every additional individual who attends a trip increases responsibility on the school, specifically those enacting the trip. The following qualifications have been designed to minimize risk for ALL participants, including this adult.

1. Must have a valid reason for attending the trip that is aligned to the needs of the school. ALCS is not in a position to extend its services to non-students without just cause.
2. Must complete Pre-Trip Planner for non-leader adult participant, submitted to the director after completion and prior to trip.
3. Provide Updated Emergency Contact Information.
4. Must gain initial permission from the School Director with agreement to adhere to the following:
 - i. Must follow all school rules and act as good role model.
 - ii. Must agree to follow the lead of the designated Backpack Group Leaders.
 - iii. Must agree to act in any way that will not jeopardize the health, safety and wellbeing of any other participant or him or herself.

- iv. Signed statement of good health (Recommended physical with past 2 years).
- v. Be familiar with Leave No Trace practices.
- vi. Participate in Group Norms Contract.
- vii. Preferably has obtained 1st Aid /CPR training, orienteering training (topo, compass, GPS).
- viii. Must be proficient with camp craft skills, which include setting up a tent, using a camp stove, packing a backpack, water filter systems, etc.

Individual Backpack Group Composition

Adult Composition

1. The minimum standards for any backpack group is supervision by one identified Primary and one identified Secondary Backpack Group Leaders who meets the minimum qualifications for each position.
2. Either the Primary or Secondary (or both) must be an ALCS staff member.
3. A group may have more than two adults. Any adult who is to accompany a backpack group must undergo a background check and be cleared by the school Director.

Group Composition

1. Medical and contact information is available for all participants (students and adults).
2. Max group size 16 students, with minimum two leaders, with no less than 1 adult per 8 students.
3. No more than 8 individuals at a campsite, with at least one adult in each group. This is when the campsites are spread apart to reduce impact to environment and to ensure that all are in close proximity to each other for increased safety.

Program Requirements

Program Requirements--Pre-Trip

Director

1. Approve and file trip permit, retaining a school copy of all paperwork.
2. Ensure that a Medical Advisor is on Call.
3. Ensure a replacement Primary Backpack Group Leader (if available) is on call ready to be called in at any time during the trip. This individual would be hiked in to group with Backpacking Trip Coordinator or Director and other adult hiked out. If no backup Primary is available, a group may have to exit if their Primary is unable to proceed.
4. Establish a list of all participants and ensure that emergency contacts are available for each participant.
5. Ensure each groups emergency medical information on students, staff and volunteers is provided to that groups **Primary Backpack Group Leader** by the Trip Coordinator/ Office Staff.
6. Ensure **Trip Plan** in digital and hard copy form is complete. Trip Plan to include the following:
 - a. Backpack Itineraries that includes:
 - 1) Maps with proposed routes and possible alternative routes.
 - 2) Written descriptions of hikers' travel.
 - 3) Planned tenting locations.
 - b. Group composition (Participant names, number of students and identified Leaders).
 - c. Transportation Plan.
 - d. Emergency Extraction plan.
7. Ensure an adult leader meeting is held to review Trip Plan, communication protocols and any necessary considerations have been reviewed by team.
8. Ensure a contact person is established for communication with parents.
9. Ensure the **Trip Coordinator** (or designee) posts the following information via a hard copy and on the school website for access by parents or others prior to trip departure:
 - a. The Backpack Itinerary.
 - b. A blank Pre-Trip Planner Checklist for Students and Parents.
 - c. Name and phone number for the Communication Designee.
10. Ensure completion of all Pre-Trip Planners ([Pre-Trip Planners on page 16](#)) prior to backpack groups' departure.
11. Make final decision whether trip proceeds as planned (Go Ahead) or is Cancelled.
12. Assemble all trip documents, store in one place on school grounds, and notify ALCS Secretary of that location.

Trip Coordinator

1. Maintain continual communication with the Director regarding updates.
2. Ensure guiding permit is current with the Forest Service prior to departure. Copy of permit to be filed with the Director.
3. Ensure that each group is assigned a **Primary and Secondary Backpack Group Leaders** who meet the minimum qualifications for each position (see qualifications summary table). One or both must be an ALCS staff member.
4. Provide Pre-Trip Planners ([Pre-Trip Planners on page 16](#)) to each participant.
5. Ensure **Backpack Itinerary** is submitted and approved by the Forest Service prior to departure.
6. As advised by the Director, communicate with local agencies (Considerations: Local Department of Game and Fish, Silver City Fire, National Weather Service, Forest Service, State Police) regarding:
 - a. Trail conditions.
 - b. Road conditions.
 - c. Trail availability and hazards.
7. Plan and conduct parent meeting to review trip particulars including how trip supports ALCS Mission/Goals and curricular component.
8. Ensure the following documents and information are rendered in hard copy and posted on the school website for access by parents or others prior to trip departure:
 - a. The Backpack Itinerary (posted on web without student names).
 - b. A blank Pre-Trip Planner for Students and Parents.
 - c. Name and phone number for the Communication Designee.
9. Ensure the following is available in a timely and consistent manner:
 - a. Risks.
 - b. Trip plan.
 - c. Equipment – Personal and school supplied.
 - d. Staffing.
 - e. Routes.
 - f. Backpack Risk Management Guidelines.
10. Complete Transportation Plan and obtain Director approval for plan. Transportation plan is to include:
 - a. A driver list with contact information for each driver during the driving portion of the trip that includes at least one cellphone number for communication from/to the school, and in addition, one radio channel for vehicle-to-vehicle communication as back-up to phones.
 - b. A passenger list for each driver that also shows vehicle to be driven.
 - c. Planned departure time with estimated driving times.
 - d. A map of the routes to be taken that shows any pre-planned stopping points.
 - e. A description of the driving routes.
11. Ensure school vehicles are fueled, in good working condition and a pre-trip inspection has been performed within 1 day prior to departure.

Outfitter

It is the responsibility of the individual who holds the outfitting guide license for Aldo Leopold Charter School to ensure that his or her license is current and that any pertinent information is conveyed to the School Director and to the Primary Backpacking Group Leaders who are operating under the guide's license.

Basecamp Coordinator

1. "Basecamp" training shall minimally include the following:
 - a. Annual training for new and returning student who are to participate on a backpack trip (any student who is not in attendance and plans to go on the trip must be granted an exception by the Director).
 - b. Wilderness 1st Aid training (Minimum 85% of participating students).
 - c. Orienteering training (topo, compass, GPS) (First year and every other year).
 - d. Camp craft skills, to include setting up a tent, using a camp stove, packing a backpack, water filter systems, etc.
 - e. Safety Rule Test with 100% (annually).
 - f. Leave No Trace Test 80% or better (annually).

2. Evaluate students' physical endurance capabilities and attitude with input from ALCS staff who have worked with students during Basecamp.

3. Develop groups for backpacking trips from information gained at Basecamp, physical/medical information or other information that has been identified as pertinent in determining the fitness, capabilities and skills of each student. Student dynamics should be a consideration.

Primary Backpacking Group Leader

The roll of the Primary Backpack Group Leader is highly reliant on the Backpack Trip Coordinator and school Director. Regardless, each Primary is fully responsible for the health, safety and wellbeing of his or her group members. As such and as a method of checks-and-balances, it is his or her responsibility to ensure that pre-trip plans have been fulfilled PRIOR to departure.

Prior to the Pre-Trip Backpack Group Meeting:

1. Review ***Trip Itinerary*** and communicate any corrections, reservations or concerns with ***Trip Coordinator***, especially with respect to trail travel times and campsite set-ups/breakdown ensuring there is daylight to spare.
2. Establish familiarity with the roads that are outlined within the ***Transportation Plan***.
3. Scout trails within one month prior to the backpack trip OR demonstrate mastery skills in orienteering, map reading, and use of a GPS. If a Primary does not scout the trail, he or she is to seek information regarding trail conditions from the Forest Service or another entity that has traveled the trail within the last month.
 - a. When scouting the trail there must be at least two adult individuals (one being the Primary Backpack Group Leader) with trip notes turned into the director prior to the scouting expedition for approval. The trip notes should include a time line of departure and arrival from trailhead. This is for safety of the individuals involved and it is good practice anytime one leaves into the backcountry.
 - b. In the event that a Primary does not scout a trail prior to the backpack trip, he or she is to provide documentation to the Director of how the trail conditions were verified.
4. Review trail responsibilities (Radios, GPS, Compasses, Maps...) – Some responsibilities may be delegated at the backpack group meeting.
5. Consider and review trip conditions and special concerns and receive trainings as needed (include trail conditions, weather, fire, wildlife, river levels, road conditions, etc.).
6. Plan curriculum time during the trip with Secondary Group Leader.
7. Develop or review menus to ensure that adequate food is prepared for each group.
8. Establish familiarity with communication devices (satellite phone/two way satellite pagers and walkie-talkies) and an understanding of expected communication routines.
9. Review special needs of individual students.
10. Plan for student issues (dietary, physical, mental, etc.).

Pre-Trip Backpack Group Meeting:

Provide sufficient time (two hours minimum) for group discussion and review of the following:

1. Backpack Itinerary.
2. Trail maps.
3. Trail Rules.
4. Lost hiker/group procedures (review this plan).

5. Emergency Extraction Plan procedures (review this plan).
6. General content of the first aid kit.
7. Food prep expectations (may elect to assign duties on the trip).
8. Curricular expectations.
9. Group Norms Contract (include safety and prohibited activities).
10. Reviewed With Each Individual Hiker:
 - a. Review and approve student's backpacking clothes.
 - b. Review equipment needs. Verify that equipment is appropriately suited to specific groups.

After the Pre-Trip Backpack Group Meeting and prior to departure:

1. Report all pertinent updates to the Backpack *Trip Coordinator*.
2. Ensure that the *Trip Itinerary* has been reviewed and that a copy is packed.
3. Prior to departure, ensure *Secondary Group Leader*, student, and parent Pre-Trip Planners are completed and returned to the Backpack *Trip Coordinator*.

Secondary Backpack Group Leader

1. Complete any necessary training to meet minimum qualifications for this position and receive approval from the school Director.
2. Participate in pre-trip planning.
3. Plan curriculum time during the trip with *Primary Group Leader*.
4. Review special needs of individual students.
5. Be familiar with first aid kit contents and know who within the group has first aid training.
6. Be familiar with use of and routines for communication devices (satellite phone/two-way satellite pager and walkie-talkies).
7. Be familiar with hiking conditions and any special circumstances in the trip area.
8. Be familiar with his or her own group's maps of the hiking areas and general knowledge of other ALCS backpacking group's locations.
9. Participate in pre-trip group meeting.
10. Review equipment needs. Verify that equipment is appropriately suited to specific group and that the Secondary knows how to use the equipment and is familiar with the communication routines.
11. Be familiar with *Transportation Plan*.
12. Assure trailheads are clearly known.
13. Verify with the Primary that he or she has submitted the completed and verified Pre-Trip Planners for the *Primary Backpack Group Leader, Secondary Backpack Group Leader, Students, and Parents* to the *Trip Coordinator*.

Students

Please be mindful that each high school student's backpack participation is a school expectation.

Beginning of the school year

1. Participate in the Basecamp training (A student who does not participate in this annual training must gain Director approval to partake on the backpack trip).

Prior to the Pre-Trip Backpack Group Meeting:

1. Report special concerns (dietary, physical, medical, etc.) to **Primary Backpack Group Leader**, school nurse, **Trip Coordinator** or School Director.
2. Gather all required equipment from checklist and bring to school for pre-trip backpack group meeting.
3. Gather emergency rations for trip.
4. Submit any necessary signed permission slips to the Primary trip leader.

Pre-Trip Backpack Group Meeting:

1. Participation in trip briefing (including trail map and special concerns).
2. Review lost hiker/group procedures.
3. Review and rehearse **Emergency Extraction Plan**.
4. Be familiar with first aid kit contents and know who within the group is trained in first aid.
5. Participate in **Group Norm Contract**.
6. Review (actually show) all required equipment with **Primary Backpack Group Leader** or Secondary Backpack Group Leader.

Parent(s)/Guardian(s)

Please be mindful that each high school student's backpack participation is a school expectation.

1. Ensure your student participates in the annual **Basecamp** training (A student who does not participate in this annual training must gain Director approval to partake on the backpack trip).
2. Review equipment needs. Verify that equipment is appropriately suited to specific group needs and ensure that your student gathers all equipment prior to the **Pre-Trip Backpack Group Meetings**. Seek any necessary clarification from the school.
3. Update the school with any changes in your student's medical information or changes to emergency contact information.
4. Report special concerns (dietary, physical, medical, etc.) to ALCS.
5. Ensure that student participates in the pre-trip group meeting.
6. Ensure any signed permission slips/equipment checklists have been submitted for the backpack trip.

Pre-Trip Planners

Overview

The following pages contain checklists that are necessary when enacting a backpack trip at Aldo Leopold Charter School. Many lists also contain considerations. Before a backpack trip is executed, each set of “planners” is to be signed off on by the individual who is responsible for that checklist. Then, all final checklists are collected by the Director and held on file until after the completion of the trip or until the Director deems it is appropriate to discard the information.

Each list is designed to be a work in progress. This enables the “Guidelines” to be amended with updates and improved practices as the school’s programming evolves.

Pre-Trip Planners have been developed for:

1. School Director
2. Backpack Trip Coordinator
3. Primary Group Leaders
4. Secondary Group Leaders
5. Driver
6. Parents
7. Students
8. Non-leader adult participant

<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block; margin-bottom: 5px;"></div>	<h2 style="margin: 0;"><u>School Director</u></h2> <h3 style="margin: 0;"><u>Pre- Trip REQUIREMENTS</u></h3>	ALCS RMG ref.
	Ensure trip permits from appropriate agencies are obtained, and copies are retained for ALCS record.	
	Ensure medical advisor on call.	
	Review Transportation and Trip Plans provided by TC (Trip Coordinator). Modify as necessary with consultation of Trip Coordinator.	
	If necessary, provide a Pre-Trip Planner for any participants for whom planners have not been created, e.g., landowners, outfitters, teacher specialists, assistants for disabled etc.	
	Produce emergency evacuation plan(s) for each backpacking group.	
	<p>The following documents/information are rendered in hard copy and on the school website for access by parents or others at least 3 days before trip:</p> <ul style="list-style-type: none"> • The Trip Plan • Blank Parent and Student Pre-Trip Planners • Trip start and end dates with corresponding drop-off and pick-up times • Name and phone number for school contact 	
	Provide documentation of emergency medical information on students, group leaders, and other participants to each <i>Primary Group Leader</i> .	
	Before Trip Start, review and approve Pre-Trip Planners from: TC, PGLs (Primary Group Leaders) SGLs (Secondary Group Leaders), Students, Parents, and any other participants. Any unsigned Planner is subject to rejection at discretion of SD (School Director). In particular, the SD MUST REJECT PARTICIPATION of a student if his/her parent(s) did not sign the Acknowledgment of Risk Statement.	
	The School Director or Designee is responsible for all communication to parents, public, agencies, and press. If I do not fill this position, it will be filled by:_____.	
	Assemble all trip documents, place in one location on ALCS grounds, and inform ALCS secretaries of their location. It is understood that ALL trip documents within the purview of the ALCS Risk Management Guidelines are reviewable by ALCS Staff and Parents of Students enrolled at ALCS and appropriate authorities.	
	Make trip “go” or “no go” decision. Please write “go” or “ng” in check box.	

By signing here, I'm verifying that the pre-trip planner has been successfully completed.

SIGNED: _____ **DATE:** _____

□	<h2><u>TRIP COORDINATOR</u></h2> <h3>Pre-Trip Requirements</h3>	ALCS RMG ref.
	Review permits (guide or agency) pertinent to the trip and notified school Director if any need to be obtained or renewed.	
	Review group member lists provided by BC (Basecamp Coordinator). Modified with consultation of BC. Notify SD (School Director) and Parents if particular students have “failed” Basecamp, and require further training to participate in School Trips.	
	Review qualifications of Students, PGL (Primary Group Leader), and SGL (Secondary Group Leader). Notify relevant individuals of acceptance/rejection or qualifications/training needed.	
	Consult with appropriate agencies for road and trail closures and conditions before creating Trip Plan.	
	<p>Create and modify Trip Plan with consultation of anyone TC (Trip Coordinator) deemed appropriate. Give copies to PGL, SGL, and the SD. A Trip Plan AT MINIMUM consists of the following:</p> <ul style="list-style-type: none"> a) Backpack Itineraries that include: <ul style="list-style-type: none"> 1) Maps with proposed routes and possible alternative routes 2) Written descriptions of hikers’ travel 3) Planned tenting locations b) Group composition (Participant names, number of students and leaders) c) Transportation Plan d) Emergency Extraction plan e) Trip Start and End dates with corresponding drop-off and pick-up times 	
	<p>Create Transportation Plan in consultation with anyone TC deems appropriate. Give copy to SD. A Transportation Plan AT MINIMUM consists of the following:</p> <ul style="list-style-type: none"> a) A driver list with corresponding vehicle to be driven, and contact information for each driver during the driving portion of the trip that includes at least one cellphone number for communication from/to the school, and in addition, one radio channel for vehicle-to-vehicle communication as back-up to phones. b) A passenger list for each driver/vehicle. c) Planned departure time and estimated driving times. d) A map of the routes to be taken that shows any pre-planned stopping points. e) A description of the driving routes. 	
	Give a blank Pre-Trip Planner to School Director, and all PGLs ,SGLs, and Drivers.	
	<p>Provide trip packet to each student’s parents that consists AT MINIMUM of the following:</p> <ul style="list-style-type: none"> a) Trip start and end dates with corresponding student drop-off and pick-up times. b) A copy of the Backpack Itinerary. 	

<p>c) A Student and Parent Pre-Trip Planner that the student MUST return to one of their group leaders by the day of the Pre-Trip Backpack Group Meeting.</p> <p>d) A list of equipment required for the trip.</p> <p>e) A risk statement signed by parent(s) that says: “RISK STATEMENT: “I acknowledge that I signed the Acknowledgment of Risks form upon my child entering the school, that there are inherent risks for this trip, and I’m choosing to send my child on this trip. I have spoken to my child(ren) about these risks. I believe that ALCS has taken steps to minimize these risks. I understand that the ALCS Risk Management Plan is available for my review upon my request.”</p>	
Verify operability of all school-owned trip radios and phones. Back-up power with each device.	
Give communication devices to each PGL and record who has what devices.	
Formulate menu and emergency rations plan. Ensure that each group will be adequately fed for entire trip with the exception of travel from and to ALCS. Give food lists to food providers.	
Conduct a Transportation Plan review meeting with all drivers. Any resulting modifications are noted on the Transportation Plan and Re-submitted to the School Director as a “ Revised Transportation Plan”.	
Check with appropriate agencies for road and trail closures/conditions WITHIN 36 hours of Trip Start.	
All Primary Group Leaders have returned: a) Signed Student and Parent Pre-Trip Planners for each student in their group. b) A signed Primary Group Leader Pre-Trip Planner. c) A signed Secondary Group Leader Pre-Trip Planner.	
Ensure school vehicles are fueled, in good working condition and a pre-trip inspection has been performed within 1 day of departure.	
All ALCS trip vehicles have full or nearly full fuel tanks.	
Gave keys to vehicle #1 to Driver AFTER returned SIGNED and COMPLETED Driver Pre-Trip Planner.	
Gave keys to vehicle #2 to Driver AFTER returned SIGNED and COMPLETED Driver Pre-Trip Planner.	
Gave keys to vehicle #3 to Driver AFTER returned SIGNED and COMPLETED Driver Pre-Trip Planner.	
Gave keys to vehicle #4 to Driver AFTER returned SIGNED and COMPLETED Driver Pre-Trip Planner.	
Give completed Pre-Trip Planners for PGLs, SGLs, Drivers, Student/Parents, and TC to SD BEFORE trip start.	
Review and consider all listed “Component Considerations” for <i>Trial Selection, Transportation Plan, Diet and Food Preparation, Equipment and Curriculum</i> – Lists to accompany Trip Coordinator Pre-Trip Planner.	

By signing here, I'm verifying that the pre-trip planner has been successfully completed.

SIGNED: _____ DATE: _____

TRIP COORDINATOR

Component Considerations

(Pages 3 and 4 of the Pre-Trip Planner)

The following items should be considered by the Trip Coordinator and/or by any designees.

- *Trail Selection*
 - Consider locations in relation to elevation and season – Higher elevations during the summer and lower elevations in the fall due to cold nighttime temperatures.
 - Assess difficulty of trails
 - Try to have groups cross mid-hike for added safety

- *Develop a transportation plan*
 - Examine backup plan for extraction (transportation aspect)

- *Diet & Food Preparation*
 - Examine packaging of the food (ie. bulk oatmeal as opposed to packaged and less sugar. Any way to have healthier junk food?)
 - Menu for trip is posted ahead of time such that concerns related to special dietary needs can be addressed ahead of time as needed.
 - ALCS considers adjusting menus or assisting with special needs.
 - Increased serving sizes for participants would eliminate not only some hunger issues but also enhance morale.
 - Division of food changed from number of groups to number of participants in each group or combined body weight of each group would provide more adequate nutritional intake for hungry teenagers and larger adult leaders.

- Assistance from experienced and inexperienced students in menu planning would provide greater buy-in and a valuable learning opportunity.
- Consider food planning/distribution taking into account back country needs, healthy and environmentally conscious food choices
- *Equipment (Student vs. Group)*
 - Ensure appropriate equipment is on trip; it's appropriate for the travel of each individual group.
 - Examine items in detail: poor packs, poor sleeping bags without an adequate stuff sack, inappropriate foot gear, ponchos that tear easily so are worthless, not to mention clothes that aren't meant for hiking
 - Any equipment that is required by the school should be provided to those students who don't have it and can't afford it.
- *Curriculum Development*
 - Consider environment as an integrated concept.- From early charter days.
 - Consider some reading and/or discussion about "What is a Wilderness?" You can look at the legal definition and individuals' own perspectives. "Thinking Like a Mountain" would build on this prior discussion of wildness, where you find it, how much there is, why you need it, etc.
 - There is A LOT of math that could be done in learning how to read the maps, and that is a critical skill that hardly anyone on our group understood. Focus on that, and other areas where math comes in - at trail junctions calculating distances, measurements used when cooking food, using the GPS and calculating miles per hour...options are limitless. But don't make the kids "do homework" in the woods.
 - Expand map skills
 - Consider plants and maybe even some animals found in the area. Don't focus on scientific names. Make a clearer colored sheet that outlines major plants that will be seen and point them out on the trail. Put something together that represents the plants where you will be hiking. Two plants to add would be wooly mullen for use in a bathroom emergency and poison ivy. We don't need kids going home with poison ivy.
 - Provide adequate supplies of paperwork for every group member and leader of each group to increase participation and enhance learning opportunities.

Make any additions or changes to the Considerations and ensure the list is updated for future trips!

□	<p><u>BASECAMP COORDINATOR</u></p> <p>Pre-Trip REQUIREMENTS</p>	<p>ALCS RMG ref.</p>
	Provide wilderness first aid training to students.	
	Provide orienteering training to students including reading topo maps, compass and GPS usage and other skills necessary to navigate in the National Forest and Wilderness areas (provided to first year participants and every other year).	
	Camp craft skills to include setting up a tent, using a camp stove, packing a backpack, water filter system usage and any other skills deemed necessary.	
	Administer Safety Rule Test with 100% grade by participants all student backpack participants	
	Administer Leave No Trace test with 80% or better to all student backpack participants	
	Evaluate each student's physical endurance capabilities and attitude with input from other staff who have worked with students within one month prior to backpack trips.	
	Develop preliminary backpack group lists and supplied to Trip Coordinator. Consider information gained from Basecamp, physical/medical information, previous trip performance, camp craft skills and student dynamics.	
	Review and consider all listed "Component Considerations" for <i>Student Training</i> and <i>Group Selection</i> – List on back of this form.	

I understand that the Basecamp Coordinator is responsible for oversight of the Pre-trip basecamp. I hereby ensure that all Basecamp Coordinator Pre-Trip Planner components have been met PRIOR to departure.

SIGNED: _____ DATE: _____

BASECAMP COORDINATOR

Component Considerations

(Reverse page of the Pre-Trip Planner)

- *Student Training*
 - Review tips on how to remain dry - even when the night appears clear
 - Instruct students in how to put up a tent so they will stay dry
 - Review with students how to adjust a backpacks
 - Ensure topics like going to the bathroom in the outdoors and girls' menstruation is covered.

- *Group Selection*
 - Post list of who is on what trip and the level prior to trip so that adjustments can be made in advance.
 - Make it a goal for kids to strive for and work towards more challenging hikes, not just something they think they would like to try.

Add any additions to this list and submit to the Trip Coordinator to ensure the list is updated!

□	<h2><u>PRIMARY GROUP LEADER</u></h2> <h3>Pre-Trip REQUIREMENTS</h3>	ALCS RMG ref.
	Review Trip Plan and communicate any reservations or issues with Trip Coordinator, especially with respect to trail travel times and campsite make/break with daylight to spare.	
	If necessary, scout trailheads and trails. Please write “s” or “ns” in checkbox.	
	Review provided Emergency Medical Information and address any questions to School Director.	
	Review special needs of individual students and discuss with ALCS Special Education Director and/or parents.	
	Pack the Emergency Evacuation Plan and keep it on person or on personal equipment for the entire trip.	
	Have a fully supplied first aid kit and know about its contents and how to use it.	
	All provided communication equipment is in working order and I know how to use it.	
	All provided water filter equipment is in good working order and I know how to use it.	
	I have considered the weather for the trip within 48 hours of trip departure and feel comfortable proceeding.	
■	THE FOLLOWING ARE TO BE COMPLETED AT THE PRE-TRIP BACKPACK GROUP MEETING:	■
	Provided food is divided up among the group.	
	Verify that ALL students in my group have water, emergency food rations, and ICE card.	
	Verify that ALL students in my group have shoes or boots, and appropriate clothing (knit hat, long-sleeve torso covering, leg covering, socks...)	
	Verify that ALL students in my group have adequate sleeping bags and pads.	
	Lead group trip briefing (including AT MINIMUM trail rules, and Group Norms Contract).	
	All students in my group have returned signed Student and Parent Pre-Trip Planners. Specifically, the equipment checklist is signed by the student or parent(s), and the Risk Statement is signed by the parent(s).	
	I have a signed Pre-Trip Planner from my Secondary Group Leader.	
	After signing statement below, I will return my, Secondary Group Leader, and ALL Student and Parent Pre-Trip Planners to the Trip Coordinator.	

I understand that the Primary Group Leader is fully responsible for the health, safety and well-being of his or her group members. I hereby ensure that all Primary Group Leader Pre-Trip Planner components have been met PRIOR to departure.

SIGNED: _____ **DATE:** _____

□	<h2 style="margin: 0;"><u>SECONDARY GROUP LEADER</u></h2> <h3 style="margin: 0;">Pre-Trip REQUIREMENTS</h3>	ALCS RMG ref.
	Review and familiarized myself with the Backpack Itineraries, especially the surrounding area where the trip occurs and the relative locations of other trip groups at particular times during the trip.	
	Communicate any reservations or issues with Trip Plan to PGL (Primary Group Leader) or TC (Trip Coordinator), especially with respect to trail travel times and campsite make/break with daylight to spare.	
s/ns	If necessary, I have scouted trailheads and trails. Please circle "s" (satisfactory) or "ns" (NOT satisfactory) in checkbox.	
	Review medical needs or special needs of any group participant with PGL.	
	Be aware that the PGL carries an Emergency Evacuation Plan that I can refer to if necessary and a first aid kit if needed.	
	Review ALCS satellite and radio equipment and know how to use it.	
	Participate in the Pre-Trip Backpack Group Meeting, acquainting myself with students, and assisting them and the PGL with reviewing the Student Pre-Trip Planners, Equipment Checklists, packing, and other tasks.	
	Ensure all students in the group have a trail map.	
	Ensure all students have a 'sack lunch' for the drive to the trailhead.	
	Consider the possible weather for the trip within 48 hours of trip departure and I feel comfortable proceeding.	
	I signed this SGL Pre-Trip Planner below.	
	Ensure that PGL turned over all Student, Parent, SGL, and PGL Pre-Trip Planners to Trip Coordinator.	

I understand that the Secondary Group Leader is fully responsible for the health, safety and well-being of his or her group members if the Primary Group Leader is not able to fulfill those responsibilities. I hereby ensure that all Secondary Group Leader Pre-Trip Planner components have been met PRIOR to departure.

SIGNED: _____ **DATE:** _____

□	<h1><u>DRIVER</u></h1> <h2>Pre-Trip REQUIREMENTS</h2>	ALCS RMG ref.
	Review the Travel Plan.	
	Attended a Travel Plan Review Meeting with the Trip Coordinator and the other drivers were present, and all issues that I had were fully addressed by the Trip Coordinator.	
	Put copy of the Travel Plan in my trip vehicle. It will be kept in the vehicle at all times once trip starts.	
	Certified to drive a school vehicle and have provided copies of license and certifications to ALCS.	
	Comfortable with my assigned vehicle for this trip.	
	Perform a vehicle pre-trip inspection the day of travel and prior to departure.	
	Have a full or nearly full tank of gas.	
	The number of passengers for the trip is within the specified limits for the vehicle and is _____ (number of passengers including driver).	
	Designate a Driver Assistant _____ (name) who will handle all radio and phone communications while the vehicle is in motion.	
	After I have signed, OR NOT SIGNED, this Driver Pre-Trip Planner I will give it to the Trip Coordinator.	

I have completed all components of the Driver Pre-Trip Planner PRIOR to Trip Start.

SIGNED: _____ DATE: _____

□	<h1><u>PARENT</u></h1> <h2>Pre-Trip REQUIREMENTS</h2>	ALCS RMG ref.
	Provide updated medical, dietary, and contact information to ALCS if there have been ANY changes to that or any other information relevant to a school trip.	
	If necessary, spoke to my child about the ‘Group Norms Contract’, which deals with behaviors to be exhibited (teamwork, respect etc.) and encouraged following norms and all school rules for the duration of the trip. Easiest way to bring this up: “What’s this ‘Group Norms Contract’”?	
	If concerned, I’ve Reviewed the Trip Plan (covers all aspects of the trip on the road and trail) that is viewable at the school and on the school website, and brought any concerns or questions to the Trip Coordinator or the School Director.	
	I UNDERSTAND THAT THE BACKPACK TRIP IS A REQUIRED ACTIVITY AND THAT MY CHILD WILL NOT BE ABLE TO PARTICIPATE IN THE SCHOOL TRIP UNLESS HE OR SHE HAS ALL REQUIRED EQUIPMENT ON THE EQUIPMENT CHECKLIST AND I HAVE SIGNED THE RISK STATEMENT BELOW.	
	I UNDERSTAND THAT I WILL BE HELD RESPONSIBLE FOR ANY LOST OR DAMAGED EQUIPMENT THAT IS BORROWED FROM ALCS.	
	After signing below I will ensure that this planner is returned to the school.	

RISK STATEMENT: I acknowledge that I have signed the Acknowledgment of Risks form upon my child entering the school, that there are inherent risks for this trip, and I’m choosing to send my child on this trip. I have spoken to my child(ren) about these risks. I believe that ALCS has taken appropriate steps to minimize these risks. I understand that the ALCS Risk Management Plan is available for my review upon my request.”

SIGNED: _____ DATE: _____

□	<h1 style="margin: 0;"><u>STUDENT</u></h1> <h2 style="margin: 0;">Pre-Trip REQUIREMENTS</h2>	ALCS RMG ref.
	I am familiar with and agree to abide by the Group Norms Contract and all school rules.	
	I am familiar with the ALCS Emergency Extraction Plan and lost hiker/group procedure.	
	I have first aid training. (Check ONLY if you have participated in a training session or class – but you don't have to be certified).	
	I am familiar myself with the Backpack Itinerary, especially the maps.	
	I have raised any questions or concerns I have to my parent(s), my group leaders, and/or the Trip Coordinator.	
	I have the equipment listed on the Equipment List and will bring it to the Pre-Trip Group Backpack Meeting that will happen on _____ (Date). If I don't have some necessary equipment, I have arranged with the school to borrow equipment.	
	I am responsible for the following equipment borrowed from ALCS:	

I feel prepared for this ALCS school trip and have had any concerns adequately addressed by my parents, the group leaders, and/or the Trip Coordinator.

SIGNED: _____ DATE: _____

TRANSPORTATION PLAN (OVERVIEW)

General description of transportation:

Example: Bus #3 along with suburban #1 and #2 will travel with groups A, B and C to location X. Bus #4 with Suburban #3 will travel with Groups D and E to location Z. See each separate vehicles details below.

Vehicles (List each vehicle separately, the designated driver, the travel plan for that vehicle, departure time for backpack, tentative arrival, departure from backpack location and return time to school):

Evacuation/Emergency Transpiration Plan for each group separately indicating location of vehicle and the keys.

Group A:

Group B:

Group C:

Group D:

Group E:

Completed by: _____ Signature: _____ Completion Date: _____
Director Approval: _____ Date: _____

TRANSPORTATION PLAN (PER DRIVER)

There should be TWO IDENTICAL COPIES of this, one for the TC and one for EACH Driver to be kept in the vehicles, and ALL LINES ARE FILLED OUT!

ALCS School Trip _____

TRIP START DATE _____

TRIP END DATE _____

DRIVER _____

VEHICLE _____

NUMBER OF PASSENGERS _____ (include driver)

PASSENGER LIST:

DESCRIPTION OF ROUTE (see attached map):

PLANNED DEPARTURE TIME _____
PLANNED RETURN TO SCHOOL TIME _____

ESTIMATED TRAVEL TIME (out) _____
ESTIMATED TRAVEL TIME (return) _____

CELL PHONE# OF TC _____
CELL PHONE# ON VEHICLE _____
SAT. PHONE # _____

DESIGNATED DRIVER ASSISTANT _____

Program Requirements--During Trip

Primary Backpack Group Leader

The *Primary* in coordination with the *Secondary Backpack Group Leader* shall ensure the following:

I. Upon arrival at the Trailhead

Decide first night's camp location based on backpack group's itinerary, arrival to trailhead, trail conditions, group preparedness, arrival to camp location with spare daylight and any other identified pertinent information.

II. Group Rules

At all times:

1. *Primary* staff may set safety rules when the situation warrants (bed time, wakeup time, etc.).
2. Participants will practice Leave No Trace.
3. Headcount must be taken at each stop, at meals, and at night when all students are put into their tents for bedtime.
4. All hikers carry a whistle, to be used only for necessary signaling.
5. Treat all non-filtered drinking water.
6. Emergency food rations will be distributed to each backpacker and will only be used in emergencies.
7. The buddy system will be used at all times.
8. Any student who goes to the bathroom will inform adult Leader and take a whistle.
9. All participants are to work to maintain hydration and food intake to sustain activity.

On the Trail:

1. Student hikers must always be within auditory (voice) or visual range of another hiker.
2. First and last hikers must carry walkie-talkie and use them appropriately.
3. An adult Leader must be positioned last in the hiking group and another within 50 feet of lead hiker.
4. If hiking or trail conditions are questionable, all student hikers must hike between two adult leaders.
5. Entire group rendezvous at trail junctions.
6. Everyone will agree on all trail decisions except during emergencies. *Primary* may override group's decision.

At the campsite:

1. No food or scented items, including toiletries, in the tent with items hung in bear proof manner at night.
2. Student may never go beyond visual sight of the campsite without permission from the group *Leaders*
3. Nightly Call in to the Director or Designee near scheduled time if possible.

Director or Designee

1. This individual is the *Incident Commander* in the event of an incident – See *Incident Command System* section of the *Backpack Risk Management Guidelines* for more details.
2. This individual is responsible for all oversight of the backpack trip once the backpack groups have left the school to travel to the trailhead until their return to the school.
3. Relay relevant information to parents and families of group adults (May be designee).
4. Maintain communication with groups.
5. Communicate with public, government, and press if necessary (May be designee).
6. Review trail conditions, weather conditions or any other information that may inform decision making and provide pertinent information to the individual groups in the field.
7. Log communication and group information (ie tracking locations, conditions and concerns)

Program Requirements--Post Trip

Primary and Secondary Backpack Group Leaders

1. Attend the post-trip debrief to offer general feedback regarding backpack trip. If unable to attend, please forward general review and any pertinent comments, questions or suggestions to Trip Coordinator prior to the meeting.

Trip Coordinator

1. Hold post-trip debrief to be attended by adult backpack participants, student mentors, and Director.
2. Record and review forms from debriefing.
3. Check equipment before storage.
4. Complete annual equipment inventory and restocking.

Director

1. Ensure that any pertinent debriefing points are incorporated into the Backpack Risk Management Guidelines as necessary.

Students

1. Report any trip concerns or feedback to the *Trip Coordinator, Primary or Secondary Group Leader*.
2. Ensure responsibility for ALCS issued camping equipment by returning in good working order. Please report any equipment issues to the *Trip Coordinator*.

Parent(s)/Guardian(s)

1. Report any trip concerns or feedback to the *Trip Coordinator*.
2. Ensure responsibility for ALCS issued camping equipment by returning in good working order. Please report any equipment issues to the Trip Coordinator.

Appendices

Appendix A – Lost Hiker Protocol

(Adapted from <http://sectionhiker.com/how-to-find-a-lost-hiker/>)

Keeping your group together is the most effective way to prevent a lost hiker scenario, but people still wander off or get lost. Here's what to do when that happens.

Searching for a Lost Hiker:

When you realize that someone is lost, the leader needs to take control of the group, explain to them what needs to be done and begin delegating responsibilities. If you are on a hike without a designated leader, don't let people run off shouting for the lost hiker. You need to stay calm and define a plan of action before you waste time on ineffective searching.

1. Note the current time and write it down.
2. Communicate lost hiker situation to school **no more than 20 minutes after the time you realize a group member is missing**. You can always call sooner; the school will initiate an Incident Command System and remember that communication to and from the groups via satellite phones is commonly tenuous. Be ready to report any known facts!
3. The first thing you need to do is to figure out where the hiker was last seen. This should be a place where they were definitively seen, not where someone thinks they saw them. Mark this place on your map.
4. Ask the group when they last spoke to the individual and whether the lost hiker said anything about their physical condition (thirsty, dizzy, hot, had to go to the bathroom) or indicated a desire to do something not on the hike itinerary, like taking a quick detour to bag an adjacent peak or taking photos at a nearby viewpoint. These clues might give you an idea of where to start searching – mark them on your map for reference.
5. Gather any information about the lost individual, particularly health-related issues, that you don't know but others in the group do. Are they diabetic, allergic to bee stings, asthmatic, etc? It's best to know these things before a hike, but many people often don't share these details if they don't feel they are relevant. Knowing this information up front, may influence your decision to call in external SAR assistance sooner, if your immediate search efforts do not yield results.
6. Given that it takes most SAR teams several hours to mobilize and arrive at a backcountry scene, your group's search efforts are probably the best chance that a lost hiker has if they have a major health issue.
7. Next, assess the state of your group and their condition, skills, fitness, supplies, the weather, amount of daylight left, and so forth. **The last thing you want to do is to jeopardize the safety of the rest of the group and compound the situation with another potential accident or health issue.** If the group is safe, determine who your strongest searchers are based on fitness, compass skills, backcountry skills, wilderness first aid experience, etc
8. Quickly examine your map and see if there is any easy way to cordon off the immediate area to keep the lost hiker from wandering farther. Lost hikers have a tendency to keep walking once they realize they are lost, rather than staying put.

For example, send out hikers along adjacent trails with whistles and attach notes to trail head signs instructing the lost hiker to stop, rather than continuing to wander.

9. Next, draw two circles around the lost hiker's last known location, one 3 miles in diameter and the other 6 miles in diameter: 50% of lost hikers are found within the inner circle and 90% are found without the outer circle (NOLS's Wilderness Guide.)
10. Look at your map and identify potential off-trail accident scenes such as steep riverbanks, stream crossings, cliffs, and steep slopes. If you have a small group of strong searchers, you need to prioritize potential accident locations first.
11. If you have still not located the lost hiker and it is starting to get dark, it's probably time to call for external assistance.

You should do this earlier than later if the lost hiker has a life-threatening, pre-existing medical condition. Stop searching when it gets dark because off-trail searches will endanger your group and can further complicate the SAR scenario.

The lost hiker should:

1. Note the time.
2. Stay put.
3. Take time to think and breath! It's easy to panic and compound your issues. You may know more than you think!
4. Use any communication devices to communicate with main group or anyone else possible.
5. Use whistle or other noise making device to attempt to signal to the main group-Try to save voice
6. Prepare to shelter in place
7. Assess resources to consider what you have regarding food, warmth, shelter, communication, daylight...

Sobering stuff, but these incidents do occur and it's best to think through what you'd do if you need to find a hiker who's wandered away from a group hike.

Other recommended resources:

- Mountain Rescue Association
- NOLS's (National Outdoor Leadership School) Wilderness Guide

Appendix B – Emergency Evacuation Plan

Backpack Student and Staff Incident Assessment and Evacuation Plan

IN THE FIELD PLAN

Any incident must be evaluated to establish level of threat by the below definition.

Three Levels of Evacuation:

All medical issues beyond minor cuts, scrapes or bruises must be considered for a level 1 or higher rating. Uncertainty should generally result in raised level, until assessed otherwise by the appropriate expert (School Director, Medical...)

Level 0 – Non-life threatening and extraction NOT necessary.

Level 1 – Non-life threatening, but extraction potentially necessary. This would be for general low threat sickness, student discipline and other non-urgent measures.

Level 2 – Situation is currently non-life-threatening, but has reasonable possibility of becoming a life-threatening situation. This could include escalating sickness, broken bones, lacerations, minor to potentially moderate diabetic episodes, moderate allergic reactions, degrading trail conditions, inability to safely cross water.

Level 3 – Life-Threatening Situation

Step 1: Establish Essential Information

Broad and general assessment of seriousness:

If level is potentially deemed ABOVE LEVEL 1, **proceed**

Step 2: Complete Incident Form if possible – Establish the following, listed in order as hierarchy:

- a. Where are you? (GPS and description – Use second person for this if possible)
- b. Who is hurt? (Is there more than one victim)
- c. Seriousness – Try to establish any general medical needs (Use SOAP Form) Level, 1, 2 or 3?
- d. Time of incident – Use second person for this if possible.
- e. Cause of incident – Use second person for this if possible.

If determined level 1, level 2 or level 3 or uncertain, **proceed**

Step 3: Provide any medical assistance if necessary or possible.

Step 4: Call School Director (or designee) If unable to get through to Director, proceed to contact a) other school personnel not in the field, or b) emergency support.

Follow Incident Command System (ICS)

Step 5: Establish the On-Site Incident Manager (Typically the lead staff) and other on-site incident positions as necessary using the Incident Command System (ICS) – See chart and position descriptions for On-site personnel
If evacuation is possible or probable, **proceed**.

Step 6: Consider methods of evacuation.

- a. Helicopter evacuation – Space w/ GPS coordinates that can accommodate 50 X 150 yards for landing/takeoff
- b. Develop alternative route and plan to evacuate if helicopter not available or needed.

Backpack Student and Staff Incident Assessment and Evacuation Plan

PLAN FOR SCHOOL DIRECTOR OR DESIGNEE

This plan is coordinated with the in-the-field plan, step-by-step, and the Incident Commander is to follow the procedures highlighted in yellow as the action steps.

*Any incident must be evaluated to establish level of threat by the below definition.
Any incident above Level 0 should be called in to Director/School lead.*

Three Levels of Evacuation:

All medical issues beyond minor cuts, scrapes or bruises must be considered for a level 1 or higher rating. Uncertainty should generally result in raised level, until assessed otherwise by the appropriate expert (School Director, Medical...)

Level 0 – Non-life threatening and extraction NOT necessary.

Level 1 – Non-life threatening, but extraction potentially necessary. This would be for general low threat sickness, student discipline and other non-urgent measures.

Level 2 – Situation is currently non-life-threatening, but has reasonable possibility of becoming a life-threatening situation. This could include escalating sickness, broken bones, minor to potentially moderate diabetic episodes, moderate allergic reactions, degrading trail conditions, inability to safely cross water.

Level 3 – Life-Threatening Situation

Step 1: Establish Essential Information

Broad and general assessment of seriousness:

If level is potentially deemed ABOVE LEVEL 1, **should hear from group**

Step 2: Complete Incident Form if possible – Establish the following, listed in order as hierarchy:

The reporting group should be ready to give the below information that needs to be translated onto form for further information gathering and to determine direction.

- f. Where are you? (GPS and description – Use second person for this if possible)
- g. Who is hurt?(Is there more than one victim)
- h. Seriousness – Try to establish any general medical needs (Use SOAP Form) Level, 1, 2 or 3?
- i. Time of incident – Use second person for this if possible.
- j. Cause of incident – Use second person for this if possible.

If determined level 1, level 2 or level 3 or uncertain, **proceed**.

Step 3: Provide any medical assistance if necessary or possible.

Contact medical advisor to apprise of situation and to obtain medical advice if necessary.

If non-medical, but emergency assistance is needed, contact appropriate emergency support entity such as Search and Rescue (through the State Police), Silver City Fire Company for trail assisted rescue, swift water crossing or potential evacuation.

Step 4: Call School Director (or designee) If unable to get through to Director, proceed to contact a) other school personnel not in the field, or b) emergency support.

Follow Incident Command System (ICS) Establish positions according to ICS.

Step 5: Establish the On-Site Incident Manager (Typically the lead staff) and other on-site incident positions as necessary using the Incident Command System (ICS) – See chart and position descriptions for On-site personnel

If evacuation is possible or probable, *proceed*.

Step 6: Consider methods of evacuation. **Gather potential methods of evacuation.**

- a. Helicopter evacuation – Space w/ GPS coordinates that can accommodate 50 X 150 yards for landing/takeoff
- b. Develop alternative route and plan to evacuate if helicopter not available or needed.

Incident Commander: Develop Incident Action Plan (IAP) using the FEMA Incident Action Planning Guide. (Either on file or via internet plans)

Medical Assessment Form

Fill in the form in order if possible:

Where are you?

GPS Coordinates: _____

Datum Used: _____ Coordinate Type Used: _____

Verbal description of location -both if possible)

Who is the Patient: _____

(Gather SOAP notes and any other medical information that is available to keep with this form)

Secondary or Tertiary Patients: _____

Seriousness:

Level (Circle Which One)

Level 1 – Non-life threatening, but extraction potentially necessary

Level 2 – Potentially life threatening, but not at this time.

Level 3 – Clearly life threatening

Time of incident:

Cause of incident:

Appendix C – ALCS Incident Command System

(Adapted from FEMA)

Key concepts

Unity of command

Each individual participating in the operation reports to only one supervisor. This eliminates the potential for individuals to receive conflicting orders from a variety of supervisors, thus increasing accountability, preventing freelancing, improving the flow of information, helping with the coordination of operational efforts, and enhancing operational safety. This concept is fundamental to the ICS chain of command structure.

Common terminology

Individual response agencies previously developed their protocols separately, and subsequently developed their terminology separately. This can lead to confusion as a word may have a different meaning for each organization.

When different organizations are required to work together, the use of common terminology is an essential element in team cohesion and communications, both internally and with other organizations responding to the incident.

An incident command system promotes the use of a common terminology and has an associated glossary of terms that help bring consistency to position titles, the description of resources and how they can be organized, the type and names of incident facilities, and a host of other subjects. The use of common terminology is most evident in the titles of command roles, such as *Incident Commander*, *Safety Officer* or *Operations Section Chief*.

Management by objective

Incidents are managed by aiming towards specific objectives. Objectives are ranked by priority; should be as specific as possible; must be attainable; and if possible given a working time-frame. Objectives are accomplished by first outlining strategies (general plans of action), then determining appropriate tactics (how the strategy will be executed) for the chosen strategy.

Flexible and modular organization

Incident Command structure is organized in such a way as to expand and contract as needed by the incident scope, resources and hazards. Command is established in a top-down fashion, with the most important and authoritative positions established first. For example, Incident Command is established by the first arriving unit.

Only positions that are required at the time should be established. In most cases, very few positions within the command structure will need to be activated. For example, a single fire truck at a dumpster fire will have the officer filling the role of IC, with no other roles required. As more trucks get added to a larger incident, more roles will be delegated to other officers and the Incident Commander (IC) role will probably be handed to a more-senior officer.

Only in the largest and most complex operations would the full ICS organization be staffed. Conversely, as an incident scales down, roles will be merged back up the tree until there is just the IC role remaining.

Span of control

To limit the number of responsibilities and resources being managed by any individual, the ICS requires that any single person's span of control should be between **three and seven individuals**, with five being ideal. In other words, one manager should have no more than seven people working under them at any given time. If more than 7 resources are being managed by an individual, then they are being overloaded and the command structure needs to be expanded by delegating responsibilities (e.g. by defining new sections, divisions, or task forces). If fewer than three, then the position's authority can probably be absorbed by the next highest rung in the chain of command.

Coordination

One of the benefits of the ICS is that it allows a way to coordinate a set of organizations who may otherwise work together sporadically. While much training material emphasizes the hierarchical aspects of the ICS, it can also be seen as an inter-organizational network of responders. These network qualities allow the ICS flexibility and expertise of a range of organizations. Coordination on any incident or event is facilitated with the implementation of the following concepts:

Incident action plans

Incident action plans (IAPs) ensure that everyone is working in concert toward the same goals set for that operational period by providing all incident supervisory personnel with direction for actions to be taken during the operational period identified in the plan. Incident Action Plans provide a coherent means of communicating the overall incident objectives for both operational and support activities. They include measurable strategic objectives to be achieved in a time frame called an Operational Period. They may be verbal or written except for hazardous material incidents where it must be written, and are prepared by the Planning Section.

The consolidated IAP is a very important component of the ICS that reduces freelancing and ensures a coordinated response. At the simplest level, all Incident Action Plans must have four elements:

- What do we want to do?
- Who is responsible for doing it?
- How do we communicate with each other?
- What is the procedure if someone is injured?

Comprehensive resource management

Comprehensive resource management is a key management principle that implies that all assets and personnel during an event need to be tracked and accounted for. It can also include processes for reimbursement for resources, as appropriate. Resource management includes processes for:

- Categorizing resources.
- Ordering resources.
- Dispatching resources.
- Tracking resources.
- Recovering resources.

Comprehensive resource management ensures that visibility is maintained over all resources so they can be moved quickly to support the preparation and response to an incident, and ensuring a graceful demobilization. It also applies to the classification of resources by type and kind, and the categorization of resources by their status.

- Assigned resources are those that are working on a field assignment under the direction of a supervisor.
- Available resources are those that are ready for deployment (staged), but have not been assigned to a field assignment.
- Out-of-service resources are those that are not in either the "available" or "assigned" categories. Resources can be "out-of-service" for a variety of reasons including: resupplying after a sortie (most common), shortfall in staffing, personnel taking a rest, damaged or inoperable.

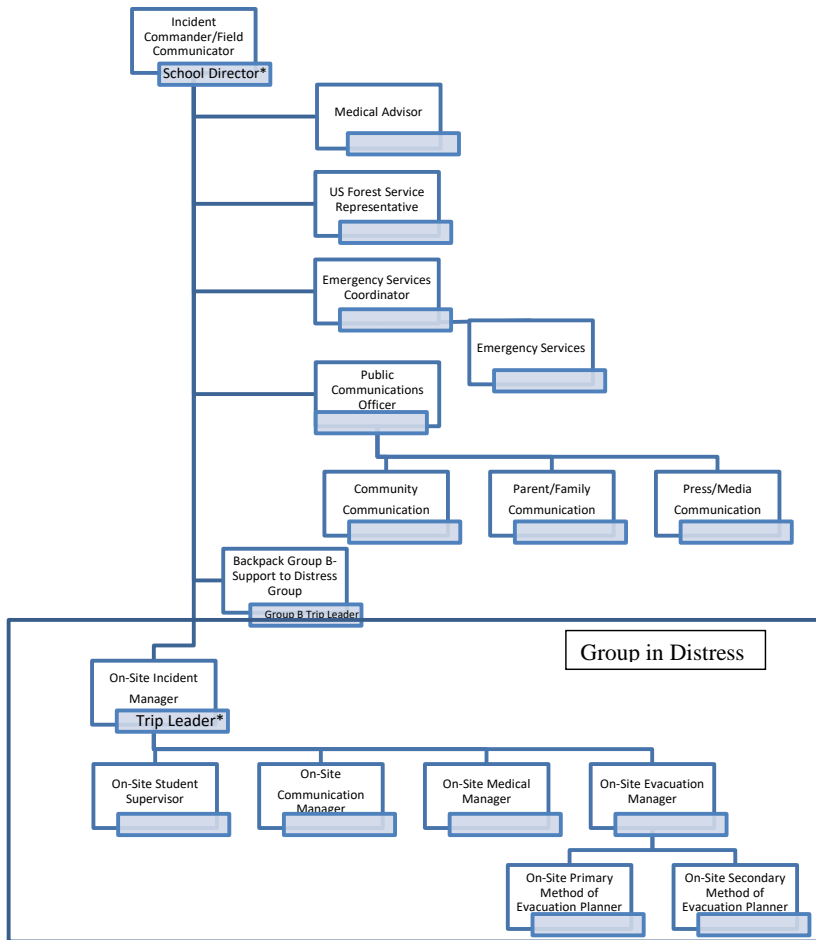
Integrated communications

The use of a common communications plan is essential for ensuring that responders can communicate with one another during an incident. Communication equipment, procedures, and systems must operate across jurisdictions (inter-operably). Developing an integrated voice and data communications system, including equipment, systems, and protocols, must occur prior to an incident.

Effective ICS communications include three elements:

- Modes: The "hardware" systems that transfer information.
- Planning: Planning for the use of all available communications resources.
- Networks: The procedures and processes for transferring information internally and externally.

Diagram 1 – School Personnel as Incident Command



* or designee

ICS Positions Descriptions for School Personnel as Incident Commander

Incident Commander (Non-ALCS personnel. Possibly Search and Rescue, State Police, Silver Fire) – Most incidents involve a single incident commander. In these incidents, a single person commands the incident response and is the decision-making final authority.

Medical Advisor – This individual is available to assess medical related incidents to inform Incident Commander of the potential seriousness and to provide support to the on-site group.

US Forest Service Representative (Non-ALCS personnel) – Representative of the US Forest Service with whom the status of the incident is communicated. Requests, such as rescues that would take place on National Forest or wilderness areas, would need to be cleared by USFS.

Emergency Services Coordinator – This is the individual who is directly coordinating emergency services that are being rendered to ALCS, whether it's one or more entities. This individual may be the incident commander or his/her designee. The designee may be a representative of an emergency service entity.

Emergency Services – This represents any entity that is providing emergency services for ALCS.

Field Communicator (May or may not be ALCS personnel-Designated by Incident Commander) – This individual is directly responsible for communicating with the group/individual receiving assistance in the field.

Public Information Officer (PIC) – This individual is responsible for all ALCS based communication.

Community Communication – This individual is responsible for all communication between the school and the community (non parent, press or media)

Parent/Family Communication – This individual is responsible for all communication between the school and the current families/parents.

Press/Media Communication – This individual is responsible for all communication between the school and the press and media.

On-Site Incident Manager – This individual is responsible for the on-site overall management of an incident.

On-Site Evacuation Manager – This individual is responsible for designing and communicating an evacuation plan to the On-site Incident Manager.

On-Site Primary Method of Evacuation – In the event that a separate individual is delegated to design a primary method of evacuation, this individual is responsible for such an action and communicating to the On-Site Evacuation Manager.

On-Site Secondary Method of Evacuation – In the event that a separate individual is delegated to design a secondary method of evacuation, this individual is responsible for such an action and communicating to the On-Site Evacuation Manager.

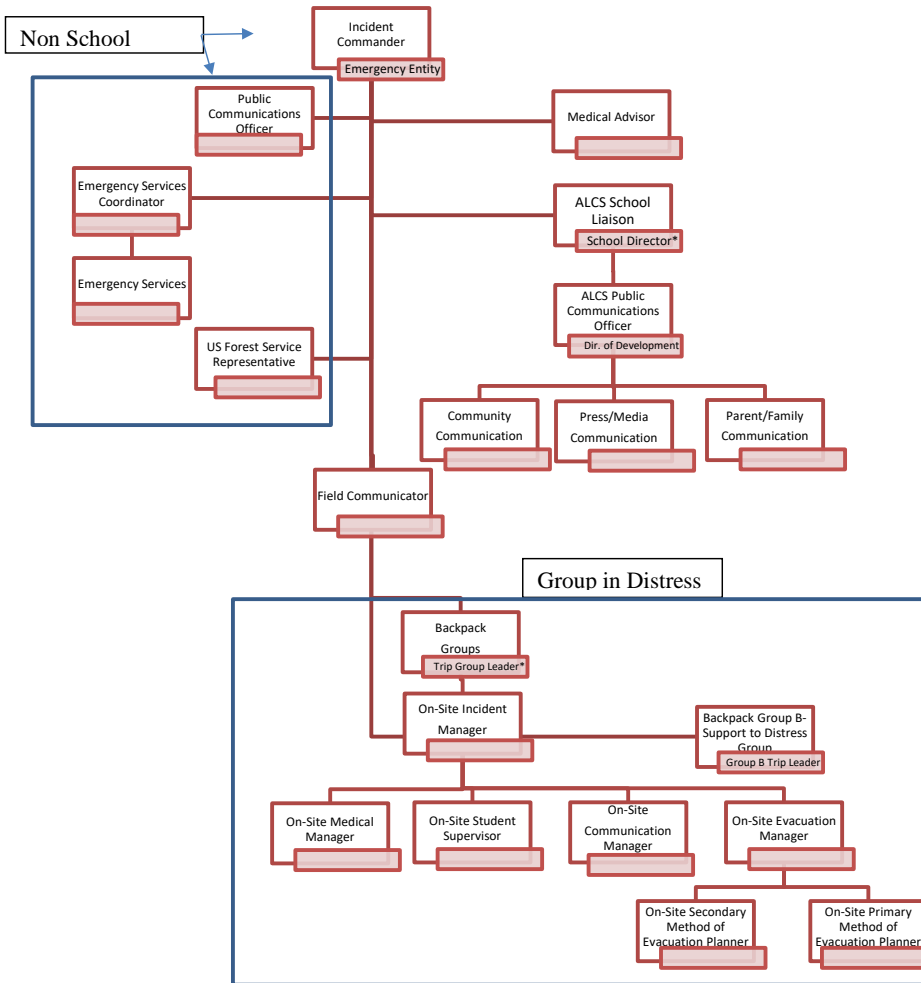
On-Site Student Supervisor – This individual is responsible for the oversight of all students who are not the direct focus of an incident (victim). This includes supervision, communication with the students and reporting any concerns to the On-Site Incident Manager.

On-site Communication Manager – This individual is directly responsible for communication with the Field Communicator.

On-Site Medical Manager – This individual is directly responsible for providing medical assistance to any potential Patients.

Backpack Group B – This individual represents an alternative backpack group/entity (in the field) that is supporting the group in distress.

Diagram 2 – Emergency Service (SAR...) as Incident Command



* or designee

ICS Positions Descriptions for Emergency Entity as Incident Commander

Incident Commander (Non-ALCS personnel. Possibly Search and Rescue, State Police, Silver Fire) – Most incidents involve a single incident commander. In these incidents, a single person commands the incident response and is the decision-making final authority.

Medical Advisor – This individual is available to assess medical related incidents to inform Incident Commander of the potential seriousness and to provide support to the on-site group.

Public Information Officer (PIO) (Non-ALCS personnel) – This individual is directly responsible for all communications that are not on behalf of ALCS. The ALCS Communications Coordinator may or may not report to this individual as determined by the Incident Commander.

Field Communicator (May or may not be ALCS personnel-Designated by Incident Commander) – This individual is directly responsible for communicating with the group/individual receiving assistance in the field.

US Forest Service Representative (Non-ALCS personnel) – Representative of the US Forest Service with whom the status of the incident is communicated. Requests, such as rescues that would take place on National Forest or wilderness areas, would need to be cleared by USFS.

Emergency Services Coordinator – This is the individual who is directly coordinating emergency services that are being rendered to ALCS, whether it's one or more entities. This individual may be the incident commander or his/her designee. The designee may be a representative of an emergency service entity.

Individual Emergency Services Representatives – This represents any entity that is providing emergency services for ALCS.

The following are ALCS positions for non ALCS incident command led incidents – Similar to an Area Command:

ALCS School Liaison (Liaison to the Incident Commander) – This individual is the school representative who has access to the Incident Commander or his/her designee. This role maintains oversight of ICS for all school communication and non in-the-field ALCS personnel.

ALCS Public Information Officer (PIO) for ALCS Communication Coordinator – This individual is responsible for all ALCS based communication.

Community Communication – This individual is responsible for all communication between the school and the community (non parent, press or media)

Parent/Family Communication – This individual is responsible for all communication between the school and the current families/parents.

Press/Media Communication – This individual is responsible for all communication between the school and the press and media.

On-Site Incident Management System:

On-Site Incident Manager – This individual is responsible for the on-site overall management of an incident.

On-Site Evacuation Manager – This individual is responsible for designing and communicating an evacuation plan to the On-site Incident Manager.

On-Site Primary Method of Evacuation – In the event that a separate individual is delegated to design a primary method of evacuation, this individual is responsible for such an action and communicating to the On-Site Evacuation Manager.

On-Site Secondary Method of Evacuation – In the event that a separate individual is delegated to design a secondary method of evacuation, this individual is responsible for such an action and communicating to the On-Site Evacuation Manager.

On-Site Student Supervisor – This individual is responsible for the oversight of all students who are not the direct focus of an incident (victim). This includes supervision, communication with the students and reporting any concerns to the On-Site Incident Manager.

On-site Communication Manager – This individual is directly responsible for communication with the Field Communicator.

On-Site Medical Manager – This individual is directly responsible for providing medical assistance to any potential Patients.

Backpack Group B – This individual represents an alternative backpack group/entity (in the field) that is supporting the group in distress.

Appendix D – Composition of Incident Command System (Adapted from FEMA)

Incident commander

- Single incident commander - Most incidents involve a single [incident commander](#). In these incidents, a single person commands the incident response and is the decision-making final authority.
- Unified command - A [Unified Command](#) involves two or more individuals sharing the authority normally held by a single incident commander. Unified Command is used on larger incidents usually when multiple agencies or multiple jurisdictions are involved. A Unified Command typically includes a command representative from major involved agencies and/or jurisdictions with one from that group to act as the spokesman, though not designated as an Incident Commander. A Unified Command acts as a single entity. It is important to note, that in Unified Command the command representatives will appoint a single Operations Section Chief.^[9]
- Area command - During multiple-incident situations, an Area Command may be established to provide for Incident Commanders at separate locations. Generally, an Area Commander will be assigned - a single person - and the Area Command will operate as a logistical and administrative support. Area Commands usually do not include an Operations function.

Command staff

- Safety officer - The Safety Officer monitors safety conditions and develops measures for assuring the safety of all assigned personnel.^[10]
- Public information officer - The Public Information Officer (PIO or IO) serves as the conduit for information to and from internal and external stakeholders, including the media or other organizations seeking information directly from the incident or event. While less often discussed, the Public Information Officer is also responsible for ensuring that an incident's command staff are kept apprised as to what is being said or reported about an incident. This allows public questions to be addressed, rumors to be managed, and ensures that other such public relations issues are not overlooked.^[11]
- Liaison Officer - A Liaison serves as the primary contact for supporting agencies assisting at an incident.

^[12]

General staff

- Operations Section Chief - The Operations Section Chief is tasked with directing all actions to meet the incident objectives.
- Planning Section Chief - The Planning Section Chief is tasked with the collection and display of incident information, primarily consisting of the status of all resources and overall status of the incident.
- Finance/Administration Section Chief - The Finance/Admin. Section Chief is tasked with tracking incident related costs, personnel records, requisitions, and administrating procurement contracts required by Logistics.
- Logistics Section Chief - The Logistics Section Chief is tasked with providing all resources, services, and support required by the incident.

200-Level ICS

At the ICS 200 level, the function of Information and Intelligence is added to the standard ICS staff as an option. This role is unique in ICS as it can be arranged in multiple ways based on the judgement of the Incident Commander and needs of the incident. The three possible arrangements are:

- Information & Intelligence Officer, a position on the command staff.
- Information & Intelligence Section, a section headed by an Information & Intelligence Section Chief, a General Staff position.
- Information & Intelligence Branch, headed by an Information & Intelligence Branch Director, this branch is a part of the Planning Section.

400-Level ICS

At the ICS 400 level, the focus is on large, complex incidents. Topics covered include the characteristics of incident complexity, the approaches to dividing an incident into manageable components, the establishment of an "Area Command", and the MultiAgency Coordination System (MACS).

Design

Personnel

ICS is organized by levels, with the supervisor of each level holding a unique title (e.g. only a person in charge of a Section is labeled "Chief"; a "Director" is exclusively the person in charge of a Branch). Levels (supervising person's title) are:

- Incident Commander
- Command Staff Member (Officer)- Command Staff
- Section (Chief)- General Staff
- Branch (Director)
- Division (Supervisor) - A Division is a unit arranged by geography, along jurisdictional lines if necessary, and not based on the makeup of the resources within the Division.
- Group (Supervisor) - A Group is a unit arranged for a purpose, along agency lines if necessary, or based on the makeup of the resources within the Group.
- Unit, Team, or Force (Leader) - Such as "Communications Unit," "Medical Strike Team," or a "Reconnaissance Task Force." A Strike Team is composed of same resources (four ambulances, for instance) while a Task Force is composed of different types of resources (one ambulance, two fire trucks, and a police car, for instance).
- Individual Resource. This is the smallest level within ICS and usually refers to a single person or piece of equipment. It can refer to a piece of equipment *and* operator, and less often to multiple people working together.

Facilities

ICS uses a standard set of facility nomenclature. ICS facilities include: Pre-Designated Incident Facilities: Response operations can form a complex structure that must be held together by response personnel working at different and often widely separate incident facilities. These facilities can include:

- Incident Command Post (ICP): The ICP is the location where the Incident Commander operates during response operations. There is only one ICP for each incident or event, but it may change locations during

the event. Every incident or event must have some form of an Incident Command Post. The ICP may be located in a vehicle, trailer, tent, or within a building. The ICP will be positioned outside of the present and potential hazard zone but close enough to the incident to maintain command. The ICP will be designated by the name of the incident, e.g., Trail Creek ICP.

- Staging Area: Can be a location at or near an incident scene where tactical response resources are stored while they await assignment. Resources in staging area are under the control status. Staging Areas should be located close enough to the incident for a timely response, but far enough away to be out of the immediate impact zone. There may be more than one Staging Area at an incident. Staging Areas can be collocated with the ICP, Bases, Camps, Helibases, or Helispots.
- A Base is the location from which primary logistics and administrative functions are coordinated and administered. The Base may be collocated with the Incident Command Post. There is only one Base per incident, and it is designated by the incident name. The Base is established and managed by the Logistics Section. The resources in the Base are always out-of-service.
- Camps: Locations, often temporary, within the general incident area that are equipped and staffed to provide sleeping, food, water, sanitation, and other services to response personnel that are too far away to use base facilities. Other resources may also be kept at a camp to support incident operations if a Base is not accessible to all resources. Camps are designated by geographic location or number. Multiple Camps may be used, but not all incidents will have Camps.
- A Helibase is the location from which helicopter-centered air operations are conducted. Helibases are generally used on a more long-term basis and include such services as fueling and maintenance. The [Helibase](#) is usually designated by the name of the incident, e.g. Trail Creek Helibase.
- Helispots are more temporary locations at the incident, where helicopters can safely land and take off. Multiple Helispots may be used.

Each facility has unique location, space, equipment, materials, and supplies requirements that are often difficult to address, particularly at the outset of response operations. For this reason, responders should identify, pre-designate and pre-plan the layout of these facilities, whenever possible.

On large or multi-level incidents, higher-level support facilities may be activated. These could include:

- Joint Information Center (JIC): A JIC is the facility whereby an incident, agency, or jurisdiction can support media representatives. Often co-located - even permanently designated - in a community or state EOC the JIC provides the location for interface between the media and the PIO. Most often the JIC also provides both space and technical assets (Internet, telephone, power) necessary for the media to perform their duties. A JIC very often becomes the "face" of an incident as it is where press releases are made available as well as where many broadcast media outlets interview incident staff. It is not uncommon for a permanently established JIC to have a window overlooking an EOC and/or a dedicated background showing agency logos or other symbols for televised interviews. The National Response Coordination Center (NRCC) at FEMA has both, for example, allowing televised interviews to show action in the NRCC behind the interviewer/interviewee while an illuminated "Department of Homeland Security" sign, prominently placed on the far wall of the NRCC, is thus visible during such interviews.
- Joint Operations Center (JOC): A JOC is usually pre-established, often operated 24/7/365, and allows multiple agencies to have a dedicated facility for assigning staff to interface and interact with their counterparts from other agencies. Although frequently called something other than a JOC, many locations and jurisdictions have such centers, often where Federal, state, and/or local agencies (often law enforcement) meet to exchange strategic information and develop and implement tactical plans. Large mass gathering events, such as a presidential inauguration, will also utilize JOC-type facilities although they are often not identified as such or their existence even publicized.
- Multiple Agency Coordination Center (MACC): The MACC is a central command and control facility responsible for the strategic, or "big picture" of a disaster. A MACC is often used when multiple incidents are occurring in one area or are particularly complex for various reasons such as when scarce resources

must be allocated across multiple requests. Personnel within the MACC use [Multi-agency Coordination](#) to guide their operations. The MACC coordinates activities between multiple agencies and incidents and does not normally directly control field assets, but makes strategic decisions and leaves tactical decisions to individual agencies. The common functions of all MACC's is to collect, gather and analyze data; make decisions that protect life and property, maintain continuity of the government or corporation, within the scope of applicable laws; and disseminate those decisions to all concerned agencies and individuals. While often similar to an Emergency Operations Center (EOC), the MACC is a separate entity with a defined area or mission and lifespan whereas an EOC is a permanently established facility and operation for a political jurisdiction or agency. EOCs often, but not always, follow the general ICS principles but may utilize other structures or management (such as an Emergency Support Function [ESF] or hybrid ESF/ICS model)schemas. For many jurisdictions the EOC is where elected officials will be located during an emergency and, like a MACC, supports but does not command an incident.

Equipment

ICS uses a standard set of equipment nomenclature. ICS equipment include:

- Tanker - This is an aircraft that carries fuel (Fuel Tanker) or water (Water Tanker).
- Tender - Like a tanker, but a ground vehicle, also carrying fuel (Fuel Tender), water (Water Tender), or even [fire fighting foam](#) (Foam Tender).

Type and kind

The "type" of resource describes the size or capability of a resource. For instance, a 50 kW (for a generator) or a 3-ton (for a truck). Types are designed to be categorized as "Type 1" through "Type 5" formally, but in live incidents more specific information may be used.

The "kind" of resource describes what the resource is. For instance, generator or a truck. The "type" of resource describes a performance capability for a kind of resource for instance,

In both type and kind, the objective must be included in the resource request. This is done to widen the potential resource response. As an example, a resource request for a *small aircraft for aerial reconnaissance of a search and rescue scene* may be satisfied by a [National Guard OH-58 Kiowa](#) helicopter (Type & Kind: Rotary-wing aircraft, Type II/III) or by a [Civil Air Patrol Cessna 182](#) (Type & Kind: Fixed-wing aircraft, Type I). In this example, requesting only a fixed-wing or a rotary-wing, or requesting by type may prevent the other resource's availability from being known.

Command transfer

A role of responsibility can be transferred during an incident for several reasons: As the incident grows a more qualified person is required to take over as Incident Commander to handle the ever-growing needs of the incident, or in reverse where as an incident reduces in size command can be passed down to a less qualified person (but still qualified to run the now-smaller incident) to free up highly qualified resources for other tasks or incidents. Other reasons to transfer command include jurisdictional change if the incident moves locations or area of responsibility, or normal turnover of personnel due to extended incidents. The transfer of command process always includes a transfer of command briefing, which may be oral, written, or a combination of both.

Appendix E – Definitions

Backpack Component Considerations Checklists – Checklists that are used as a tool for general considerations that have been identified and amended through post trip debriefs and other means.

Backpack Itinerary – A written document that includes the backpacking locations, trails, intended campsites with corresponding times. This plan is a subcomponent of the Trip Plan.

Backpack Risk Management Guidelines – This entire document that is initially approved by the ALCS Governing Council and is to evolve to reflect appropriate changes as they are adopted as good practice.

Basecamp – Training for all students that takes place prior to backpack trips.

Basecamp Coordinator – The primary staff that oversees *Basecamp*.

Communications Designee – The individual responsible for communicating with backpack participants and, if designated by the *Director*, external entities.

Director – The individual who is hired by the Governing Council as the school head.

Group Norms Contract – The operating rules that are established by each backpacking group.

Incident Command System – An emergency protocol system that has been developed by FEMA

Leader – Term that indicates that this individual is either the *Primary or Secondary Backpack Group Leader*.

Pre-Trip Backpack Group Meeting – A meeting that takes place prior to trip departure and is held for each separate backpack group that is to review pre-established objectives.

Primary Backpack Group Leader – The individual who is designated as the head of a backpack group and who meets the minimum qualifications for this position.

Secondary Backpack Group Leader – The individual who is designated as the backup to the *Primary Backpack Group Leader* of a backpack group and who meets the minimum qualifications for this position.

Trip Plan – The trip plan is the overall plan for the backpack trip and is include all subcomponents such as contacts, participants, transportation plan and backpack itinerary.

Transportation Plan – A comprehensive plan that reviews all aspects of the backpack trip transportation. This plan is a subcomponent of the Trip Plan.

Trip Coordinator – The individual who fulfills all requirements and actions outlined in the *Backpack Risk Management Guidelines* document and who reports directly to the Director.

Appendix G – Accident/Incident Form

*In the field, take notes of any accidents or incidents, including overt behaviors, as soon after an occurrence that is reasonable. Please provide with this any Medical Assessment Forms, ICE Notes or any other documentation that may have been taken during the course or soon their after the occurrence. **This form is to be completed and filed with the Trip Coordinator or Director within 24 hours of return from the backpack trip.***

Person Filling out this form: _____ Today's Date: _____

Date of Occurrence: _____ Time of Day: _____ AM/PM

General Statement of the Accident or Incident:

Victims:

Perpetrators:

Possible contributing causes of the accident or incident:

Resolution of accident or incident:

Recommendations to prevent repeat occurrences:

Needed follow up as a result of the accident:

Any other information that you feel is or may be relevant to the accident/incident: