

**Non-District Sponsored Out of District Travel Request
Chignik Lake Student Government Trip
Honolulu, Hawaii
May 13 - 21, 2026**

Participants

Students

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Allison Boskofsky
Aria Boskofsky
Courtney Boskofsky
Jordan Kalmakoff
Keisha Kalmakoff
Landon O'Domin
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Chaperones

Diana Hejtmank
Melody Schilke
Nathan McArthur

Question 1

Who is providing this information?

The students and teachers from Chignik Lake School, who are listed above, are providing this information about our trip to Honolulu, HI.

Question 2

Has a letter of support by the principal been submitted? Has LSAC approval been secured for this trip?

Melody Schlike has approved of this trip, please see the embedded letter below. LSAC approved this trip at the November 6th LSAC meeting.

 THE LAKE AND PENINSULA SCHOOL DISTRICT
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January 27, 2026
Lake and Peninsula School District Board
P.O. Box 498
King Salmon, AK 99613

Dear Distinguished Members of the Lake and Peninsula School Board,

I am writing in my role as Principal of Chignik Lake School to express my strong support for the proposed student educational trip to Honolulu, Hawaii on May 13-21st. This trip will provide valuable experiential learning opportunities that align with Alaska State Standards and support our district's commitment to culturally responsive and academically meaningful education.

Students will engage directly with American history, science, and Indigenous cultures. At the Bishop Museum, students will deepen their understanding of Native Hawaiian history and culture through exhibits on Polynesian navigation, natural sciences, and the Hawaiian monarchy. This experience supports standards that emphasize historical thinking, cultural literacy, and the integration of Indigenous knowledge with science and social studies learning.

At Kualoa Ranch's Moli'i Hawaiian Fishpond, students will explore how Native Hawaiian engineering and environmental knowledge supported sustainable food systems within an ahupua'a, the land between the mountains and the sea. This experience emphasizes systems thinking, sustainability, and Indigenous knowledge, reinforcing standards that value place-based learning and the integration of traditional ecological knowledge with scientific understanding.

A visit to the Pearl Harbor National Memorial will provide students with a meaningful understanding of a pivotal event in American history. Studying World War II in this context supports Alaska Social Studies Standards by strengthening historical analysis, civic understanding, and awareness of the United States' role in global events.

Finally, the Polynesian Cultural Center will immerse students in the living traditions of Polynesian cultures through language, storytelling, and performance. This experience reinforces Alaska's Cultural Standards for Students by promoting respect for Indigenous cultures, cultural continuity, and shared values among Native peoples.

Overall, this trip will broaden students' perspectives, strengthen academic learning, and provide culturally rich experiences that extend far beyond the classroom. I fully support this opportunity and appreciate the district's consideration.

Respectfully,



Melody Schlike: Principal: Chignik Lake

Question 3

What is the purpose of the field trip and how does the proposed travel support the curriculum? Submit a lesson plan for field trip activity.

The purpose of this field trip to Hawai‘i is to provide students with an immersive, standards-based learning experience that connects classroom instruction to real-world historical, cultural, scientific, and geographic contexts. The proposed travel directly supports district curriculum goals by allowing students to engage with primary historical sites, Indigenous cultural institutions, and natural ecosystems that cannot be replicated within the classroom setting.

Throughout the trip, students participate in structured educational programs aligned to Social Studies, Science, Cultural Awareness, and Technology standards for Levels 6–12. Visits to Pearl Harbor National Memorial and the Bishop Museum deepen students’ understanding of U.S. history, World War II, civic responsibility, and Indigenous perspectives. Experiences at the Polynesian Cultural Center and a traditional luau support cultural studies by examining Polynesian history, storytelling, art, and the preservation of Indigenous traditions.

The environmental science components of the trip, including Hanauma Bay Nature Preserve and Diamond Head State Monument, directly support life science and Earth science curriculum by allowing students to observe marine ecosystems, coral reef conservation, volcanic landforms, and the relationship between human activity and the natural environment. The Kualoa Ranch Moli‘i Fishpond tour provides a real-world example of sustainable resource management and traditional ecological knowledge, reinforcing concepts in environmental science and economics.

To ensure academic accountability, students complete daily digital blog or vlog entries tied to each day’s learning objectives and standards. This ongoing reflection requires students to analyze experiences, apply academic vocabulary, and communicate learning through technology, supporting digital literacy and communication skills.

Overall, this field trip supports the curriculum by integrating experiential learning with standards-aligned instruction, promoting deeper understanding, cultural competence, and real-world application of academic content. The proposed travel enhances student engagement, reinforces classroom learning, and aligns with district goals for rigorous, equitable, and culturally responsive education.

 Hawaii Blog/Vlog Project

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			05/13/2026 Leave Chignik Lake to King Salmon	05/14/2026 Leave King Salmon to Honolulu	05/15/2026 Pearl Harbor (All Day)	05/16/2026 Polynesian Cultural Center (All Day)
05/17/2026 Beach and City Tour	05/18/2026 Kualoa Ranch Educational Tour and Bishop Museum	05/19/2026 Hanauma Bay Nature Preserve and Diamond Head State Park	05/20/2026 Dole Plantation Leave Honolulu to ANC	05/21/2026 Land in ANC travel fly to King Salmon then to Chignik Lake		

May 15th - Pearl Harbor National Memorial

Morning: Visit the Pearl Harbor National Memorial, including the USS Arizona Memorial and the Pearl Harbor Aviation Museum. Engage in educational programs designed for students, focusing on the historical significance of the site.

Afternoon: Participate in a workshop on the impact of World War II on Indigenous communities, facilitated by Pacific Historic Parks.

Evening: Work on digital blog project, dinner and free time.

Standards Connections

Social Studies (Levels 6–12)

- **SS.HI.06–12** Analyze causes and consequences of major historical events and conflicts, including World War II and its global impacts.
- **SS.HI.06–12** Evaluate the role of the United States in global conflicts and the long-term effects on societies and cultures.

SS.CV.06–12 Examine the impact of government decisions on individuals, communities, and Indigenous populations.

Science (Levels 6–12)

- **SC.ESS.06–12** Analyze Earth systems and natural features that influence human settlement and strategic land use.

SC.HS-ETS1 Evaluate human engineering and technological design in historical contexts (e.g., naval and aviation technology)

Cultural Awareness

- **07.CA.01** Student compares and contrasts their personal history and identity with a culture outside of Alaska.
- **09.CA.01** Student has a deep understanding of personal history and identity and can compare and contrast that to global awareness.
- **09.CA.05** Student completes a project showcasing understanding of historically significant tools and buildings related to global civilizations.

Employability

- **07.EM.06** Understands equality and respect for others.
- **08.EM.07** Understands the need for equality, diversity, civility, and fairness.
- **09.EM.10** Displays dependability by exhibiting commitment, follow-through and strong work ethic.

May 16th - Polynesian Cultural Center

Full Day: Spend the day at the Polynesian Cultural Center in Laie. Experience hands-on activities in simulated villages representing various Polynesian cultures, including traditional crafts, music, and dance. End the day by attending the evening show, “Ha: Breath of Life,” a theatrical performance showcasing Polynesian storytelling and traditions.

Standards Connections

Social Studies (Levels 6–12)

- **SS.AN.06–12** Analyze cultural practices, traditions, and belief systems of Indigenous and global societies.
- **SS.GE.06–12** Compare cultural diffusion and migration patterns across the Pacific Islands.
- **SS.HI.06–12** Examine oral traditions and storytelling as historical sources.

Science (Levels 6–12)

- **SC.ESS.06–12** Explain how island ecosystems influence food systems, resource use, and settlement patterns.
- **SC.LS.06–12** Analyze relationships between humans and natural systems in traditional subsistence cultures.

Cultural Awareness

- **07.CA.02** Student studies art and/or dance from a culture outside of Alaska and completes a project related to that particular culture.
FY26 LPSD SBS Booklet.docx
- **11.CA.01** Attend a live professional performance, or visit a museum or other venue for art.

May 17th - Beach and City Tour

Morning: Beach Day

A supervised beach experience where students observe coastal ecosystems, discuss conservation and environmental stewardship, and practice responsible interaction with Hawai'i's natural resources.

Afternoon: City Tour

An educational city tour that explores O'ahu's geography, history, and culture, helping students understand how environment, history, and community shape urban development and civic life.

Evening: Work on digital blog project, dinner and free time.

May 18th - Hanauma Bay and Diamond Head State Park

Morning: Hanauma Bay Nature Preserve (education program + snorkeling)
Focuses on marine ecosystems, coral reefs, conservation, the human impact on Hawaii's ecosystems.

Afternoon: An educational hike at Diamond Head State Monument focused on volcanic geology, geographic features, and historical military use of the site.

Evening: Work on digital blog project, dinner and free time.

Hanauma Bay Nature Preserve

Science (Levels 6–12)

- **SC.MS-LS2-1** Analyze interactions among organisms and their environment in marine ecosystems.
- **SC.MS-LS2-4** Evaluate human impacts on ecosystems and biodiversity.

- **SC.HS-ESS3-3** Analyze strategies for protecting natural resources and ecosystems.

Social Studies (Levels 6–12)

- **SS.GE.06–12** Analyze how human activity affects the physical environment and resource sustainability.

Diamond Head State Monument

Science (Levels 6–12)

- **SC.MS-ESS2-2** Explain how geologic processes shape Earth's surface, including volcanic landforms.
- **SC.HS-ESS1-5** Evaluate evidence of Earth's geologic history through landform analysis.

Social Studies (Levels 6–12)

- **SS.GE.06–12** Analyze the strategic use of landforms for military and defensive purposes.

SS.HI.06–12 Examine the military significance of geography in U.S. history.

May 19th- Hawaiian History & Cultural Foundations

Morning: Kualoa Ranch Educational Tour - The Moli'i Fishpond tour explores the principles of natural resource management and its significance to Hawaii.

Afternoon: Bishop Museum – A visit to the Bishop Museum providing students with an in-depth exploration of Native Hawaiian history, Polynesian navigation, natural sciences, and the Hawaiian monarchy.

Evening: Work on digital blog, free time and dinner.

Kualoa Ranch – Moli'i Fishpond

Science (Levels 6–12)

- **SC.MS-LS2-5** Evaluate ecosystem services and sustainable resource management practices.
- **SC.HS-ESS3-1** Analyze how humans depend on and manage Earth's natural resources.

Social Studies (Levels 6–12)

- **SS.EC.06–12** Examine traditional economic systems and sustainable resource use.
- **SS.AN.06–12** Analyze Indigenous land management practices and cultural values.

Cultural Awareness

- **07.CA.04** Students complete a project in which they identify and explain global food and subsistence activities.
- **09.CA.04** Student completes a project showcasing understanding of food and subsistence activities relating to global civilizations.
- **07.CA.05** Student has an understanding of historically significant tools and building practices related to global civilizations

Bishop Museum

Social Studies (Levels 6–12)

- **SS.HI.06–12** Analyze the development of Hawaiian monarchy and governance systems.
- **SS.AN.06–12** Examine cultural preservation through art, performance, and museums.

Science (Levels 6–12)

- **SC.HS-ESS1-4** Analyze traditional navigation methods using astronomy and environmental patterns.

Cultural Awareness

- **07.CA.01** Student compares and contrasts their personal history and identity with a culture outside of Alaska.
FY26 LPSD SBS Booklet.docx
- **09.CA.01** Student has a deep understanding of personal history and identity and can compare and contrast that to global awareness.
FY26 LPSD SBS Booklet.docx
- **09.CA.03** Student completes a project which recognizes how languages are similar, or different, throughout global civilizations.

May 20th - Dole Plantation and Travel Evening

Morning: Visit Dole Plantation - An educational visit to the Dole Plantation focused on Hawai'i's agricultural systems, labor history, and the economic and

cultural impacts of plantation farming.

Afternoon: Pack up and head to the airport

Evening: Fly back to Alaska

Dole Plantation Standards

Cultural Awareness (CA)

- **07.CA.01**
Student compares and contrasts their personal history and identity with a culture outside of Alaska.
- **07.CA.04**
Student completes a project in which they identify and explain global food and subsistence activities.
- **07.CA.05**
Student has an understanding of historically significant tools and building practices related to global civilizations.
- **09.CA.01**
Student has a deep understanding of personal history and identity and can compare and contrast that to global awareness.
- **09.CA.04**
Student completes a project showcasing understanding of food and subsistence activities relating to global civilizations.

Question 4

Is this activity open to all students? If not, how will students be selected?

This trip is open and available to all students who are in Grade 6th through Grade 12. These students are a part of Student Government and have been participating in Student Government activities and fundraisers.

Question 5

What is the anticipated daily schedule for students who will be involved? (Provide a schedule of all activities for each day of the proposed field trip.)

Wednesday May 13th- Travel Day

Travel from Chignik Lake to King Salmon

Check on staying at district housing

Thursday May 14th- Travel Day

King Salmon to Anchorage, Anchorage to Honolulu

Friday May 15th- Pearl Harbor

7:30-8:00 Breakfast
9:00-12:00 At Pearl Harbor
12:00-1:00 Lunch
1:00-4:30 At Pearl Harbor
6:00 Dinner
Lights out at 10:00

Saturday May 16th- Polynesian Cultural Center

7:30-8:00 Breakfast
9:00-7:00 Polynesian Cultural Center
Lights out at 10:00

Sunday May 17th- Beach & City Tour

7:30-8:00 Breakfast
10:00-12:00 Beach
12:00-1:00 Lunch
1:00-6:00 City Tour
7:00 Dinner
Lights out at 10:00

Monday May 18th- Kualoa Ranch

7:30-8:00 Breakfast
9:00-1:00 Educational Tour
1:00-2:00 Lunch
2:00-5:00 Bishop Museum
6:00 Dinner
Lights out at 10:00

Tuesday May 19th- Hanauma Bay

7:30-8:00 Breakfast
9:00-2:00 Hanauma Bay

2:00-4:00 Diamond Head State Park

6:00 Dinner

Lights out at 10:00

Wednesday May 20- Travel Day

7:30-8:00 Breakfast

9:00-1:00 Dole Plantation

Evening- Fly to Anchorage

Thursday May 21-Travel Day

Fly From Anchorage to King Salmon, King Salmon to Chignik Lake

Question 6

What specific arrangements have been made for student housing while on the field trip? (Provide names, locations and contact phone numbers.)

Arrangements will be made once our trip has been finalized.

This information will be provided once we have finalized booking.

Question 7

What arrangements, have been made to assure the safe passage and transport from the district to the point of disembarkation?

The students will fly to Anchorage, AK on an airline that is contracted with the school district to fly students for other activities. These airlines have been specially selected to ensure our safety. The students will then fly to Daniel K. Inouye International Airport in Honolulu on a commercial Alaska Airlines flight. Chaperones will pick up the rental car at the airport.

Question 8

What are the hours of intended travel between the district and the point of disembarkation?

It takes about 2 hours to fly from Chignik Lake to Anchorage, AK and about 6 hours and 30 minutes from Anchorage to Honolulu.

Question 9

What specific lodging arrangements have been made for students, chaperones, and drivers if the anticipated departure or return times are between 10p.m. and 8a.m?

Since this is a direct rural Alaskan flight to Anchorage, the airlines that have been chosen will only fly from 8am to 10pm. We will choose Anchorage to Honolulu flights during daylight hours.

Question 10

Have commitment forms been secured and signed by chaperones which obligate them to remain alcohol and drug-free during the field trip? All certificated staff, parents, non-certificated staff, volunteers) chaperones are expected to follow standards as stated on the commitment forms.

All chaperones that are currently in agreement to go are LPSD staff, and have agreed to remain alcohol and drug-free during this field trip. Chaperones will not be allowed to travel without a signed C14a form. Those forms will be submitted to our principal, Ms. Schilke before we travel.

Question 11

Have certificates of insurance regarding health insurance coverage during the field trip been secured? (Trip approval requires insurance for out-of-country & out-of-state travel.)

We will get student health insurance information once the trip has been approved. Parents have been made aware that they will need to provide proof insurance for their child for this trip.

Question 12

What procedures are in place for responding to emergencies in the following categories:

- A. Serious accidents*
- B. Illness/hospitalization*
- C. Robberies/muggings*
- D. Serious losses of personal property*
- E. Death or injury of a family member at home*

The following emergency response procedures are intended as general guidance. In all emergencies, local emergency services will be contacted first, followed by notification of parents/guardians and the district office. Chaperones will follow district protocols and defer to medical professionals as appropriate. A designated lead chaperone will coordinate communication and decision-making during any emergency.

A. Serious Accidents

Under occurrence of any items below, we will

- 1) contact medical assistance
- 2) Notify parents
- and
- 3) Notify District Office

I. **Broken bones** - First, we have some definitions of the skeletal system and what types of injuries the bones may encompass, so that if needed a student may look over to be able to know how to determine the injury.

- A joint is a connection between two bones that allows both movement and support. There are many types of joints, including hinge joints, such as the elbow joint; and ball-and- socket joints, such as the hip.
- Tendons are cords of tissue that attach muscles to bones, such as the Achilles tendon.
- Cartilage is also dense connective tissue that acts as a shock absorber between bones.
- A dislocation is an injury to a joint in which the ligaments may be torn, and one of the bone ends is dislodged from its normal position. The shoulder, elbow, finger, hip, and ankle are commonly dislocated.
- A sprain is an injury to a joint that is usually caused by the twisting or stretching of the joint beyond its normal range. This may result in an injury to the ligaments. ● A deformity is when an arm or a leg may lie in an unnatural position or be angulated where there is no joint.
- Pain and tenderness is usually localized at the site of the break. The sensitive parts can be located by gently pressing along the bone with the tip of one finger. ● Some swelling is almost always present with fractures. The swelling is usually a result of hemorrhage which occurs immediately after the injury. Occasionally, it may be from increased fluid in the tissues (edema), which may not become obvious for several hours. Bleeding associated with a fracture occurs when major blood vessels in the bone and in the soft tissue and muscle near the fracture site are damaged
- A person who has had a severe leg or arm injury usually guards the injured part and

will not attempt to walk or use the arm or leg and will have an inability to use the extremity.

- With an open fracture, bone fragments may protrude through the skin or be seen in the wound.
- The victim can sometimes feel a sensation when the broken ends the bone rub together. This sign, of course, should not intentionally be sought because it only increases the pain for the person.

HOW TO DEAL WITH A BROKEN, DISLOCATED OR FRACTURED ARM:

Find a large piece of square cloth, and fold in half diagonally to create a triangle. Then, lay arm in center and tie the ends around the person's neck. Take to hospital.

HOW TO DEAL WITH A BROKEN, DISLOCATED OR FRACTURED LEG:

Car Accidents -If you see a car accident, call 911. Make sure you do not move the patients and do not crowd like a gawking pedestrian.

Serious cuts (AKA Hemorrhaging)- There are two types of hemorrhaging: external hemorrhaging and internal hemorrhaging. External hemorrhaging can be arterial, venous, or capillary. Arterial bleeding is the most critical of external hemorrhaging. It is most characterized by spurting, bright red blood. (If wound is deep in a fleshy part of the body, such as your thigh area, you may not see the blood spurting) The quantity of blood from this wound will be great, and its color bright red. It must be controlled immediately because large quantities of blood may be lost quickly. This can be fatal for a person. Venous bleeding is characterized by flowing, dark red blood. Venous bleeding can also be fatal if not controlled quickly. Internal hemorrhaging can be arterial, venous or capillary in origin. It is probably the most complicated type of hemorrhage because it is difficult to detect and very difficult to control without advanced intervention. A severe blow or blunt trauma can cause internal hemorrhaging.

HOW TO RECOGNIZE HEMORRHAGING

External hemorrhaging can be detected by the blood flow you may see. Internal hemorrhaging signs are pain, swelling and discoloration at the site of injury.

CONTROLLING HEMORRHAGING

Direct pressure, elevation, and pressure points control external hemorrhaging.

Direct pressure - applying a cloth or pressure to the laceration or wound will help two things. Keeps the wound from contamination and further chances of infection, and aids in the coagulation of blood.

Pressure points - applying pressure to a major artery that supplies the blood flow to the area will slow the blood flow to the injured area. This may help greatly.

II. Shock is defined as the failure of the circulatory system to maintain sufficient

blood flow to the tissues.

TYPES OF SHOCK

1. Hypovolemic shock caused by
 - a. Loss of blood or plasma
 - b. Loss of fluid due to vomiting, diarrhea, excessive urination, prolonged illness, or burns.

2. Neurogenic shock caused by
 - a. muscles in the blood vessels are temporarily or permanently paralyzed. The vessels expand and the available blood is unable to fill the enlarged vessels. This causes inadequate circulation which then in turn causes shock.

3. Psychogenic shock caused by.
 - a. simple fainting - sudden reaction of the nervous system to fear, bad or good news, or other problems. The blood vessels suddenly dilate and the brain is temporarily without oxygen. This causes fainting. Most cases however, are self-correcting, the person falls to the ground and gravity restores blood flow to the brain. You should remember though, that they might have hurt their head from the fall.

4. Cardiogenic shock caused by
 - a. Inadequate pumping action of the heart- the heart moves blood through the vessels, a reduction in pumping ability causes a reduced amount of blood to flow through the system and results in cardiogenic shock.

5. Septic shock
 - a. overwhelming bacterial infections - usually a person will go to get treated before it gets this bad.

6. Anaphylactic shock caused by
 - a. severe allergic reaction - medication, certain foods, or insect stings. This type of shock can range in severity from discomfort to fatal airway obstructions. Any allergic reaction should be taken seriously.

SIGNS AND SYMPTOMS OF SHOCK

Confusion

Dizziness

Nausea

Thirst

Dilated pupils (with severe shock)

Treatment: (for mostly Hypovolemic shock but will work for

others as well)

1. Ensure adequate airway and breathing
2. Control hemorrhage
3. Reassure and calm the person
4. Have him/her lie down and elevate his feet approximately 12 inches
5. Keep him/her warm but not hot
6. Give nothing by mouth
7. Avoid rough handling

III. **FOREIGN BODIES** or particles present in the eye are a common problem and are often located under the upper eyelid. Any foreign body in the eye irritates and causes tears. Tears may wash the particle from the eye, so there would be no need for aid.

However, if the tears do not wash the particle out, follow this procedure:

Clasp the upper eyelashes between the thumb and first finger of one hand and, pulling gently, roll the lid back. Instruct the person to look downward. If the object is located, remove it with a tip of a clean handkerchief or a sterile cotton swab that has been made wet with saline or sterile water. Sometimes, the object may be embedded in the eye. In this case, do not try to remove, and take the person to the hospital. This calls for a doctor. Also, you will need to cover the patient's eyes to avoid further movement or irritation.

CHEMICAL BURNS of the eyes are the next most common type of injury. They are usually caused by a type of chemical splashing into

HEAT BURNS often result from fire or other intense heat. Usually the person receives more injury to the eyelid than to the eye itself. As you would do with any burn, cover the eyes with sterile dressing, and transport the patient to a medical facility.

LIGHT BURNS usually injure the sensory cells of the eyes. This may be a temporary or permanent injury. Some possible causes are arc welding, snow, light reflection, and gazing at the sun during an eclipse. This type of injury is extremely painful. The rescuer should cover both eyes and have the person lie down and remain still.

LACERATION of the eyeball itself can result in blindness because of the loss of vitreous fluid. The most important determination is whether it is an actual laceration of the eyeball or a laceration of the eyelid. If it is the eyeball, make sure you avoid applying excess pressure that may cause additional fluid loss. If it is just the eyeball, pressure dressing

EXTRUDING EYEBALLS are eyeballs that have been removed from the socket. Do not push the eyeball back into the socket. The extruding eyeball should be shielded by a cone, paper cup, or another type of protection against pressure from the bandages applied. Both eyes should be covered and the person transported to the hospital. A little note...Someone who comes upon another person who seems to be hurt in the eye. will think that it is an eye problem. In actuality a lot of the time it is a head injury,

which do not necessarily involve injury to the eye:

- The eyes are turned in different directions
- One pupil is larger than the other
- One eye does not move
- The white of an eye is bright red due to internal hemorrhage
- The person's eyelids are black and blue
- One eye protrudes farther than the other

IV. BURNS

Burns can be disfiguring and deadly, or may be nothing more than an annoyance. Proper management of a burn victim may relieve pain, promote recovery, and save a life. Thermal, or heat, burns are the most common type of burns. Radiation burns can be caused by solar or nuclear radiation. Chemical burns are caused by acids and alkalis and are common, especially in industry. Electrical burns deserve special consideration because they frequently cause extensive internal tissue destruction with little visible damage to the skin. This type of burns is of the epidermis, or the topmost layer of skin. A superficial burn is characterized by reddening of the skin that may be quite intense. A sunburn or a mild scald is an example of a superficial

PARTIAL-THICKNESS BURNS

These burns involve both the epidermis and the dermis (second layer of skin) - It is characterized by a deep reddening and blistering. The burn reaches capillaries which then in turn ooze plasma, which raises the top layer of skin and turns into a blister. Even though this is deeper than the superficial burn, can still heal itself when treated with reasonable care.

Point to Recognize: Burns that are entirely partial-thickness cause little scarring and usually do not require skin grafts. However, if a large amount of a person's body is affected, they may be very ill and present a serious problem requiring intensive therapy in the hospital.

FULL-THICKNESS BURNS

These are burns involving the epidermis, the dermis and the subcutaneous tissue (The third layer of skin before the muscles), and sometimes include muscle and bone. The wound can heal itself by contracture, or drawing the undamaged skin together to cover the damaged area. The part that has been destroyed cannot be replaced except by dense scar formation.

CRITICAL AND SEVERE BURNS

People with critical burns should be taken to a burn center for treatment, if possible. The following burns should be classed as critical and severe:

1. partial-thickness burns covering more than 30% of the body surface.

2. Full-thickness burns covering more than 10% of the body surface.
3. Burns complicated by respiratory problems, major soft tissue injuries, fractures, and or preexisting medical conditions (such as diabetes)
4. Electrical burns.
5. Burns of the face, hands, feet or genitalia.
7. Burns encompassing an entire body part in a circle. This is circumferential burning of the chest, leg, arm, etc.

MODERATE BURNS

People with moderate burns should be treated in a hospital and possibly referred to a burn center. These include the following burn classifications.

1. Partial-thickness burns involving 2% to 30% of the body surface.
2. Full-thickness burns less than 10% of the body surface.
3. Superficial burns greater than 30% of the body surface.

MINOR BURNS

Minor burns include the following:

1. Partial-thickness burns of less than 2% of the body surface.
2. Full-thickness burns of less than 2% of the body surface.
3. Superficial burns of less than 20% of the body surface, excluding the face: hands, feet and genitals.

TREATMENT OF BURNS

Thermal and electrical burns

1. Eliminate source of heat
2. Cover the area with warm dressings
3. Wrap with loose bulky dressings.
4. Moderate to severe go to hospital or call ambulance.
1. Immediately wash with water for at least 15-20 minutes prior to transport.

NOTE: Some hazardous chemicals react violently to water. If substance is a powder, then brush off to be safe. Once all is brushed off, use plenty of water.

Bibliography

A large bulk of this information was taken from the Emergency Trauma Training text for First Responders in Alaska. EMERGENCY TRAUMA TRAINING Seventh Edition, ©1995 Published by

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Sitka, Alaska.

B. Illness/Hospitalization

If a student gets sick they will follow the list below:

*Wash your hands

*Drink lots of water

*Eat healthy food

If any students get sick and require hospitalization, contact parents and the district office. If sickness occurs while on the road, students will contact the nearest help by cell phone. If severe, the student may have to return home.

If an injury requiring hospitalization occurs during this trip, parents and the district office will be notified. If an accident occurs on the road where any form of medical service is unavailable, the students will call the closest hospital via cell phone and call for help. If able, the remaining passengers will escort the injured party to the

hospital. The cell phone will be used to prepare the hospital for their arrival. If a hospital is close and the injured party is immobile, 911 or the closest hospital will be called to send an ambulance. A list of all hospitals anywhere near our scheduled plan will be present in the glove compartment of the van at all times.

Hospitals in Honolulu

The Queen's Medical Center

1301 Punchbowl St.

Honolulu, HI

(808) 691-1000

Kuakini Medical Center

347 N. Kaukini St.

Honolulu, HI 96817

(808) 536-2236

Kapi'olani Medical Center for Women and Children

1319 Punahou St.

Honolulu, HI

(808) 983-6000

Urgent Cares in Honolulu

Honolulu Urgent Care - NIU Care

1441 Pali HWY

Honolulu, HI 96813

(808) 460-3805

Kuhio Walk In Medical Clinic

2310 Kunio Ave. Suite #223

Honolulu, HI 96815

(808) 924-6688

C. Robbery and Muggings

If or when mugging or robbery happens, the first priority is to calm everyone down, make sure no one is hurt and if so get him or her the proper attention they need.

Second is to write down everything everybody knows about the situation. Third, go to the police and inform them what happened. Fourth is to inform the district office and family.

D. Serious loss of personal property

If something is lost or stolen then that person will call the police. If the police are notified, a follow-up call to the district office and to parents will occur. If any items are stolen that are necessary for the trip, the student government will have backup funds and replace items necessary within financial reasons.

E. Death or Injury of a family member at home

The student will be notified on the trip, and if it is serious, the student will fly home. Students can be contacted using cell phone number (907) 845-4014, (907) 845-4008, (435) 773-8926 or (7130 204-4416.

Question 13

What are the planned responses related to serious violation of rules during the field trip?

Detail the specific rules and consequences related to the following:

- A. Theft and larceny*
- B. Sexual misconduct*
- C. Alcohol/drug use*
- D. Repeated curfew violations*
- E. Disorderly conduct or failure to cooperate*
- F. Abandoning the group or being absent for scheduled activities*

A. Theft and Larceny

Rule: Do not steal anything from anybody at any time during this trip. The definition for stealing is to take something without consent from the owner.

Consequences: If not followed, the consequences will be to be sent home after dealing with the authorities. If this infraction occurs, police, central office, and parents will be notified. Student will be sent home at parents expense.

B. Sexual Misconduct

Rules

- No display of affection
- Holding hands
- Kissing
- Back rubs/massages
- No improper behavior
- Respect other's space
- No sexual harassment
- Verbal
- Physical

Consequences: District Office will be notified and student will be sent home at parent's expense.

C. Alcohol/Drug Use

There can be no alcohol or drug use on the road trip. That also includes beer and wine. By the law you have to be twenty-one or older to use these things. Also, parents and the District Office will be notified, ASAP!

Consequences: If rule C is broken, the district office will be notified and then student will have to be sent home, and the parents will have to pay.

D. Repeated Curfew Violations

Curfew Time: 10:00.

If a second infraction occurs, the district office will be notified and student will be sent home at parent's expenses.

E. Disorderly Conduct or Refusal to Cooperate

Rule: The chaperones are responsible for each student, therefore the students must comply with chaperones requests.

Consequences: The first offense will be met with a warning. If a second infraction occurs, the central office will be notified and student will be sent home at parent's expenses.

F. Abandoning the group or being absent for scheduled Activities

Rule:

- Always know where your group is going
- Always know what time it is
- Always tell someone where you are going
- Keep a schedule of all your activities and don't leave the group
- Use Buddy System

Consequences: The student will get a hard warning the first time; the second time you will be sent home the parents will pay your flight back home. They will also apologize to the Chaperones and the district office.

Question 14

What is the overall budget for this proposed field trip?

The funds will come from student government fundraisers, private donations, and student government funds. With the prices for flights, Airbnb cost, rental cars, gas, food,

activities fees I have collected so I would expect the trip to be in the range of \$32,000-\$44,000. Please see the cost breakdown below.

Flights Lak-Anc	LCA- \$16,488 or Grant+AA = \$10,692
Flights Anc-HOL	\$505-800 a ticket Total \$5200-\$8000
Rental Car (12 Passenger Van)	\$511 + insurance
Gas Avg \$4.30 Van Avg. 30 gals	\$129 a day \$903 for the week
Polynesain Center Tickers	\$1824.80
Diamond Head State Park	\$70
Pearl Harbor	TBD waiting to apply for educational tours you can book 6-8 weeks out
Bishop Museum	\$284
Dole Plantation Tour	\$308
Kualoa Ranch	Roughly \$231
Hanauma Bay	TBD waiting on an email response
Food \$60-\$90 a daily	\$5940 - \$6825
Total	\$32,655.80 - \$44,136.80

*** I have add an additional \$1000 on both the low and high estimates due to waiting to apply for Pearl Harbor Educational Tour and Hanauma Bay State Park*

Question 15

How is the travel program to be funded?

This travel program will be funded by JOM funds and student government funds. Chignik Lake Village is getting back to us about the amount in the JOM fund. The student government has been raising money and has \$37,055.10 currently in the account.

Signature of Site Administrator Melody G. Schilke (Melody Schilke)

Signature of Trip Organizer _____

C-13b