

**Franklin Public Schools
Franklin, Massachusetts 02038**

Action Required

Subject:

Out of State/Overnight Travel

Date:

April 12, 2022

Dept:

JFK

Reason:

Past practice of the Committee requires a vote to allow students/staff to travel outside of the State/Country

Enclosure

Yes

Background

Recommendation:

JFK Recurring Field Trip

I recommend approval of the request of Ms. Trottier to take JFK 2nd graders to Roger Williams Park Zoo, in Providence RI on May 20, 2022 as detailed.

Action Requested of the School Committee:

Majority vote of the Committee is required.

<u>Vote Tabulator</u>	
C. Bernstein:	Y / N
D. Callaghan:	Y / N
Al Charles:	Y / N
E Stokes:	Y / N

C. Bernstein:	Y / N	D. McNeill:	Y / N
D. Callaghan:	Y / N	M. Whitmore:	Y / N
Al Charles:	Y / N	D Spencer:	Y / N
E Stokes:	Y / N	Action:	_____

**Franklin Public Schools
Field Trip Approval Form-Form #1
Kindergarten-8th Grade**

(Check all that apply) ☒ During School Day ☐ Beyond School Day ☐ Music Dept. Trip

Part I-To be completed by field trip coordinator (FTC) (submit at least 4 weeks before date of trip).

-Upon completion of Part I (*including initials & date) give to School Nurse for Part II completion

-After completion of Part II School Nurse will return form to FTC.

-FTC will do the following:

-review FT nurse status as determined by the school nurse

-complete Part III with date & FTC signature

-submit to principal for approval

School Name: John F. Kennedy Class/Club/Other: Grade 2

Field Trip Destination: Roger Williams Park Zoo, Providence, RI

Means of Transportation: School Bus

Field Trip Date: Fri. May 20/raindate: Fri. May 27 Field Trip Time: 9 to 1:45

Food will/will not (circle one) be offered on this field trip. If yes, explain will not ✓

Number of Students: 38 Curriculum Correlation: Science/Social Studies

Cost per Student: 13.95 Cost to District: 0 Source of Funding: JFK PCC

Field Trip Coordinator/Contact Person: Laurel Trottier, Grade 2 Teacher

Chaperones: Laurel Trottier Avital Hain Karen Caron

Julia Guilmette additional parents (5) Lyndsey Bois

Chaperones are CORI'd: ☒ Yes ☐ No

Accessibility: No Students will need additional, accessible transportation

Emergency Plan: We will request a Nurse to accompany Grade 2 if deemed necessary by our School Nurse

*** Upon completion of Part I, check, date & initial below prior to giving to School Nurse.***

The field-trip coordinator will provide the school nurse with a list of students attending the field trip.

AT Initials

3/28/22 Date

****FORM #1****

Part II-To be completed and signed by the school nurse and returned to the FTC.

-FTC will do the following:

- review FT nurse status as determined by the school nurse**
- complete Part III with date & FTC signature**
- submit to principal for approval**

School Nurse will generate a list of health concerns for review. Based on the review, the school nurse recommends:

☒ that a nurse attends this field trip

☐ that due to the absence of significant medical issues, a nurse does not need to attend this field trip.

Name of Field Trip Nurse, if known, (if recommended): TBD

[Signature]
School Nurse's Signature

3/29/22
Date

Part III-To be signed & dated by FT Coordinator. Once completed submit to Principal for approval.

L. Trotter
Field Trip Coordinator Signature

3/28/22
Date

Part IV-To be completed and signed by Principal.

Principal's Authorization: This field trip is ☒ approved ☐ not approved.

[Signature]
Principal's Signature

3-27-22
Date

****See attached sheet for situational responsibilities****

The Grade 2 team at Kennedy Elementary is proposing a Spring field trip to Roger Williams Park Zoo, in Providence, RI. Throughout the school year, Second graders learn about the Continents. We explore the plants, animals, geography, and people who live around the world. In alignment with Curriculum Standards we explore how plants, people, and animals depend on each other and how living things change and adapt to their environments. Second Graders spend time learning to compare and contrast the variety of forests, deserts, grasslands, and aquatic environments. In Social Studies, Science, Math and Literacy we learn how to read and interpret maps and the data they provide. A field trip to the Roger Williams Park Zoo would enable students to put all of this learning into practice. They would be able to observe animals interacting with each other and their environments. Students would be able to see the differences in environments that are provided to each of the animals based on not only their natural environment but their physical characteristics and adaptations. Additionally, the maps that are provided throughout the zoo show not only a variety of information but will encourage students to actively use the information that they have been learning throughout the year. Please see Curriculum alignment below.

Life Science

2-LS2-3(MA). Develop and use models to compare how plants and animals depend on their surroundings and other living things to meet their needs in the places they live.

LS4. Biological Evolution: Unity and Diversity 2-LS4-1. Use texts, media, or local environments to observe and compare (a) different kinds of living things in an area, and (b) differences in the kinds of living things living in different types of areas. Clarification Statements: • Examples of areas to compare can include temperate forest, desert, tropical rain forest, grassland, arctic, and aquatic. • Specific animal and plant names in specific areas are not expected.

Social Studies

Topic 1. Reading and making maps [2.T1] Explain the kinds of information provided by components of a map (e.g., compass rose/cardinal directions, scale, key/legend, title) and give examples of how maps can show relationships between humans and the environment (

Topic 2. Geography and its effects on people [2.T2] Supporting Question: How do people adapt to or change their environment? 1. On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains). 2. On a map of the world and on a globe, locate the oceans of the world, and explain the importance of oceans and how they make the world habitable. 3. Explain how the location of landforms and bodies of water helps determine conditions (i.e., climate, weather, vegetation) for habitable living.