

**Franklin Public Schools  
Franklin, Massachusetts 02038**

**Action Required**

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**Subject:**

Out of State/Overnight Travel

**Date:**

January 24, 2023

**Dept:**

JFK

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**Reason:**

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

**Enclosure**

Yes

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**Background**

**Recommendation:**

JFK Recurring Field Trip

I recommend approval of the request of the JFK Gr 2 Team to take JFK 2nd Graders to Roger Williams Park Zoo, Providence, RI on June 2, 2023 as detailed.

**Action Requested of the School Committee:**

Majority vote of the Committee is required.

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

D. McNeill:	Y / N
M. Whitmore:	Y / N
D Spencer:	Y / N
Action:	_____

## Trip Approval Process for Extended Field Trip

The trip advisor(s) shall submit a proposal to the School Committee providing the following information:

- Please see attached
- a. Destination *Roger Williams Park Zoo; Providence, RI*
  - b. Departure/expected return dates *6/2/23 - return same*
  - c. Itinerary *Depart JFK; arrive at Zoo; return to JFK*
  - \* d. Summary of trip purpose/educational alignment *S.S. / science continents / animals / adaptations*
  - e. Trip expense, inclusive of all costs *PCC paying*
  - f. Description on how the trip will be accessible to students from limited income families-fundraising plan *PCC paying*
  - g. Accessibility for students with disabilities *chaperones / ~~not~~ all able to ride bus*
  - h. Number of students needed to support trip *all with a chaperone*
  - i. Number of chaperones in attendance *13-18*
  - j. Method of transportation and/or travel agency/organization information *bus*
  - k. Documentation that all students, advisors and chaperones will have full trip insurance *NA*
  - l. Emergency plan including medical care plan including plan for to administration of medication *see nurse's info*
  - m. CORI for Chaperones : *yes - required*
  - n. Extended Field Trip Waiver-only applicable if overnight trip

Proposal should be submitted to principal for initial approval then forwarded to Superintendent of Schools

The Superintendent will review and present to the School Committee as an Action Item without requirement of presentation by the trip advisor.

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.