

REGULATION #2340 FIELD TRIPS

1. All trips must be well-planned, properly timed to maximize learning, and directly related to classroom instruction and Board-approved courses of study, or approved extra curricular activities.
2. Requests for all trips, and the arrangements for them, must be submitted to the Assistant Superintendent for Curriculum and Instruction by the building principal not less than six weeks prior to the trip on the forms provided. The principal's approval would indicate that the proposed trip meets all criteria established in the Board field trip policy.
3. Costs of the trip must be predetermined. Additionally, information must be submitted on the request form stating the source(s) of funding to defray trip expenses.
4. Written parental or guardian permission must be obtained for each student at least five school days prior to departing on the trip.
5. Adequate supervision must be provided to assure pupil safety. All school personnel who serve as chaperones shall do so with prior approval of the building principal. Parents or guardians may assist school personnel as chaperones, with the approval of the principal.
6. To the extent possible, field trips should be scheduled during non-school hours, or on days when schools are not in session to provide for the least disruption to the overall instructional program. Trips which are scheduled during school hours may be limited to a departure time after 9:00 a.m. and a return time before 2:30 p.m. if Vineland Board of Education buses are used. Trips which exceed these times may require the contracting of buses, and may be limited subject to availability of funds.
7. Provisions for liability insurance for extraordinary field trips, which may include trips to foreign countries, and others which may require it, must be assured.
8. A Field Trip Evaluation Report is to be completed and submitted to the building principal within ten school days following the field trip. This report will enable the principal to assess the effectiveness of the trip, and any concerns which resulted.
9. In the interest of economy, primary school field trips (Grades K-4) should generally be limited to our community, county, and Southern New Jersey; intermediate school trips (Grades 5-8) should generally be limited to the Southern New Jersey, Wilmington, or Philadelphia areas. Exceptions to these general guidelines can be made if, in the judgment of the principal, the reasons are compelling (i.e., the experience cannot be reasonably replicated within the areas described above, and it is an extraordinary opportunity which has a significant impact upon learning.)

10. Field trips may be planned for Saturdays or Sundays, provided that the appropriate voluntary chaperone assistance is available, and planners are sensitive to the religious traditions of students and their families.

11. Procedure for field trip approval

a. Teacher submits Field Trip Request Form to the principal at least six weeks prior to the proposed trip.

b. The principal evaluates the request based upon criteria established in the policy. If approved by the principal, the Transportation Department is contacted to determine if a bus is available on the date(s) requested.

c. If transportation is available, the principal signs the form and submits it to the Assistant Superintendent for Curriculum and Instruction.

d. The Assistant Superintendent for Curriculum and Instruction evaluates the request. If approved, the form is forwarded to Transportation. A copy of the form, indicating the disposition of the request, is returned to the principal.

12. Follow-up and evaluation

a. The teacher in charge of the field trip should express his or her appreciation to

(1) The chaperones, both lay and professional,

(2) The officials and guides at the destination, and

(3) Any other persons or representatives who assisted in the conduct of the trip.

b. The teacher in charge should incorporate the field trip experience into pupils' learning by

(1) Conducting a discussion and a critical evaluation of the experience;

(2) Encouraging creative projects on themes experienced on the field trip;

(3) Testing pupils on information gained and attitudes formed; and/or

(4) Assigning pupils written reports or presentations on the experience.

c. The teacher will assist the principal in a critical evaluation of the trip by filing a written report of the trip that includes its benefits and drawbacks. The report should address these questions, as appropriate to the trip:

(1) Was the destination the best choice for the teaching purpose served?

(2) Were there sufficient materials available to pupils as background for the trip?

(3) Did the trip experiences encourage new understandings, impart new knowledge, or stimulate pupils to new activity?

- (4) Did the trip experience relate to other school learning experiences?
- (5) Did the trip impart accurate information and a truthful picture?
- (6) Were the pupils exposed to any hazard to their physical or emotional well-being?
- (7) Was the trip worth the time and expense?
- (8) Were there any serious problems with pupil conduct and management?
- (9) To what extent, if any, did the trip generate cooperation and a positive relationship between the school and the community?

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