

Kenmore-Town of Tonawanda Union Free School District
Request for Approval of Long Distance, Out of Country or Overnight Educational Field Trip

CURRICULUM OFFICE

(Must be submitted 8 WEEKS in advance)

Charge to Account No. _____

Teacher Requesting: Eileen SauretSchool Kenmore EastDate(s) of Trip March 23-April 3, 2018 (approx.)Grade, Class French gr. 10-12Site of Trip Tourcoing, France**CHAPERONE INFORMATION**# Of Students: 22-26# of Chaperones 3**Names of Chaperones**Eileen SauretFranca JesellaCynthia Kowal**Substitute Needed (List time if not full day)***Yes Yes No*Yes Yes No*Yes Yes No***If a substitute is needed, the Building Secretary will process the substitute requests after approval of the field trip.****TRAVEL ARRANGEMENTS**# Ken-Ton Buses Needed NoneDepart From Kenmore West at approx. 1pmPick up From Toronto Airport at TBDArrive Back At School At TBD

Special Needs _____

Other Travel Arrangements – explain fully on itinerary

Incomplete requests will be returned.Approved ☒
Principal3/3/17
DateApproved ☒ Disapproved ☐ (Reason) _____
Assistant Superintendent for Instruction & Student Services
Date

Long distance, out of country or overnight trip requests must be accompanied with an itinerary including what the students are going to know or do when they return from this field trip that they did not know or do before. Also include lodging arrangements, meal arrangements, and ratio of students to chaperones, insurance, safety precautions, instructional provisions made for any student not participating in the trip and travel provisions.

Kenmore-Town of Tonawanda UFSD

Long Distance/Overnight Field Trip Requests

School Year 2016-17

FOR BUILDING USE - SUBMIT 1 FORM PER BUILDING
PLEASE LIST ALL TRIPS HERE AND ATTACH A FIELD
TRIP FORM AND ITINERARY FOR EACH TRIP LISTED

School: Kenmore East

DATES	TEACHER	DESTINATION (FULL ITINERARY MUST BE ATTACHED)	PURPOSE OF TRIP	COST PER STUDENT	FUNDING SOURCES	GRADES AND NUMBER OF STUDENTS	# OF CHAPERONS	INST DAYS MISSED	# OF SUBS	APPROVE	DISAPPROVE
approx March 23-April 3, 2018	Eileen Sauret Franca Jesella Cynthia Kowal	Tourcoing, France	Student exchange program/ Students attend school in France and enhance their language skills	Approx. \$2,500	Students	grades 10 to 12 <i>22-26</i>	3	5.5	3		

Principal's Signature: *Lead* Date: 3/31/17

Asst Superintendent for Instruction & Student Services: *[Signature]* Date: 3/31/17

Board of Education Signature: _____ Date: _____

Kenmore-Town of Tonawanda UFSD

Long Distance/Overnight Field Trip Requests

School Year 2017-18

* FOR BUILDING USE - SUBMIT 1 FORM PER BUILDING
PLEASE LIST ALL TRIPS HERE AND ATTACH A FIELD
TRIP FORM AND ITINERARY FOR EACH TRIP LISTED

School: Kenmore West(Ken-East)

DATES	TEACHER	DESTINATION (FULL ITINERARY MUST BE ATTACHED)	PURPOSE OF TRIP	COST PER STUDENT	FUNDING SOURCES	GRADES AND NUMBER OF STUDENTS	# OF CHAPERONES	INST DAYS MISSED	# OF SUBS	APPROVE	DISAPPROVE
approx March 23-April 3, 2018	Eileen Sauret Franca Jesella Cynthia Kowal	Tourcoing, France	Student exchange program/ Students attend school in France and enhance their language skills	Approx. \$2,500	Students	grades 10 to 12 22-26 students KE/KW	3	5-6	3		

Principal's Signature:  Date: 3/13/17

Asst Superintendent for Instruction & Student Services:  Date: _____

Board of Education Signature: _____ Date: _____

Participants will make themselves available to Economics and other social studies classes, upon request, to compare and contrast their experiences with the basic economic systems in France; additionally, they will relate such information to their French classes, and they will report on French economic policies.

Mathematics. Science. and Technology Standard #3:

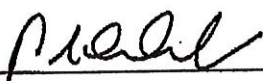
Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability and trigonometry."

Participants will use concepts learned in mathematics classes to convert their U.S. dollars to Euros to calculate rates of exchange and to choose exchange locations based on best rates, to plan and follow their budgets within limits of available allocated funds.

Upon their return they will share monetary experiences with their French classes, with the French Clubs in their respective schools and with Economics and Social Studies classes investigating the economic system in Western Europe.

Principals' Signatures

Date



2/27/17



3/13/17

Assistant Superintendent of Instruction and Student Services



February 16, 2017

To the Board of Education:

RE: FRENCH EXCHANGE

We are requesting your approval for travel to Tourcoing (Lille), France in the upcoming school year. This has been a highly successful exchange which began in 1994. Dozens of students have enjoyed this educational and cultural experience and many continue to correspond with their host families, and some have even returned to France or hosted their friends in Tonawanda once again.

This exchange involves students attending classes with their host students at the Lycée Colbert in Tourcoing. Our students experience, first-hand, school life in France and the differences in the educational system between the two countries. In order to do so, our students would need to miss 5.5 days of school at Kenmore West and Kenmore East. They would be held responsible to complete all of the work assigned during their absence.

If you need any further clarification, please contact either Eileen Sauret (Kenmore East) or Franca Jesella (Kenmore West). Thank you for your time in this matter.

Yours truly,

Franca Jesella
Cynthia Kowal
Eileen Sauret

**DISTRICT STUDENT EXCHANGE APPLICATION
TOURCOING (LILLE), FRANCE**

**Kenmore-Town of Tonawanda Union Free School District
1500 Colvin Boulevard
Buffalo, NY 14223**

DISTRICT STUDENT EXCHANGE APPLICATION

x CONTINUING EXCHANGE

Submitted by: E. Sauret, F. Jesella

Name/Location of Exchange School: Lycée Colbert, Tourcoing (Lille),
FRANCE

Proposed dates for Exchange:

Outbound: approx. March 23-April 3, 2018

Inbound: October 9-19, 2017

Number of school days involved in the exchange:

Outbound: 5.5

Inbound: 7-8

Ken-Ton Faculty Advisors: Franca Jesella, Cynthia Kowal, Eileen Sauret
French teachers at Kenmore West: Franca Jesella, Cynthia Kowal

French teachers at Kenmore East: Eileen Sauret

Partner School Faculty Advisor: Fabienne Auger

Number of students: Inbound 26 Outbound: 22-26

Approximate cost for outbound exchange: \$2,500

The following pages attempt to address specific learning links and outcomes which the Committee anticipates will result from student/family/school participation in the French Exchange program for 2017/2018.

Insurance Coverage

It is anticipated that both students' and advisors' family health insurance will cover them while they are on the outbound segment of the exchange; this has been past experience. Purchase of additional individual medical insurance policies is at the discretion of participants and their families. Travel insurance is available and required (through our travel agent).

No additional insurance coverage is necessary or recommended during the inbound segment of the exchange.

Projected Activities - Outbound

Ken-Ton students will attend classes daily with their French counterparts during the time spent in Tourcoing. We expect to take some side trips to neighboring cities and also to Belgium, which is within a 5-mile drive from Tourcoing.

In addition to the Tourcoing stay portion, additional anticipated activities include travel to Paris for three-days' time (dependent upon the price), during which we will visit:

- The Louvre
- The Musée d'Orsay
- The Arc de Triomphe
- The Eiffel Tower
- Notre Dame de Paris
- les Invalides
- le Centre Pompidou
- la Place de la Bastille
- The Versailles Palace and gardens

Projected Activities - Inbound

Visiting students will attend classes as appropriate and available.

Visits will include to:

- Niagara Falls, NY
- Niagara Falls, Ontario & Niagara-on-the-Lake (with their host families)
- Bowling
- Lasertron
- Toronto, Ontario (with their host families)
- Albright-Knox Art Gallery or Western New York Historical Society
- Buffalo State College
- Shopping at Boulevard and Galleria Malls
- Moog
- Town of Tonawanda Police Station
- Downtown Buffalo - City Hall tour and meet the Mayor
- Buffalo Zoo
- Sports events
- Millard Fillmore house

Planned Fund Raising Activities

Parent booster clubs and volunteers usually plan fund-raising activities in conjunction with the teachers. Some past successful activities have included car washes, candy sales, baked-goods sales.

Plan for Attendance in Classes Inbound and Outbound

It is intended that participants, both students and advisors alike, will attend school/classes during both segments of the exchange. Visiting students will shadow their hosts, occasionally visiting other arranged classes / school activities, such as a F.A.C.S. class. It may also happen that visiting students take part in other field trips such as visits to downtown Buffalo, for example, while their hosts are in classes.

Plan to Bring Back to Home and Community the Benefits of the Outbound Portion of the Exchange

The following paragraphs are direct links between New York State Learning Standards and the proposed French exchange with Tourcoing, France. Without specifying exact dates for presentations/visitations, it is intended that returning students will make appearances in various classes to which the following Standards are related.

Art Standard #4: Understanding the Cultural Dimensions and Contributions of the Arts

"Students will develop an understanding of the personal and cultural forces that shape artistic communication, and how the arts in turn shape the diverse cultures of past and present society."

Ken-Ton participants will visit galleries, museums and exhibitions of French art (the Louvre, the Musée d'Orsay, le Centre Pompidou) and develop an appreciation of previously-unknown painters, sculptors, etc.

Example: From Rodin's sculptures, they will earn an appreciation for the difficulty of representing the human form in clay, bronze, etc. There is power in standing in front of the actual work of the artist's hands, not just a picture in a book. They will share this new knowledge with Studio in Art students.

Career Development and Occupational Studies Standard # 1: Career Development

"Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes and abilities to future career decisions."

While actually using the language to communicate in Tourcoing, our students will have the opportunity to personally observe many professions/occupations in which knowledge of another language might lead to a specific career path when combined with one or more other skills.

Example: Outgoing, amiable students particularly gifted in language-learning might develop interest in jobs in the travel-tourism industry, interpreters' positions, or international business or finance. Their American classmates would have their consciousness raised to this level, also, when returning students visit Business classes.

Career Development and Occupational Studies Standard #2: Integrated Learning

"Students will demonstrate how academic skills and knowledge are applied in the workplace and other settings."

Participating students will take French phrases, knowledge of structure and vocabulary out of the Kenmore classroom into the actual country in which people live the language. They'll use the language to have their needs met.

Example: When they return, they'll explain and demonstrate to their classmates:

- how to order food or drink in a restaurant or cafe;
- finding their way from the Louvre to the Eiffel Tower using directions received by asking a French gendarme for help.
- selecting a gift for their grandmother, inquiring about the cost and asking to have it wrapped for safety while being transported,

Career Development and Occupational Studies Standard #4: Career Majors

"Students who choose a career major will acquire the specific technical knowledge and skill necessary to progress toward gainful employment, career advancement and competencies necessary for success in the workplace."

A positive experience using French learned in the Ken-Ton classroom will interest a student participant in becoming a career French teacher; an increase in the number of vocabulary items used and retained will help in raising SAT verbal scores; students may become interested in teaching English as a foreign language or even in teaching English to French children in a French school. Certainly they will hear and experience French appreciation for Americans who can speak their language and are willing to try using it to communicate while traveling.

English/Language Arts Standard #1: Students will read, write, listen and speak for information and understanding

"As listeners and readers, students will collect data, facts and ideas; discover relationships, concepts and generalizations; and use knowledge generated from oral, written and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply and transmit information."

While preparing for the travel portion of the exchange, students will listen to, research and read many pieces of advice and related information in English. They'll need to hear, process, organize and internalize that information, so that when they need to apply it in France, in French, it will be there ready for them to use. Upon return, they will be able to relate experiences for French, English, Social and Studies classes.

English/Language Arts Standard #2: Students will read, write, listen, and speak for literary response and expression

"Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation."

Upon their return, students will read, listen to and relate music, drama, poetry and other literary genres to their lives. They might write a poem (in French or English) for their English journal. They might have read Victor Hugo's *The Hunchback of Notre Dame* and be able to visualize Quasimodo in the bell tower while at the cathedral, maybe even writing a literary response for their AP English class as a direct result of this experience.

English/Language Arts Standard #3: Students will read, write, listen and speak for critical analysis and evaluation

"As listeners and readers, students will analyze experiences, ideas, information and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues."

Students immersed in another culture will bring back a new perspective on and appreciation for cross-cultural differences and want to relate their new-found understanding to their fellow French, English and Social Studies classmates, either as a formal presentation to one of these classes or in an informal setting just among friends. They will be reporters, formally or informally, and they'll have some sort of judgment about what they experienced.

Languages Other Than English Standard # 1

"Students will be able to use a language other than English for communication."

Students will use French on a daily basis in in-home, school and society situations.

Examples: They will have needs met, make telephone calls, ask for, follow and give directions, explain their American family's dinner or holiday.

Languages Other Than English Standard #2

"Students will develop cross cultural skills and understandings."

There are a multitude of cultural differences they will learn to appreciate and value; some may even be adopted as their own. Certainly they will be examined and discussed upon return.

Examples:

- 1) They won't give their host family chrysanthemums as a hospitality gesture (these are only used as funeral/cemetery flowers in France!)
- 2) They will learn that French society values intellectual achievement over sports or physical prowess;
- 3) They'll learn to appreciate bread without butter (or not);
- 4) They will learn to use the 24-hour clock;
- 5) They will learn that men who carry purses or kiss friends as a sign of affection or that girls who walk down the street arm in arm are not a threat to their sexuality, and in fact have nothing at all to do with sexuality.

Social Studies Standard #2: World History:

"Students will use a variety of intellectual skills to demonstrate their understanding of the major ideas, eras, themes, developments and turning points in world history, and examine the broad sweep of history from a variety of perspectives."

Student travelers to France will see how French people understand and internalize their knowledge of the historical events that molded their nation. They'll learn that opinionated discussion is important and valued in France as an intellectual skill based on knowledge, not a dividing point. They'll see that French people's ideals are intellectual rather than pragmatic, and perhaps they will be able to appreciate that coming from a history of more than 2,000 years, French people are often perceived as arrogant rather than proud. We hope they will be able to relate this last piece of information to often-skeptical Americans!

Social Studies Standard #3: Geography

"Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live -- local, national and global -- including the distribution of people, places and environments over the Earth's surface."

When Ken-Ton students return, they will visit Social Studies classes with a new-found sense of geography based on their experiences in a microcosm of our country (France is about the size of Texas). There are tropical beaches, mountains taller than any in the continental US, and enough wheat produced within the country to feed all its citizens. Belgium is as close as Fort Erie to us. They will share with Earth Science classes that the Gulf Stream keeps northern France (where they'll be staying) warm in the winter.

Social Studies Standard #4: Economics

"Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms."