

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

(Must be submitted 8 WEEKS in advance)

Charge to Account No. _____

Teacher Requesting: MATT GABEL

School KE / KW

Date(s) of Trip 3/17/18 → 4/1/18 (app.)

Grade, Class German 10, 11, 12 students

Site of Trip Germany

CHAPERONE INFORMATION

Of Students: ~28-30

of Chaperones 3

Names of Chaperones

Substitute Needed (List time if not full day)

MATT GABEL

*Yes _____ No

PEG LUCERO

*Yes _____ No

CATHERINE REIMERS

*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 NONE

Depart From _____ at _____

Pick up From _____ at _____

Arrive Back At School At _____

Special Needs _____

Other Travel Arrangements – explain fully on itinerary See attached application.

Incomplete requests will be returned.

Approved ☒



Principal

3/1/17
Date

Approved ☒

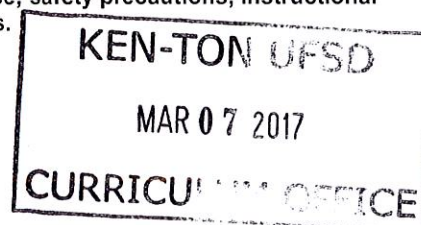
Disapproved ☐

(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 Union Free School District

1500 Colvin Boulevard
Buffalo, NY 14223

DISTRICT STUDENT EXCHANGE APPLICATION : CONTINUING EXCHANGE

German Exchange: Fall 2017, Spring 2018, Fall 2018

Submitted by: Matt Gabel, Kenmore West

Name and Location of Exchange School: Franken-Gymnasium Zülrich
Zülrich, Germany (near Cologne)

Sponsoring Organization: Teacher organized

Proposed dates For Exchanges: To be determined once the school calendar is finalized

Inbound from Germany: October 17-28, 2017
Inbound from Germany: October 2018, dates tbd
Outbound to Germany: Spring 2018, dates tbd

Number of school days involved in the exchange:

Inbound: German students will be with us for eight school days

Outbound: Five or six days, depending on flight schedule.

Ken-Ton Faculty Advisors:

Matt Gabel, Kenmore West
Peg Lucero, Kenmore East
Katie Reimers, Kenmore West

Visiting Faculty Advisors: Merle Braendel and Roccio Hülshorst, English teachers at the Franken-Gymnasium

Estimated number of students: 25-30 Ken-Ton, 18-20 German

Estimated Cost per student: \$2100-\$2300

This estimate is based on our most recent exchanges and includes flight, all activities in Germany, chaperone costs and some activities on the inbound portion of the exchange.

Insurance Coverage: Our students will have health insurance coverage through a German insurance company specializing in insurance for foreigners in Germany. The cost to them is approximately \$1.50 per day. The German students will have similar health insurance coverage. Purchase of individual travel insurance policies is at the discretion of each individual, and is recommended. Normally, students' current insurance is in effect while traveling abroad.

Planned activities - Inbound

In the past two exchanges, we have planned and carried out very full itineraries during the inbound phases. The following past activities will be options for our next exchange:

- Genesee Country Village
- Niagara Falls/Old Fort Niagara
- Architectural walking tour of downtown Buffalo, visit to City Hall
- College campus tour (Buffalo State)
- Visits to all German classes, high school and middle school
- Visits to other classes for cross-curricular lessons
- Some shadowing of American partner students
- Albright-Knox Art Gallery
- Darwin Martin House

Individual field trip and bus forms will be submitted in the Fall.

Planned activities - Outbound

We will be planning our activities for our stay in Germany in close cooperation with our German partner teachers over the course of the next six months. Some expected activities include:

- Visits to the museums and historical locations of Zülrich, a city of 20,000 with many monuments of Roman and medieval history
- Visits to various sites in Köln (Cologne), famous for its medieval cathedral
- Visits to cities and castles along the Rhein River, the Mosel, and the Ahr
- Visit to near-by cities of Bonn, Aachen, Düsseldorf, and Trier, the oldest city in Germany
- Class visitations and in-school activities on school days
- Possible stopover to Munich or Berlin for three days, two nights

Planned Fund Raising Activities

All fund raising activities will follow established Board of Education fund raising and field trip policies. Parents will be informed as to the procedures for establishing a booster organization. Students wishing to organize fund raising activities will be able to do so through the German Club in each building with the assistance of the German Club advisors. Past activities have included: candy sales, baked goods sales, and spring plant sales through a local nursery. Teacher advisors will assist in any way possible in fund raising, including attending parent booster meetings, filing necessary paper work in school, arranging for meeting spaces, and / or handling funds through school activity accounts. A strong recommendation from the parents of the last two exchange groups was that students take greater responsibility for their fund raising activities, with the goal being to help them gain a greater appreciation of the value of their trip. Actual fund-raising activities to be determined.

How Proposed Exchange Is Related to The Curriculum

I. Board Policy

In 1989, our Board of Education adopted a policy supporting foreign exchange programs for our students. At the time, the Board recognized the following academic benefits, which were explained in the language of the policy itself:

1. To give students the opportunity to know people their own age living in another country.
2. To provide an authentic language and cultural environment; to improve student motivation to learn and use the target language, as well as to comprehend other cultures.

3. To give students the opportunity to improve their communicative skills in the target language.
4. To deepen international understanding and mutual respect as a result of an experience in a new culture and the formation of cross-cultural friendships.
5. To increase student awareness of the needs and interests of others by integration in a new family, and by working with a group to plan and carry out the entire exchange program.
6. To help students develop greater maturity and sense of responsibility as a result of the total exchange experience.

II. Knowledge Skills & Abilities

Foreign exchange experiences can deliver tangible benefits in reaching the following facets of the district's KSAs. These statements were adopted by the Board in November 1996.

Ability to Adapt

Individuals will demonstrate a cooperative and positive attitude, a willingness to accept challenges, the flexibility to adjust to change and the capability to create new options.

Character Development

Individuals will demonstrate a realistic understanding of personal strengths and weaknesses, self discipline, empathy, honesty and a strong sense of personal and civic responsibility.

Teamwork

Individuals will demonstrate the ability to work with others toward a common goal and a willingness to share ideas and resources in order to achieve success.

Communication

Individuals will demonstrate the ability to communicate and understand each other's ideas through written, verbal and artistic expression.

Problem Solving

Individuals will demonstrate the skills needed to generate solutions, evaluate each and determine the best outcome.

III. New York State Learning Standards

The following New York State Learning Standards are directly supported through exchange experiences:

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.

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.

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.

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.

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.

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 and 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.

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.

English/Language Arts Standard #4: Students will read, write, listen and speak for social interaction.

Students will use oral and written language for social communication with a wide variety of people. As readers and listeners, they will use the social communication of others to enrich their understanding of people and their views.

Languages Other Than English Standard #1: Students will be able to use a language other than English for communication.

Languages Other Than English Standard #2: Students will develop cross cultural skills and understandings.

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.

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.

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 unites function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Plan For Attendance In Classes Inbound and Outbound:

Schedules will be arranged for students in order that they may have the opportunity to sample a variety of different course offerings. In the past, German students have been invited to participate in classes in almost all curricular areas. When not attending specially arranged classes, students will be expected to 'shadow' their partner student. Each school day will include a home room period at the beginning of the day, when students will have the opportunity to debrief about their experiences, write in their journals, or get assistance with any problems they may be having.

Plan To Bring Back To Home And Community The Benefits Of The Exchange:

American students participating in the exchange will be expected to keep a journal of their experience throughout both phases of the exchange. At the end of each phase of the exchange, the students will have opportunities to meet with German classes at the high schools and at the middle schools to make presentations to classes on topics relevant to the curriculum. Students will also have the opportunity to make presentations to community groups. The students in each high school will assemble a display case in their building. The students will also be asked to meet with students and parents involved in future exchanges.

The Franken-Gymnasium Zulpich students, while they are here, will also be asked to make presentations to German classes and, upon request, to community groups interested in meeting with them.

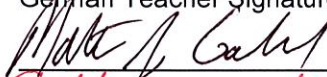
Principals' Signatures




Date

3/1/17
3/1/17

German Teacher Signatures





3/1/17
3/1/17
3/1/17

School Board Approval

Date
