

**Kenmore-Town of Tonawanda
Union Free School District**

**1500 Colvin Boulevard
Buffalo, New York 14223**

DISTRICT STUDENT EXCHANGE APPLICATION

Spanish Exchange 2018-2019

Submitted by: Georgia Smith –Kenmore West
Michael LaPaglia- Kenmore West
Matthew Gabel- Curriculum and Learning Specialist- Languages Other Than
English- Kenmore West

Name and Location of Exchange School: Instituto de Enseñanza Secundaria –Gonzalo Torrente
Ballester: Santa Marta de Tormes, Salamanca- Spain

Sponsoring Organization: Teacher Organized

Proposed dates For Exchange:

Inbound:	TBA/ October, 2018
Outbound:	TBA/ Spring 2019

Number of school days involved in the exchange:

Inbound: Spanish students will be with us for approximately four to five school days
depending on their vacation schedule.

Outbound: Approximately five days

Ken-Ton Faculty Advisors: Georgia Smith – Kenmore West

Michael LaPaglia- Kenmore West

Additional Chaperones: Jennifer Flowers-- (Kenmore West)

Visiting Faculty Advisors: Encarna Hernández Pascual, Ana Quiroga, and Belén Gil.

Estimated number of students: Thirty-two (32) Ken-Ton, and Salamanca, Spain

Estimated Cost per Student:

\$2350. This estimate is based on the cost of recent similar exchanges to Spain, France and Germany. The cost includes flight, meals, all activities and excursions in Spain, as well as chaperone costs.

Insurance Coverage:

Our students will have the option to purchase health insurance coverage through a Spanish insurance company specializing in insurance for foreigners in Spain. The cost to them is approximately 60 cents per day. The Spanish 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 coverage is in effect while traveling abroad.

Planned Activities- Inbound

As in the previous exchanges with students, we have planned and carried out very full itineraries during the inbound phases. The following are examples of past activities and others that may be options for our upcoming exchange with Salamanca:

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

Planned activities – Outbound

We will be planning our activities for our stay in Spain in close cooperation with our Spanish partner teachers over the course of the next school year. However, there are certain activities that we can definitely say will be included. These are activities are:

- Visits to the museums of Salamanca, including its' 13th century University- the oldest in Spain, and to the sites in the surrounding area
- A visit to Segovia to tour the Alcázar- Queen Isabel's former home – and the town's 16th century cathedral (built by Carlos V)
- A visit to Toledo, (the former capital of Spain) a neighboring city with a rich cultural heritage

- Journey into the Castilian countryside to visit El Escorial, the eighth wonder of the world
- A three day visit to Madrid and to the Palacio Real (Royal Palace)
- A visit to the Prado - Spain's premier museums and the museum of Queen Sophia to see Picasso's famous painting 'La Guernica'
- An evening of Flamenco dance
- Class visitations and in-school activities on school days
- Some shadowing of Spanish partner - students

Planned Fund Raising Activities

All fund raising activities will follow established Board of Education fundraising and field trip policies. Students wishing to organize fund raising activities will be able to do so through the Foreign Exchange Club at Kenmore West, and the Spanish Club in each building with the assistance of the Club advisors: Georgia Smith, Karen Young, at Kenmore West; and Ivette Padín, at Kenmore East. Past activities have included candy sales and baked goods sales. Teacher advisors will assist in any way possible in fund raising, including filing necessary paperwork in school, arranging for meeting spaces, and / or handling funds through school activity accounts. Students will be encouraged to 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. Fall fundraising activities as listed on separate fund raising request form. Spring 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 KSA's. 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 units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

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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, students from Spain have been invited to participate in classes in almost all curricular areas. However, when they are 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 end 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.


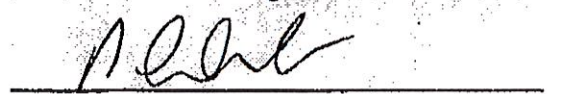
The Plan for Sharing the Benefits of the Exchange with Home and Community:

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 Spanish 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 Spanish students, while they are here, will also be asked to make presentations to Spanish classes and, upon request, to community groups interested in meeting with them.

Principals' Signatures

Date

11/6/17
11/6/17



KENMORE WEST HIGH SCHOOL

An International Baccalaureate World School

Mr. Dean R. Johnson, Principal
Mr. Daniel Charland, Assistant Principal
Mr. Matthew Raines, Assistant Principal
Ms. Dina Ferraraccio, Assistant Principal



October 16th, 2017

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

Dear School Board Representatives:



We have had an Exchange Program in Zamora for the past fourteen years. However, due to retirement and lack of interest with new staff on the faculty in Zamora, we had to terminate our Spanish Exchange Program with the Instituto de Enseñanza Secundaria (I.E.S.), Claudio Moyano. We have been reaching out to our colleagues there for over a year now but we have not been successful. They have said there isn't anyone in Zamora who is interested in continuing the process. In fact, the lack of correspondence resulted in us being unable to offer an Exchange for the 2017-2018 school year. As a department we found this unacceptable, so we have been pursuing other schools interested in implementing a program with us.

As it turns out, we found a friend of ours teaching at I.E.S. Gonzalo Torrente Ballester and she and her principal are very much interested in organizing an exchange with us. Her name is Encarna Hernández Pascual, and she originally organized the exchange with Ken-Ton fourteen years ago when she was teaching in Zamora. She traveled to Ken-Ton once with her students in 2004, but after returning to Spain she was transferred to another school district. She is very familiar with our exchange programs, our expectations and our security guidelines. We are very pleased to have reconnected with her at her new school.

As a result, the enclosed proposal is from the Spanish teachers in the Department of World Languages, and it addresses two primary issues. One, we are requesting your permission to change our Ken-Ton Spanish Exchange Program from I.E.S. Claudio Moyano in Zamora, to I.E.S. Gonzalo Torrente Ballester in Santa Marta de Tormes (Salamanca). Two, we are asking for your approval to reconvene our Student Exchange Program in the 2018-2019 academic year. Mr. Antonio J. Blasco López, Principal of G. Torrente Ballester has written to me demonstrating his interest in establishing an Exchange Program with our School District, and I have enclosed a copy of his letter. I.E.S. Gonzalo Torrente Ballester is located in Santa Marta de Tormes, in the outskirts of

the city of Salamanca, a nice and calm residential area. It receives its name from its river (the Tormes River), which runs along it. There are three primary schools in the area as well as two high schools. Your consideration and prompt decision concerning the re-institution of the Spanish Exchange Program, will be greatly appreciated. Should you have any further questions please contact us and we'll be more than happy to help.

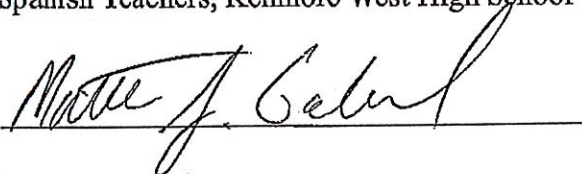
Sincerely,

Georgia Smith
gsmith2@ktufsd.org

Michael LaPaglia
mlapaglia@ktufsd.org

Spanish Teachers, Kenmore West High School



Matthew Gabel
World Languages Coordinator

Board of Education President

Date