

Please Note: These minutes are pending Board approval.

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting on Tuesday, March 20, 2012, in the board room at 3 Primrose Street.

D. Leidlein, Chair	J. Robinson
L. Roche, Vice Chair	L. Gejda
C. McCubbin, Secretary	R. Bienkowski
R. Gaines	8 Staff
W. Hart	approx. 100 Public
K. Alexander	2 Press
J. Vouros	

Mrs. Leidlein called the meeting to order at 7:42 p.m.

Item 2 – Public Participation

First Selectman Pat Llodra, spoke about the N.I.C.E. program. Newtown's commitment to partnership with the Hanban Network demonstrates to our students and community that the world has changed and we support opportunities for the program to evolve and be consistent with our values. She is going on the spring visit to China and hopes to discuss economic development and environmental concerns. She thanked the Board for their efforts with this program.

Marina Leonart Calvo, high school student, read a letter from Samantha Kent, a former Newtown High School student who was one of the nine students who originally were involved in the N.I.C.E. program. She feels being part of this program has helped her be successful.

Sandra Rasmussen, 59 Scudder Road, is a new member of the N.I.C.E parent organization which has launched a project to have an outreach package for the public.

Desiree Galassi, 151 Huntingtown Road, was part of strategic planning group and is now president of the N.I.C.E. PTO. They have an informational website for the community which is also linked to the district website. They are also working to incorporate themselves so they can receive scholarship monies.

Mr. Gaines and Mr. Alexander joined the meeting at 8:00 p.m.

Nicole Davis, a high school student, said her family has been involved in this program for three years hosting students. This has been a most memorable high school experience and impacts the community in a positive way.

Luke Sherin, high school student, read a letter and poem written by a student who stayed with his family.

Po Murray, 38 Charter Ridge Drive, asked the Board to do more work on the strategic plan and student achievement. The N.I.C.E. program deserves the Board and community support to be integrated in the action plan. She is the vice chair of the program and would like to see Board of Education funding in the future.

Mrs. Leidlein said there are on-going sub committees working on the strategic plan that will give us the structure to guide us. She spoke about the loss of Norm McConnell and asked for a moment of silence. He was a wonderful man and teacher and will be missed by faculty and students.

Dr. Robinson said Mr. McConnell started in 1998 as a technology specialist working throughout the district and shared her experience at his memorial service on Saturday.

Item 1 – Consent Agenda

MOTION: Mrs. Roche moved to approve the consent agenda which included the minutes of March 6, 2012, the resignation for retirement of Dee Cupole, head nurse at Newtown High School, spring volunteer coach for softball Tara Kalberer, and the donation of \$750 from Newtown Babe Ruth to the Newtown High School baseball team. Mr. Alexander seconded. Vote: 5 ayes. Mr. McCubbin and Mr. Vouros abstained.

Item 4 – Old Business

N.I.C.E. Program Presentation:

Jason Hiruo spoke about the Newtown International Center for Education (N.I.C.E.) Program. The presentation focused on the major components of the program which contribute to the success of the program, the connection between N.I.C.E. and the education standards at the district, state and national level, the program challenges, and the recommendations to the Board of Education that can assist us to help move the program forward (see attachment). Mr. Hiruo thanked the Board for recognizing the program and that it is our responsibility to prepare our children for their world. His report spoke about the five major components of N.I.C.E. which are student life, district relationships, school and community cultural learning events, resources, support and professional development, and outreach and support.

Students Ben Galassi and Kylie Gallagher spoke about the Model UN Club where students address current world issues.

Tess Murray and Kelsey McEvoy spoke about their experiences hosting a Chinese student.

Students Eric Song and Annie Beier shared their experiences attending the international student forum in Kyoto, Japan.

Mr. Hiruo stated that we have not used any district funds for these trips. The teachers pay to go and they also teach there. We hope to raise money for scholarships for students and teachers.

Mr. Vouros asked how he was able to get everything done and suggested finding someone in the community to help.

Mr. Hiruo stated that students, educators and parents all collectively work with the program and devote their time seven days a week.

Mr. Vouros was concerned about substitute teacher costs during the trips.

Mr. Hiruo budgeted enough money to cover that expenditure for the district. The majority of the trips are over April break. With the Japan partnership we will go when school is out.

Mrs. Roche was pleased he was addressing students who could not afford to go.

Mr. Hiruo is working with a travel agency to diminish costs. The more we bring, the lower the cost.

Mrs. Roche asked the criteria for student selection into the program.

Mr. Hiruo said they have to be strong academically and are students that best represent the school and community. They apply and have an interview process. When we go abroad we become a family unit.

Mrs. Roche asked for the projected costs for next year.

Mr. Hiruo said we always get our \$11,500 grant from the Confucious Classroom. We also have an annual donation from a Newtown resident of \$6,000 per year. We are trying to cut back on costs for gifts, which is cultural and what we do here for the visitors.

Mr. Hart feels this program should be a core mission of this district to have excellence in education. He mentioned the possibility of bringing world language to pre-K through grade 12 students.

Mr. Hiruo said we are developing the capacity to become leaders for the educators. Common core standards are being tied into global education.

Mr. McCubbin asked if there were any thoughts to putting the costs out for the public and giving them an opportunity to ask questions.

Mr. Hiruo said we have a FAQ section on our website. His concern is if we put the costs on line it will impact our relationships with these countries. We try to avoid the specifics of costs. Culturally it can create problems. We have to protect the integrity of the program.

Mr. Cody thought it might be a line item in the budget for the public to understand.

Mr. Hiruo feels we should be as self-sufficient as possible.

Mr. Vouros addressed having a foreign language in each elementary school.

Mr. Hiruo said Sandy Hook School has a morning Mandarin project before school starts which is on a volunteer basis. The intent is there to develop the program throughout the district.

There is also an intern at Hawley School who is fluent in Japanese and is conducting workshops open to all ages.

Mrs. Roche feels we should be able to see where this N.I.C.E. money is recorded in our budget.

Mr. Bienkowski said funding goes through the high school student activities account. They are private grants.

Mrs. Roche said it would be helpful to be done under one line item so the Board can follow it. The Reed scheduling committee is also looking at bringing in other programs.

Mr. Hiruo said the N.I.C.E. program has influenced a lot of people. There is no connection between N.I.C.E. and music and art at Reed.

Mr. Alexander said the best way to have a line item for N.I.C.E. is to give them money.

Mrs. Leidlein asked if this was going to be a program only at the high school or would it become something where there is an application process with a full-time commitment to global studies. Where is this program going?

Dr. Robinson said the global studies in Norwalk get state funding as a magnet school and draw from surrounding communities. We are going to continue to enrich our program with no ambition of a magnet school. This is a rich program that has grown rapidly. We want to be known as a global studies school.

Mrs. Roche asked if it would ever get so big that you would need money from the district. Mr. Hiruo said as we add more students there may be some financial support needed. Mrs. Leidlein asked if the district provides funding would the ability to get grants diminish. Mr. Hiruo said the grants won't be impacted.

Item 5 – New Business

Strategic Plan Character Tree Rollup Development:

Judy Blanchard and Tony Salvatore presented the character tree rollup to the Board. It was designed by a student and the community was asked for their input. She and Dr. Salvatore asked the Board of Education and other boards to put these up at their meetings. They also asked that the posters be put up in each classroom.

Dr. Salvatore said this is the centerpiece of the safe school climate policy. At the community level we hope this becomes the first thing reviewed at each public meeting made visible to students and the community.

Mrs. Blanchard said the committee is listing where this needs to be presented and explained such as Parks and Rec. for coaches, the Rotary and Lions clubs, and the clergy association.

Mrs. Roche mentioned that it didn't say it was developed by the Newtown Schools. Mrs. Blanchard agreed there should be some identification. Dr. Salvatore said we didn't want to limit it as just a school piece.

Item 3 - Reports

Financial Report:

Motion: Mr. Hart moved to approve the financial report and transfers for the month ending February 29, 2012. Mr. Gaines seconded.

Mr. Bienkowski went over the financial report. The overall projected balance has declined by \$44,000. We have a positive balance but the needs for special education are unanticipated. He recommended two sets of transfers.

Vote: 7 ayes

Mrs. Leidlein received a communication today from the Town Clerk's office with a petition for the Board to hold a public hearing.

Correspondence:

Mr. McCubbin said the Board received correspondence from Eliza Pietron regarding daily and hourly rates for buses transporting students to Milford, Connecticut, Alisa Farley with new ideas for the Newtown Budget Guide, Dave and Tracey Fiore with appreciation for the coffee with the Board and concerns about police searches on school campus, Warren Hoppmeier regarding Southbury holding their budget to a zero increase for two years, and Po Murray regarding the transportation cost for the ice hockey team.

Chair Report:

Mrs. Leidlein attended the Board of Finance meeting with their recommendation of reducing the requested increase by \$700,000. She attended the high school play and commended Jane Matson and the cast and crew. She also attended the girls basketball championship game and asked to invite them to a future Board meeting to recognize them for their accomplishments along with their coaches. The Legislative Council education subcommittee meeting will be held tomorrow night.

Superintendent's Report:

Dr. Robinson said that Linda Gejda is part of the NEASC team visiting the Meriden school system which began on Sunday. We have a team going to Massachusetts for training on the NEASC and the point person at the high school will be Jaime Rivera. We received a letter from the State with the date for teacher negotiations of July 19. It is determined by when we hold our referendum. Because it starts in July we have to discuss who from the Board will be in the negotiations.

Mrs. Leidlein said currently it's Mr. Hart, she and Mrs. Roche. We need three or four. Dr. Robinson said we need an extra person for the summer.

A middle school team in the future design competition won and will be going to the national competition in Washington, D.C. She congratulated the high school girl's basketball team and coaches for winning the championship.

Strategic Planning Team #3 Teaching and Learning is making progress toward a plan that is updated and guides the work to fulfill this strategy. The technology team is just getting started and we expect the entire team will meet this fall.

The Governor was at Bethel High School last week where he heard concerns of people regarding the upcoming changes in tenure, certification and teacher evaluation.

State Bill 24 is expected to be reported on March 26. We started on our teacher evaluation plan a year ago.

Item 4 – Old Business (continued)

Calendar Emergency Closing Day Explanation:

MOTION: Mrs. Roche moved that the Board of Education approve the emergency closing days explanation for the 2012-2013 school calendar. Mr. Gaines seconded. Mrs. Leidlein read the suggested wording.

Mr. Alexander amended the motion to read as follows:

The calendar builds-in five emergency closings, with the last day of school projected as June 18th. Unused closings will be deducted from this date. Extra closings will be added on June 19, 20, 21 with additional days taken from the end of April break (4/19, 4/18, etc.).

Mr. McCubbin seconded

Vote on amendment: 7 ayes

Vote on motion: 7 ayes

Item 5 – New Business (continued)

Policy 4-607.2, 4-607.3, 7-102, 7-104, 7-104.1 and 3-202 were listed for first read.

The transfer policy was discussed.

Mrs. Leidlein said there have been some occurrences that the policy sub committee wanted to review to have a better understanding of where money was being spent.

Dr. Robinson said if the changes to the policy were made the Board would have to approve every EA prior to implementing.

Mr. Hart asked how quickly these positions would have to be approved.

Dr. Robinson said if we needed an EA immediately we couldn't have them start till after Board approval. Normally it would only take two days to have someone start.

Mr. Hart asked how many transfers would be brought to the Board each year.

Mr. Bienkowski said it would be a significant number.

Mrs. Roche said the auditor reviewed this.

Mr. Bienkowski stated that all transfers within major object codes come to the Board now and would be listed in the financial report.

Mrs. Leidlein said most districts require transfers brought to the Board.

Mr. Bienkowski feels our system is efficient. He is concerned that there is suspicion something is not being done properly.

Mrs. Leidlein said they just want to see where the money has been moved. All transfers are approved on the Town side.

Mr. Bienkowski said the Town has a simple account structure.

Mr. Hart said we need very clear definition on where you want to see it. The detailed report is huge. We have people in town who believe that we should have a rock bottom budget. The policy has to state what Mr. Bienkowski has to report.

Mr. Gaines asked the cost for the auditor to review the policy.

Mrs. Leidlein said there was no charge.

Mr. Gaines said it was necessary to identify what we are talking about. He doesn't believe the new line in the policy adds to the efficiency of running the department.

Mr. Bienkowski said we added an additional column in the budget to show the difference from what was approved and where we were. He would prefer to work with the processes we use today and expand on them.

Superintendent's Evaluation:

Mrs. Leidlein said they stated they would evaluate the Superintendent in March so she would like to do that at the next meeting or the one after that. We would use the tool in the policy.

Dr. Robinson said the statute states that we have to mutually agree on the tool. In the fall of 2007 Tom Jokubaitis brought the newly revised evaluation. The Board and she agreed on that instrument and she would not like to change. The evaluation should be done the end of the year.

Mrs. Leidlein said it would be used to look at any salary changes and be based on the progress so far. CAFE recommends a mid-year evaluation. It is essential to have an evaluation now.

Dr. Robinson feels to do it in April, May and part of June may not be a reasonable amount of time.

Mrs. Leidlein stated the Board would look at that.

Mrs. Roche said we are behind because of the budget meetings.

Mr. Hart stated that this wasn't a Board decision.

Mrs. Leidlein said the current Board has nothing to base their evaluation on.

Dr. Robinson said it is done in executive session.

Mr. Hart said nothing in executive session from last August applies to anything this year.

Mrs. Leidlein suggested using the CAFE/CAPSS model.

Mrs. Roche made a motion that the Board uses the current policy to review and evaluate the Superintendent.

Mr. Hart said the law states the evaluation document is by mutual agreement.

Mr. Gaines said it was difficult using the CAFE policy when there's a change in the Board mid-year. It's not appropriate to have a mid-year evaluation in an election year. New members can't get a feel for the job the Superintendent has been doing. It's also not appropriate for an evaluation two months before the end of the year.

Mrs. Roche said there's no written evaluation so it's very frustrating with no comparison to make.

Mrs. Leidlein said goals are based on the previous evaluation.

Mr. Vouros said he, Mrs. Roche and Mr. McCubbin could only evaluate Dr. Robinson from December 6.

Mrs. Leidlein said to postpone it until June is not in the best interest of the community.

Mr. Hart said everyone else's evaluation is protected and confidential. Everything for Dr. Robinson is subject to FOIA.

Mr. Alexander didn't think the written portion has anything to do with the evaluation procedure at this point.

Mrs. Leidlein said if the statute says we have to agree upon the tool and Dr. Robinson has no problem with using that we can use the one in place. The CAFE/CAPSS tool was used in the last two evaluations.

Mrs. Roche suggested checking with the Board attorney.

This would be added to the next agenda.

Mrs. Roche asked for the policy and procedures.

MOTION: Mr. Gaines moved that the Board of Education authorize the Superintendent to send written notification to the teachers on the 2012 non-renewal list. Mr. Hart seconded. Vote: 7 ayes

Dr. Robinson said they have to be notified by May 1. It used to be April 1.
Vote: 7 ayes

Item 6 – Public Participation - none

MOTION: Mr. Alexander moved to adjourn. Mr. Gaines seconded. Vote: 7 ayes

Item 7 - Adjournment

The meeting adjourned at 12:48 a.m.

Respectfully submitted:

Cody McCubbin
Secretary

Newtown Public Schools
Newtown International Center for Education
N.I.C.E.

March 20, 2012

NICE and the Newtown Educative Team that work with the NICE Program would like to thank the 2012 Newtown BOE members for allowing us this opportunity to highlight the NICE program in its entirety. By taking the time to listen and offering your support to this district initiative, you have demonstrated an invaluable recognition in the work that a large number of educators in the Newtown Schools value. We recognize and appreciate your support.

This presentation will focus on:

- informing everyone of the major components of NICE;
- a celebration of our success, recognizing our students and the programs associated with our students;
- the connection between NICE and education standards at a district, state, national level;
- our program challenges and how we can work to resolve them, furthering the opportunities for our students and educators;
- recommendations to the BOE that can assist us to help move the NICE program forward as we continue to develop greater learning experiences and opportunities.





NICE

**The Newtown International Center for Education
March 20, 2012**

Contents:

- 5 Five Major Components of NICE
- 6 Program Projects and Participants
- 7 Program Projects and Participants Continued
- 8 2012 Projections
- 9 2013 Projections
- 10 I. Student Life
- 11 Student Life: The Model UN
- 12 Student Life: Global Voice
- 13 Student Life: American Field Service
- 14 Student Life: Geography Bee
- 15 Student Life: Geography Bee, Student/Educator Reference Site
- 16 II. District Relations
- 17 Affiliate Cooperative Logos
- 18 Reference Letter: Chris Liviccari, Director, World HQ, Asia Society
- 19 Reference Letter: Dr. Robert Fish, Director, Japan Society
- 20 Reference Letter Continued
- 21 III. School and Community Cultural Learning
- 22 IV. Resource, Support & Professional Development
- 23 IV. Continued
- 24 Cultural Awareness: NICE Support to Newtown Classrooms
- 25 V. Outreach & Support
- 26 Celebrations and Success
- 27 Commendations
- 28 Connections
- 29 NICE Purpose and Rationale
- 30 Newtown Public Schools Core Belief
- 31 Newtown Core Character Attributes
- 32 Student Outcomes from our Connections
- 33 Program Challenges
- 34 Resolutions to Challenge
- 35 Cost to Travel
- 36 Governor Proclamation
- 37 US Secretary of Education, Arne Duncan
- 38 First Selectman Newtown Proclamation
- 39 Administrative Job Responsibilities
- 40 Responsibilities Continued
- 41 Connecticut State Board of Education: Position Statement on
- 42 International Education and Exchange: Guidelines for Policymakers
- 43 Recommendations
- 44 Supplemental Material

The Five (5) Major Components of NICE

1. Student Life

21st Century students require opportunities to learn about themselves and their world around them in a global context. NICE provides after-school activities, sponsors support to clubs and student organizations, brings in guest speakers, facilitates field trips, develops leadership and participatory experiences for students with multiple interests and learning styles; and initiates developmental opportunities for students to build their own capacity as global citizens.

2. District Relationships

In four years, NICE has reached the community, through the State of Connecticut, and across the oceans to impact and collaborate with students and educators from around the world. There are no other programs in Connecticut like NICE that have developed the network of educational support and professional connections like the NICE program. This network of professional cooperation, collegial support, and friendships represent the district at an international level, and ultimately representing our township and how we prepare our students for *their* world.

3. School and Community: Cultural Learning Events

As educators, it is our responsibility to educate more than just our students as we are collectively responsible for the education and experiences of our students. In preparing and providing our students with learning experiences, we feel it is necessary to provide these same learning opportunities to our community in the 21st Century. Providing learning opportunities for our adults develops not only program awareness and international appreciation of cultures, but develops global citizens of character.

4. Resources, Support, and Professional Development

As the need and interest for global education expands, it is necessary to support educators to inform and prepare them with the capacity to feel knowledgeable and confident in their craft of teaching students at all levels and modalities. NICE works to offer learning and teaching experiences for any Newtown educator interested in furthering their skills and expertise. This support stretches beyond Newtown educators as we collaborate with aspiring programs, State Department requests, inquiring international programs, and individual educators that look to NICE as CT education experts in international program development and sustainability.

5. Outreach and Support

Communication – Funding – Inclusion - Expansion. These are elements that are necessary to move the program forward on a local and global scale. To obtain these elements, it is necessary to seek support while NICE is the foundation of support. With necessary funding and elevated communication to the community, colleagues, partners, and friends, NICE can stimulate greater sustainability and preparation for our students and educators. We are fortunate to have extraordinary levels of support from our parents and community through the NICE PCO (Parent-Community Organization) that is drawing upon their own professional experiences and career expertise to build a foundational framework of support for the students, educators, and families associated with NICE.



THE NEWTOWN INTERNATIONAL CENTER FOR EDUCATION

Major Components of The NICE Programs (2012)

CHINA PROJECT (NHS, NMS, RIS, SHS)

*(A. Friedman, K. Matz, M. Parvis, D. Russell, L. Zandonella, J. Rivera, R. Gendreau, T. DeJulio, T. Brant, L. Hoagland, C. Fedak, B. Neumeyer, C. Brainard, J. Edwards, C. Napoli, K. Violette, D. Hong, L. Battisti, K. Kelso, L. Ward, E. Alicea, L. Meyer, W. Bowen, C. Cincigrono, S. Glynn, K. Buesing, K. Bremer, J. Sinal, M. Drabik, G. Lynch, M. Tenenbaum, M. Smith, J. Panone, J. McCabe, K. Strobel, B. McFadden, R. Patterson, S. Connelly, K. Dye, K. Norden, S. Lang, M. Mahoney, K. Hedin, B. Panzerella, K. Matz, K. Anderheggen, C. Usher, K. Gramolini, T. Varga, L. Fressola, C. Martin)

1. Liaocheng Sister Schools
2. Shanghai Sister Schools
3. Asia Society-Confucius Classrooms Network
4. NICE-Yale University Cooperative
5. NICE-University of Bridgeport Cooperative
6. Cultural Workshops and International Awareness

JAPAN PROJECT

*(Amy Repay, Liz Ward-DeLeon, Jeremy O'Connell, Tim DeJulio)

1. Japan Society Partner Alliance Program (Field trips, Workshops, Student Culture Events)
2. Ritsumeikan Sister Schools (Kyoto) [Development Stage]
3. Annual International Student Forum, *RUISF*, 30 Participating Countries
4. Introductions to Japanese Culture Afternoon Workshops (Open to Public)
5. Japan Film Festival (Open to Public)
6. NICE-Wesleyan University Freeman Foundation Partnership
7. Cultural Workshops and International Awareness

FRANCE PROJECT [Development Stage]:

*(World Language French: Battisti, Davidson, Greenfield)

1. Alan High School, Lycée Alain, Paris – sister school program developing
Note: Alan High School is currently a sister school of Liaocheng Schools

ITALY PROJECT [Research Stage]:

*(World Language Italian: Pistrutto, Battisti)

1. Niscemi, Southern Sicily via Italian Consulate, International Affairs Office

SPAIN PROJECT [Research Stage]:

*(World Language: Sargent, Napoli, Vega, Ward-DeLeon, Kelso)

MODEL PROGRAM RESPONSIBILITIES AND REPRESENTATION FOR NEWTOWN SCHOOLS; THE STATE OF CONNECTICUT DEPARTMENT OF EDUCATION; CONNECTICUT ASSOCIATION OF SCHOOLS

*(J. Hiruo)

1. Newtown High School

THE STUDENT AMBASSADOR PROGRAM, Grades 5-12:

*(A. Friedman, W. Bowen, C. Cincogrono, G. Lynch, M. Drabik)

1. Newtown High School
2. Newtown Middle School
3. Reed Intermediate School

THE MODEL UNITED NATIONS/ MODEL U.N. CLUB:

*(Adviser: L. Meyer)

GLOBAL VOICE CLUB:

*(Adviser: C. Brainard)

AMERICAN FIELD SERVICE (AFS) CLUB:

*(Adviser: M. Snieckus, J. Davidson)

GEOGRAPHY BEE CLUB [Development Stage]:

MORNING MANDARIN WORKSHOP PRIOR TO SCHOOL:

*(C. Ying)

1. Sandy Hook Elementary

ONLINE RESOURCES DEVELOPMENT [Research Stage]

1. Host Family Blog/ Student Ambassador Family Blog
2. Sister Schools online network: Epals, Google +
3. Website reconfiguration and program representation
4. Student Portfolios and Study Abroad Projects
5. NICE PCO: www.nicepco.org

NICE PARENTS-COMMUNITY ORGANIZATION (NPCO):

*(D. Galassi, P. Murray, C. Wakeman, C. Lapp, I. McIntyre)

1. Contributive Sponsorship and Program Funding
2. Community Outreach and Communication
3. Host Family Support
4. Network Connections and Community Experts

*Represents active teacher leaders and participants in NICE district-wide specific to project.
Participants that are not included above does not indicate exclusion from contribution (February 2012).

Newtown International Center for Education: Projections 2012-2014

All projections are contingent upon, but not limited to: student participation; family participation; grant funding; donations and/or individual contributions; sister school partnership development; network support of university cooperatives; non-profit organization memberships; parent-community organization support.

(February 2012)

2012 – 2013

- Student Travel: To exceed minimum of 50 students
NICE initiates Student Scholarship Program
- Teacher Travel: To maintain 10-15 educators annually
- Partnerships:
- 1) Liaocheng, China to send student & educator delegates (40)
 - 2) Shanghai, China to send educator delegates (15)
 - 3) Kyoto, Japan to initiate first educator study team visit (10)
 - 4) France to initiate first principal visit (2-3)
 - 5) NICE, in collaboration with World Language Dept, to initiate dialogue with Italy and Spain
- Student Clubs:
- 1) Student Ambassador Clubs to be formalized at NMS, RIS
 - 2) Student Ambassador Club participation district-wide to exceed 300
 - 3) Model U.N. Club to break 20 participants and travel competitively
 - 4) Implement and pilot Geography Bee Club
- Program:
- 1) NICE to participate at state level program work:
International Education to Common Core
(Please see C.S.B.O.E. Position Paper March, 2009)
 - 2) Participate in CT DOE Partnership with Shandong Ministry of Education
 - 3) NICE Presentation of Model Program Asia Society Conference
 - 4) Continue to provide student activities, workshops and community events
 - 5) Provide collaborative opportunities between sister school cities/municipalities to the Town of Newtown Leadership
 - 6) Parent-Community Organization- enhance communication and outreach
- Online:
- 1) Implement and Pilot Host Family Blog
 - 2) Implement and Pilot ePals online network for students
 - 3) Pilot Chinese Culture Exploratorium at NHS (Donated February 2012)

2013-2014

- Student Travel: To exceed minimum 80 students
Student Scholarship Program expands
- Teacher Travel: To maintain 10-15 educators annually
Pilot Teaching Exchange opportunities with sister schools
- Partnerships:
- 1) Liaocheng, China to send student & educator delegates (60)
 - 2) Shanghai, China to send student & educator delegates (30)
 - 3) Kyoto, Japan to send student & educator delegates (20)
 - 4) France to send educator study team to Newtown (10)
 - 5) NICE to extend invitation and/or receive Italy and/or Spain Study Teams
- Student Clubs:
- 1) Student Ambassador Clubs formalized grades 5-12
 - 2) Student program opportunities extended to participating elementary schools
 - 3) Student Ambassador Club participation district-wide to exceed 400
 - 4) Model U.N. to continue competitive schedule, expanding student participation
 - 5) Geography Bee Club in first year of active student participation
 - 6) Restructure of American Field Service (AFS) Club to align with Host Family Coordination and Home-Stay Visits in collaboration with NPCO
- Program:
- 1) Active participation at CSDOE level as model program representative for CT
 - 2) Continued active network program of Confucius Classrooms/Institute
 - 3) Continue active participation as Japan Society Partner Alliance School
 - 4) Expand community outreach for workshops and educational experiences to include cultures of all active sister school programs
 - 5) Enhance collaborative opportunities for sister school municipalities and Newtown Leadership to interact – travel abroad experiences; professional-cultural dialogue and exchanges.
 - 6) NICE Parents-Community Organization to expand outreach to community including more host family support and active management of family events.
- Online:
- 1) Formalize Host Family Blog, opening access to active community families. Site will serve as a cultural forum for experience and awareness.
 - 2) ePals to expand throughout district as a vehicle for student collaboration online. Resource to also be utilized for student portfolios in the state mandated Personal Success Plan.
 - 3) Expand Chinese Culture Exploratorium to selected second school in district

The Five (5) Components of NICE

21st Century students require opportunities to learn about themselves and their world around them in a global context. NICE provides after-school activities, sponsors support to clubs and student organizations, brings in guest speakers, facilitates field trips, develops leadership and participatory experiences for students with multiple interests and learning styles; and initiates developmental opportunities for students to build their own capacity as global citizens.



I. Student Life:

- **Model UN** (BEN GALASSI & KYLIE GALLAGHER);
- **Global Voice;**
- **American Field Service (AFS);**
- **Geography Bee** (Approval Stage);
- **Student Ambassadors;**
- **Junior Student Ambassadors** (May 2012);
- **Student School Hosting/ Shadowing,**
- **Cultural Dance: Modern and Traditional**
(Proposal Pending)
- **International Perspectives Club**(Proposal Pending)
International Week : US Department of Education Initiative, November annual



UNITED NATIONS ASSOCIATION
of the United States of America
A PROGRAM OF THE UNITED NATIONS FOUNDATION

+ DONATE NOW + JOIN US + STAY INFORMED + TAKE ACTION



Model United Nations

Debate international issues, negotiate with supporters and adversaries alike to resolve conflicts and mobilize international cooperation. Gain a global perspective, participate in Model UN today.

Saving the world in 96 hours or less

In Model UN, students step into the shoes of ambassadors from UN member states to debate current issues on the organization's agenda. Students make speeches, prepare draft resolutions, negotiate with allies and adversaries, resolve conflicts, and navigate the conference rules of procedure - all in the interest of mobilizing "international cooperation" to resolve problems that affect countries all over the world. Get started with Model UN 101.

Conferences and Events

Learn about the Model UN Conferences hosted by UNA-USA's Global Classrooms program.

- GCIMUN Conference
- Global Classrooms International Middle School MUN Conference
- Global Classrooms MUN Conferences
- Global Classrooms's Model UN Calendar Database

Are you a teacher? Join our Online Model UN Discussion Boards!

UNA-USA's Model UN Discussion Boards are a great way to connect teachers, students, and Model UN enthusiast. The discussion boards are also a valuable resource for learning from the experience of fellow teachers and sharing ideas to better prepare for the conferences.

> [Model UN Teacher Discussion Boards](#)

Model UN Resources

UNA-USA serves as a clearing house of Model UN resources for participants and conference organizers. In addition, the Global Classrooms curriculum, offers educators unique skills and knowledge-building opportunities. - Use our Model UN resources.

Click to join mun-e-news



Be the first to know about conferences around the country and around the world; hear about job, internship and volunteer opportunities in the not-for-profit sector; learn how you can get involved and make a truly global difference.



Click to explore our MUN Calendar

Our MUN calendar provides information on Model UN Conferences around the world. Use our calendar to explore new opportunities and plan your Model UN group's activities for the upcoming year.

[Model UN Resources](#)



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The InterDependent: UNA-USA's online news magazine.

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VIDEO

Insight into Model United Nations for middle school, high school and university students. The film includes Model UN delegates, the Secretary-General and faculty and staff which make Model UN a true international education program in which students gain a global perspective. Buy the "Model UN for Everyone" Video

Newtown High School Blog

News and Information about NHS...

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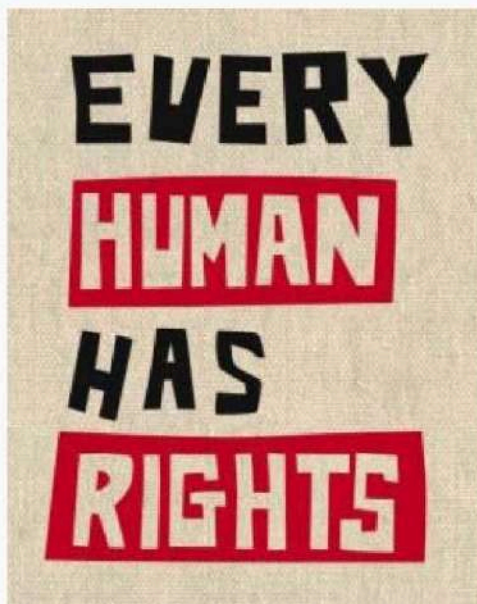
« [DECA 2011-2012](#)

[Class of 2013 Class Officers](#) »

Sep
13
2011

Global Voice 2011-2012

Posted by [admin](#) in [Clubs](#)



Global Voice is back! The club welcomes all interested in raising support of human rights to an introductory meeting in the Library on Tuesday, September 20, 2011 at 2:15 pm. There will be snacks and cookies as we discuss the fundraisers and events planned for the upcoming year. Whether you want to make a difference, benefit the school, or simply gain community service hours, Global Voice is the club for you!

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This entry was posted on Tuesday, September 13th, 2011 at 5:32 pm and is filed under [Clubs](#). You can follow any responses to this entry through the [RSS 2.0](#) feed. Responses are currently closed, but you can [trackback](#) from your own site.

Comments are closed.

Quote

"Not failure, but low aim, is the crime. In great attempts it is glorious even to fail."

— Bruce Lee

[Next quote »](#)

Search



March 2011

	T	F	S
		1	2 3
4	5	6	7 8 9 10
11	12	13	14 15 16 17
18	19	20	21 22 23 24
25	26	27	28 29 30 31

[« Feb](#)

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AFS &
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AFS & Intercultural Learning

AFS Educational Goals

[Supportive Learning Approach](#) [Research](#) [Educational Leaders](#) [AFS Intercultural Link](#)

As the world becomes increasingly interconnected, we are challenged more than ever before to expand our knowledge and attitudes in order to successfully participate in the emerging global community.

The Essence of AFS

AFS is an educational organization dedicated to providing enriched learning experiences that promote intercultural awareness, tolerance and communication. By providing immersive learning experiences in new environments combined with regular reflection and coaching opportunities, AFS helps participants build solid foundations for the future—whether in their academic careers, entry into the workforce or simply as responsible and tolerant members of the larger community.



The programs offered by AFS are focused on increasing intercultural competence: the ability to engage effectively and appropriately within different cultural settings, whether encountered locally or in an international setting. Using experiential and structured learning methods, both participants and host families have the chance to broaden their perspectives and learn from each other, developing their communication skills in the process. The result effect is solid preparation to live, work and lead in a diverse global society.

Impact of AFS Programs

By helping individuals develop more effective communication skills and improve their understanding of the unfamiliar, AFS gives its participants, host families and connected audiences better insights into the perspectives of people from other cultures. The resulting empathy prepares participants to better cope with ambiguity and difference in future situations.

Career & Academic Choices

Research has shown that AFS alumni have more diversity in their professional and social networks. They are also significantly more likely than their peers to have careers that involve working extensively with other cultures, and almost 50% more likely to live and work abroad for an extended period. Additionally, they often study abroad again at the university level.

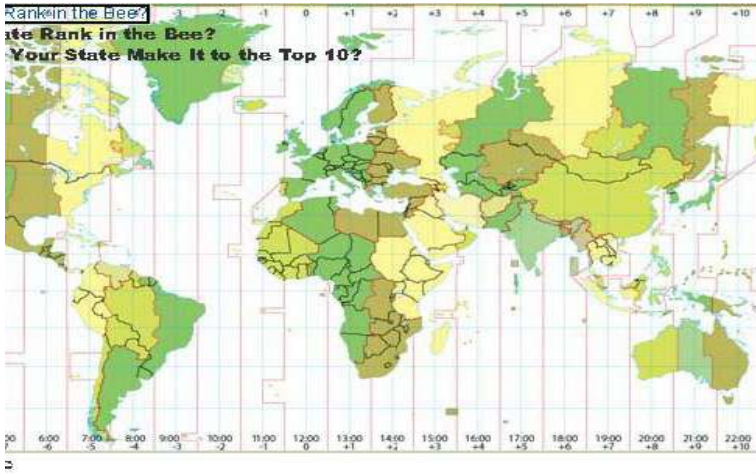
Language Skills

The ability to speak and use a foreign language provides countless advantages in the workforce as well as in everyday life. The type of immersive experience provided by AFS exchange programs is one of the most effective ways to learn another language. Over 70% of AFS Participants achieved fluency in another language after the completion of a year studying abroad and AFS alumni are likely to have fluency in more foreign languages than their peers.

Intercultural Sensitivity

People who take part in AFS exchange programs show increased intercultural development and more global awareness. This is assessed using the Developmental Model of Intercultural Sensitivity (DMIS), a scale that identifies varying worldviews through which people perceive

National Geographic Bee - National Geographic



National Geographic Bee



[Home](#) [Take the Quiz Teachers and Parents](#) [World Championship](#) [Study Corner Shop](#) [Press](#) [GeoBee](#) [A-Z](#)

Understanding Time Zones

Each year thousands of schools in the United States participate in the National Geographic Bee using materials prepared by the National Geographic Society. The content is designed to encourage teachers to include geography in their classrooms, spark student interest in the subject, and increase public awareness about geography. Schools with students in grades four through eight are eligible for this entertaining and challenging test of geographic knowledge.

School Bees: November 14, 2011-January 13, 2012 Qualifying Test received by: January 31, 2012

State Bees: March 30, 2012 National Bee: May 22-24, 2012

[CLICK HERE TO SEE IF YOUR SCHOOL IS REGISTERED](#)

2011 National Geographic Bee



How to Ace the National Geographic Bee

The National Geographic Bee is this May. Are you ready? Learn how to prepare for the competition with *How to Ace the National Geographic Bee*, which includes a variety of questions actually used in past Bees, and *The National Geographic Bee Ultimate Fact Book: Countries A-Z*, chock-full of all the facts kids need to know to become a geography expert.

National Geographic's Lady of the Bee

For its entire history—22 years—Mary Lee has overseen the National Geographic Bee. Her determined goal each year is to ensure a fair, fun, and inspiring experience for the geographic students.





See 2011 State Winners' Videos

See each student in their hometown with these videos on YouTube.

Only One Champion

Each year students travel from across the United States to Washington, D.C. to compete in the ultimate test of geographic knowledge: the National Geographic Bee.



Teachers and Parents

How Schools Register

Principals of schools in the U.S. with any of the grades four through eight are eligible to register their schools to receive contest materials for a school-level Bee.

Teachers and P



Frequently Asked Questions

Wondering how to register for the Bee or how to prepare? Our "Frequently Asked Questions" have the answers!

Study Corner

What's the best way for students to prepare for the Bee? Here are some tips from the National Geographic Bee.



Sample Questions

Answer sample questions from the National Geographic Bee, and get ideas on how to look for clues within the questions that can help you figure out the right answers.



<http://www.nationalgeographic.com/geobee/>[3/12/2012 2:22:47 PM] National Geographic Bee - National Geographic

The Five (5) Components of NICE

In four years, NICE has reached the community, through the State of Connecticut, and across the oceans to impact and collaborate with students and educators from around the world. We have yet to find a program in Connecticut like NICE that has developed the network of educational support and professional connections like the NICE program. This network of professional cooperation, collegial support, and friendships represent the district at an international level, and ultimately representing our township as we prepare our students for their world.



II. District Relations: (Alphabetical)

1. ASIA SOCIETY: New York City, NY Headquarters
2. CAS, Connecticut Association of Schools;
3. College Board
4. Confucius Classrooms Network (Top 100 U.S. School Programs)
5. CTDOE, Connecticut Department of Education;
6. HANBAN (The Confucius Institute is overseen by the Office of Chinese Language Council International [Hanban], a non-profit educational organization affiliated with the Ministry of Education in Beijing)
7. JAPAN SOCIETY: New York City, NY Headquarters
8. Kyoto, Japan: Ritsumeikan Schools
9. Liaocheng, China: Liaocheng Schools
10. Paris, France: Alain School
11. Peking University: Beijing, China
12. Shandong Ministry of Education: Beijing, China
13. Shandong Province Public Affairs Office: Jinan, China
14. Shanghai, China: Jincai Schools
15. University of Bridgeport
16. WCCA, Western Connecticut Chinese Association
17. Wesleyan University, Freeman Center for Asian Studies
18. Yale University

The NICE program stretches far beyond the limits of Newtown and into the world of education and business throughout the globe. NICE connects to businesses, corporations, institutions, and individuals that find great value in global education and citizenry. Therefore, we consider these connections to be ongoing as we represent our program in district relations to pursue funding. District relations are ever-present and ongoing as we bring the world to Newtown and simultaneously bring Newtown to the world.



W.C.C.A.



March 15, 2012

To Whom It May Concern:

Over the last three years, Asia Society has built a national network of 100 exemplary Chinese language programs that includes schools in almost 30 states that have demonstrated a strong commitment to expanding students' capacity to successfully engage the world beyond their borders. The Asia Society Confucius Classrooms Network is advised by a forty-member International Expert Advisory Committee of leaders in world languages and international education, and applications to join the network are reviewed for evidence of the vision and capacity to make the school's Chinese language program a core part of a larger global education strategy. Admission to the Network is extremely competitive, and Asia Society received almost 300 applications to become one of its 100 members.

Among the 100 members of this national network, it would be no exaggeration to say that Newtown High School stands out for the incredible commitment it has made to building a robust and sustainable partnership with a school in China. Newtown is unique in having leveraged a school-to-school partnership to create a district-wide International Center for Education. Under the visionary leadership of Jason Hiruo, the Center exemplifies a strong commitment to the value of international partnership and exchange, and represents a new approach to education that puts the experiences of teachers and students at the forefront.

By the time Newtown's students enter the workforce, for the first time in nearly a century and a half, the US will have the second largest economy in the world, with China taking its place as the largest; by the same measure, the UK will likely be replaced by Indonesia, and Germany by India. On a similar order of magnitude, transformation in other sectors such as innovation, culture and academia are taking place at lightning speed. Asia Society is working hard with partners like Newtown High School and the Newtown International Center for Education to help our education system expand its capacity to offer American students the world class education they deserve.

As a global non-profit organization that has worked since 1956 to promote mutual understanding and strengthen partnerships among the peoples, leaders and institutions of Asia and the United States, Asia Society is proud to recognize Newtown's exemplary achievement in making international exchange a core component of its Chinese language and culture program, and proud to be working with Newtown through the activities of the Asia Society Confucius Classrooms Network. In addition to financial support to further develop the schools' Chinese language program, Asia Society also provides opportunities for professional development and sharing through regular events such as the Confucius Classrooms Teachers Institute, Teachers and Leaders Summit in China, and the National Chinese Language Conference.

Sincerely yours,

Chris Livaccari
Director, Education and Chinese Language Initiatives
Asia Society

Asia
Society



HONG KONG
HOUSTON
LOS ANGELES
MANILA
MELBOURNE
MUMBAI
NEW YORK
SAN FRANCISCO
SHANGHAI
WASHINGTON D.C.

WORLD HEADQUARTERS:
725 Park Avenue
New York, NY 10021-5088
Phone 212.288.6400
Fax 212.517.8315
www.asiasociety.org

Newtown Board of Education
12 Berkshire Road
Sandyhook, CT 06482

March 19, 2012

To Whom it May Concern:

Japan Society of New York has worked with Newtown High School since Spring 2011. Beginning in fall 2011, Newtown High School became one of only two schools in the tri-state area to be named as part of the Japan Society Education Program School Partner Alliance, a designation most schools find both prestigious and beneficial. The high quality of the Newtown International Center for Education (NICE), and the desire of NICE leadership to have their work with us benefit the entire school district, was essential in our decision to work extensively and allocate significant financial and human resources to working with the Newtown School District.

Selected key areas of collaboration with the Newtown School District include:

1. Extensive participation in a safe, online, closed social network connecting classrooms in the USA and Japan (as well as Pakistan) to communicate with peers abroad on curriculum relevant topics. In future years, leading experts in various fields of the arts, sciences, government, and business, in both the United States and Japan, will participate in online conversations with students. Newtown High School students, due to our close association with NICE, will have priority in participating in these discussions.
2. Brought two faculty members of Newtown High School to Japan to participate in the three week educator's study tour to Japan. The tour included numerous experiences not available to most visitors, including meeting with a person who survived the atomic bombing of Hiroshima but lost his son in 9/11, visiting schools (PreK-12) in two different geographic locations, participating in a rural and suburban Japan, and viewing important historical sites under the guidance of tour leader with a Ph.D. in Japanese history. The tour also allowed for specific exchanges of teaching ideas with the other participating educators. There is strong potential for additional educators for Newtown High School and Newtown Middle School to participate in future tours.
3. One faculty member participated in a closed door, by invitation only international conference of teachers in Kyoto, Japan, to design projects to utilize computers to develop meaningful communication between American, Japanese, and Pakistani teens. Only ten teachers from throughout the United States were allowed to participate. Japanese schools represented

included many of the most prestigious schools in Japan including Waseda High School and Keio Girls Senior High School.

4. Aided Newtown High School in working towards establishing a sister school relationship with Ritsumeikan Uji Junior Senior High School, one of the highest quality independent schools in Japan. As an Alliance Partner of Japan Society, we will provide support as this relationship develops that we cannot provide to other school districts seeking our aid.
5. Support for curriculum planning as needed, as well as giving students special access to Japan Society events, including opportunities to meet with world renowned artists from Japan.

As our relationship further develops, Japan Society will be able to offer additional supports, via the NICE program, to the Newtown School District. Over the next twelve to eighteen months, we have a particular focus on developing curricular materials for elementary schools as well as introducing opportunities for elementary school classes in the United States to connect with elementary classes in Japan. If there is interest on the part of the Newtown School District, we would also look forward, working through the NICE program, to work with elementary schools in the district.

Newtown High School is the first school in Connecticut with which we have formed an alliance, which we believe has benefitted the students of Newtown High School. The existence of the NICE program, and quality of the educators involved, was essential in our decision to work extensively with Newtown High School. We are confident that the considerable resources we have invested in the Newtown School district, via the NICE program, will pay dividends in the development of sustainable programs for Newtown students.

Sincerely,



Robert A. Fish, Ph.D.

Director of Education

The Five (5) Components of NICE

As educators, it is our responsibility to educate more than just our students as we are all collectively responsible for the education and experiences of our students. In preparing and providing our students with learning experiences, we feel it is necessary to provide these same learning opportunities to our community in the 21st Century. Providing learning opportunities for our adults develops not only program awareness and international appreciation of cultures, but develops global citizens of character.

III. School and Community Cultural Learning:



Events are open to the community members, families, and educators of the Newtown School District. Below are those opportunities offered in the 2011-2012 school year thus far.

- *Chinese New Year Celebration* (February)
- *Introduction to Japan* Workshops (March-June)
 - Japanese Pop Culture
 - Basic Language
 - Art
- Community Potluck Dinner (February)
- Guest Lecturer, Dr. Robert Fish (October)
 - *Japan's Rise in the 20th Century*
 - *Historical Leaders of Change* in Japan
- Guest Lecturer, Kazuko Minamoto, Deputy Director Japan Society
 - *The History of Sakamoto Ryoma*
- Guest Teacher Workshops
 - Language Acquisition
 - Societal Understandings
 - Education
- Host Family Workshops
 - Etiquette
 - Cultural Awareness
 - Cultural Differences
- Japan Film Festival (October – June)
- Japanese New Year Field Trip
 - Sunday, January 2012, Japan Society, NYC)
- Japan Society Headquarters Field Trip
The Sakamoto Ryoma Museum Guest Lecture Series, NYC
- Wesleyan University, Freeman Institute Workshops in Newtown
 - Sushi Making and Technique
 - Art, Calligraphy, and Origami

The Five (5) Components of NICE

As the need and interest for global education expands, it is necessary to support educators to inform and prepare them with the capacity to feel knowledgeable and confident in their craft of teaching students at all levels and modalities. NICE works to offer learning and teaching experiences for any Newtown educator interested in furthering their skills and expertise. This support stretches beyond Newtown educators as we collaborate with aspiring programs, State Department requests, inquiring international programs, and individual educators that look to NICE as CT education experts in international program development and sustainability.

IV. Resource, Support & Professional Development District-wide and International:

- The Newtown International Teacher Fellowship Abroad
- Newtown International Study Tour (April)
- NICE Affiliate Summer Opportunities to Study/Teach Abroad
 1. Asia Society (Students and Teachers)
 2. Japan Society (Teachers)
 3. College Board (Students and Teachers)
 4. CT Association of schools (Teachers)
- Mandarin Language Workshops for Newtown Educators,
- Informational culture awareness briefings
- Cultural & Professional Preparation for Educators
 1. Classroom
 2. Abroad
 3. Hosting
 4. District Representation at national/international conferences
- Systemic Building Support for Sister School
 1. School specific guidance in itinerary design
 2. School specific team collaboration
 3. Interdistrict collaboration and communication
- *Japanese Lesson Study*: Grades 8-9, Project Algebra; Best teaching practices in Japan, “*Boncho*”, Pilot 2011
- Literature and Library Media Districtwide
 1. ***Art and Life in Rural Japan***, Cyrus Rolbin
50 textbooks distributed to each school library
 2. ***Confucius Classrooms Magazine***
 3. Art Scrolls, Maps, and Poetry
- *The Chinese Exploratorium* technology
- ***The Newtown Bee*** Newspaper
 1. Over 200 issues distributed to China 2009-2012

- ***The Newtowner Magazine***
 1. 100 Magazines distributed to Japan and China 2011-2012
- ***Images of America: Newtown***, by Dan Cruson
 1. 20 books distributed internationally 2009-2012
- ***Images of America: Newtown 1900-1960***, by Dan Cruson
 1. 25 books internationally 2009-2012
- ***A Mosaic of Newtown History***, by Dan Cruson
 1. 15 books distributed internationally 2010-2012
- ***Eleanor Mayer's History of Cherry Grove Farm***, by Andrea Zimmerman
 1. 4 books distributed internationally 2010-2012

Classroom Resource: Chinese Exploratorium



Computer
 50" plasma TV with touch screen
 Screen holder
 17" LCD monitor
 Camera
 Printer

EXAMPLE OF NICE DISTRICT RESOURCE: Informational Cultural Awareness

Points of Awareness: The World of Education

Interacting with International Students

International students can differ culturally from each other within your classroom

1. Speak in a way that is appropriate to the student's level of competence in English. New students, especially those on an ESL program, may have problems understanding rapid conversational English and will need you to speak slowly and very clearly. Don't shout but pronounce words clearly and avoid slang expressions. To speak in the same slow way to a student whose English is fluent may be perceived as an insult. However, even if students are fluent, they may not be familiar with slang, acronyms, etc. Pay attention to signs that the student may not be understanding what you are saying. Ask them to explain to you what you have said. If you simply ask, "do you understand?" they are likely to answer "yes" to avoid embarrassment.
2. In some countries, the family name is given first and then the personal name so it is less confusing if you ask a student for their "family" name than for their second name.
3. Americans place great importance on being independent and self-reliant and expect people to show initiative. In much of the world, young people are raised to be part of a group and expect that those in a superior position will take the initiative and tell them what courses to take, what to write a paper on, etc. Americans may regard a person who can't seem to make their own decisions as weak. The international student may view advisors and professors as uncaring if they are told they have to do things on their own.
4. Americans generally expect that a person who needs help will ask for it but in many countries, people expect that others will be sensitive and will offer help.
5. Talking to strangers about problems is not common in many countries and students may find it difficult to talk about their emotions to someone who is not a friend or family member.
6. People in some countries (parts of Western Europe) speak more directly than Americans from the upper Midwest and people in other countries (much of Asia) speak much less directly.
7. Americans may expect that a person who disagrees will say no and make their objection clear although even Americans often find it difficult. Concern for the other person's face makes it very difficult for people from some countries to say no, especially if they are dealing with a superior.
8. The American emphasis on punctuality and scheduling, efficiency and hard work is regarded as obsessive by people in many other countries. It seems that all Americans think about is work and that they don't know how to enjoy life.
9. Americans regard someone who doesn't maintain eye contact as lacking in self-confidence, uninterested or suspicious. Direct eye contact is regarded as threatening - politeness calls for only brief eye contact.
10. Americans often think that one should present a strong self-image but the same behavior may be regarded as arrogant in other countries where one is expected to be humble.
11. Americans expect bureaucracy to work. In many countries, bureaucracy must be manipulated by calling upon personal connections or bribes. Students raised in such societies may seem manipulative to Americans and may cause resentment if they try to go over the head of someone lower in the hierarchy to make connections.
12. Without an audience, ask how to pronounce the international student's name and make a note of the proper pronunciation. It is always appreciated if the instructor takes the time to learn the student's native name.

The Five (5) Components of NICE

*Communication * Funding * Inclusion * Expansion. These are elements that are necessary to move the program forward on a local and global scale. To obtain these elements, it is necessary to seek support while NICE is the foundation of support. With necessary funding and elevated communication to the community, colleagues, partners, and friends, NICE can stimulate greater sustainability and preparation for our students and educators. We are fortunate to have extraordinary levels of support from our parents and community through the NICE PCO (Parent-Community Organization) that is drawing upon their own professional experiences and career expertise to build a foundational framework of support for the students, educators, and families associated with NICE.*

V. Outreach & Support:

- NICE Parent-Community Organization, www.nicepc.org
- *Newtown's World*, Channel 21, Commercial and Informational Interviews
- Host Families Blog and Family Network (TESS MURRAY)
- Model Program Support to CT, New England, and Beyond: (2011)
 1. Region 15, Connecticut;
 2. Higginson/Lewis School, Boston
 3. Haddam-Killingworth, Connecticut;
 4. New Fairfield, Connecticut
 5. New Canaan, Connecticut
 6. Colorado International School, Colorado
 7. West Bridgewater, Massachusetts
 8. Wethersfield, Connecticut
 9. Gotham Performing Arts, NY, NYC
 10. McKinley Preparatory High School, Boston
 11. Emerson High School, New Jersey
 12. Granby, Connecticut
 13. North Branford, Connecticut
 14. Teaneck Public School District, New Jersey
 15. Medfield, Massachusetts
 16. Region 17, Connecticut
 17. England Confucius Classrooms
 18. Daxing District, Beijing, China
 19. Simsbury, Connecticut
 20. Bolton, Massachusetts

CELEBRATIONS and SUCCESS:

“NICE is the only program that spans the entire district and the world at once.”

NICE is different from other organizations and programs in that it increases learning for all kinds of learners with all kinds of interests. The NICE program runs district-wide. Teachers from all grade levels are working together to make this initiative work, encouraging vertical alignment of curriculum and simultaneously referencing resources to maximize the learning experience. Students are also extending their own personal network by working and interacting with students in other schools in and beyond Newtown.

The achievements, camaraderie and collaboration continue far beyond the borders of Newtown: students, staff, and community members are creating a network of colleagues that cross time zones, oceans, and cultural barriers.

NICE is the only program that spans the entire district and the world at once. The global aspect of NICE is what makes it so vital to the success of Newtown as a whole. Students are enhancing holistic experiences, teachers are learning different perspectives and methods, and the community is joining together. Truly, everyone benefits from NICE.

- Liz Ward-DeLeon, Newtown Educator
2011 US National Study Team, Japan
March, 2012



COMMENDATIONS:

- 1) National Recognition: 1 of the top 100 programs in the United States:
Hanban-Asia Society-Confucius Classrooms Network (Reference Letter)
- 2) National Recognition: 1 of only 2 schools partnered with Japan Society Headquarters in the U.S.: *Japan Society Partner Alliance School* (Reference Letter)
- 3) 2012: NICE was the only American international program invited to the Prestigious RUISF (Ritsumeikan Uji International Student Forum).
- 4) Newtown represents the U.S. at RUISF with three American student ambassadors (Song, Beier, Hennessey) along with 30 other attending countries
(ANNIE BEIER AND ERIC SONG)
- 5) Newtown Social Studies teacher and NHS *Multicultural Perspectives* class selected in 2011 as the US national pilot school for online collaboration with Tokyo students – “*A Day in the Life Project*”.
- 6) Newtown Social Studies teacher sponsored by Japan Society to attend International Educator Conference, Summer 2011, Japan.
- 7) 2011: Newtown High School delegates are the first American high school students to visit the City of Liaocheng, Shandong Province.
- 8) October 2011: Newtown Student Ambassador (Leonart-Calvo, Class of 2012) awarded by *The Council on Foreign Relations* The Future Global Leader Award
- 9) 2012: NICE formalizes Four (4) Cooperative partnerships with Connecticut and Chinese universities
- 10) 2011: Newtown invited by Asia Society to the White House to present President Hu Jintao with a Student Ambassador gift on behalf of the district’s Mandarin Classes.
- 11) April, 2011: Two Newtown educators are selected to the 2011 National U.S. Study Team to Japan. These are the only two educators ever to be selected from Connecticut.
- 12) One Newtown educator has again qualified for the final *US Japan Study Team* national interviews in April, 2012.
- 12) 2012: NICE was featured at The Boston University International Education Conference on behalf of the district’s value in globalization, speaking to 150 U.S. and international schools about the program and project development.
- 13) 2010: Newtown sends the largest single sister school education delegation abroad in the history of Connecticut Education and in the United States for 2010.
- 14) The Newtown Student Ambassadors program: Global Citizenry
(KELSEY MCEVOY)
- 15) NICE invited by Hanban/College Board to apply for *Confucius Institute* status. This prestigious opportunity recognizes success in national K-12 programs.

CONNECTIONS:



Through our program framework, we see that the learning experiences and support that NICE provides not only aligns with our district's beliefs and values, but joins with national goals of the United States Department of Education in the 21st Century.

1. The NICE Mission and Rationale
2. Newtown Schools Core Beliefs
3. Newtown Character Attributes
4. District Mission

Newtown Public Schools Strategic Plan 2011-2012

MISSION

The mission of the Newtown Public Schools, a partnership of students, families, educators and community, is to INSPIRE EACH STUDENT TO EXCEL in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community. We accomplish this by creating an unparalleled learning environment characterized by:

- *High expectations***
- *Quality instruction***
- *Continuous improvement***
- *Civic responsibility***

NEWTOWN INTERNATIONAL CENTER FOR EDUCATION
N.I.C.E.

nice@newtown.k12.ct.us

203.270.6119



Download a QR app on your smartphone or mobile technology to view

The Purpose of N.I.C.E.

To prepare students and teachers to be culturally and globally literate citizens, enhancing student engagement and learning through: dimensions of academic learning opportunities and real-world experiences; through culture; and through global issues.

Rationale:

1. Schools teach literacy, but two important dimensions of literacy pertinent to future success are DIGITAL LITERACY and GLOBAL LITERACY.
2. Global learning stretches into learning through: History, World Languages; Current Events; Literature; Science; Mathematics; The Visual Arts; The Performing Arts; and Physical Education – All facets of education and co-curricular activities.
3. With a global dimension to their education, learners have a chance to engage with complex global issues and explore the links between their own lives and people, places and issues throughout the world.
4. Teachers that develop global dimensions in their teaching develop skills in students to:
 - critically examine their own values and attitudes.
 - appreciate the similarities between people everywhere, and learn to value diversity.
 - understand the global context of their local lives.
 - develop skills that will enable them to combat injustice, prejudice and discrimination.
 - develop as contributing members of a global society.

N.I.C.E. works to build opportunities that enhance:

- A. Student Learning
- B. Professional Development
- C. Classroom Support
- D. Real-World Experiences

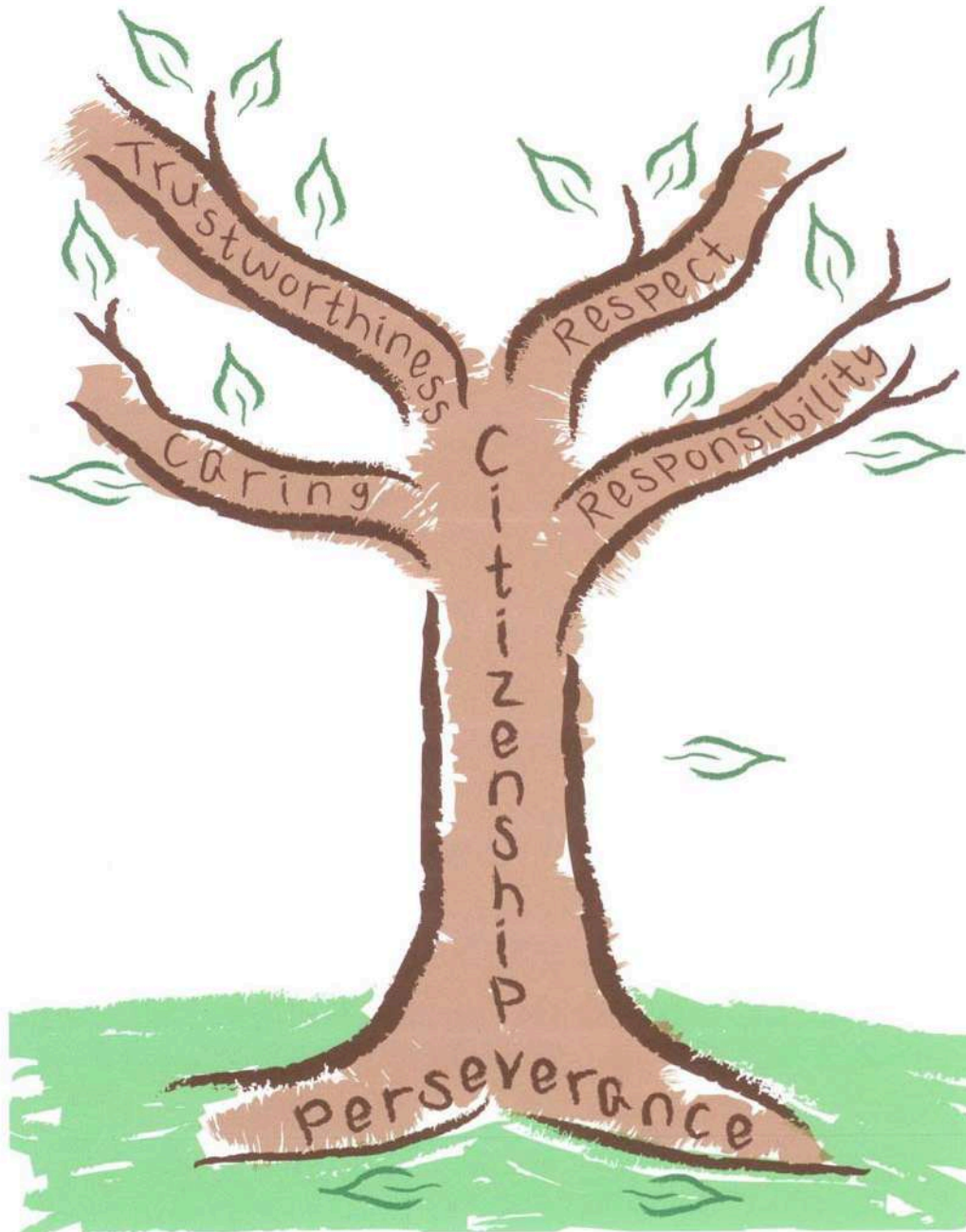
NEWTOWN PUBLIC SCHOOLS CORE BELIEFS

WE BELIEVE THAT:

- Each individual is unique and has value.
- Everyone can and will learn well.
- It takes effort and persistence to achieve one's full potential.
- High expectations inspire higher level of performance.
- Honesty, integrity, respect, and open communication build trust.
- Quality education expands the opportunities for individuals and is vital to the success of the entire community.
- Educating children is a shared responsibility of the entire community.
- Family is a critical influence in each individual's development.
- Understanding all forms of diversity is essential in a global society.
- All individuals are responsible for their behavior and choices.
- Educated and involved citizens are essential for sustaining a democratic society.
- Everyone has the responsibility to contribute to the greater good of the community.
- Continuous improvement requires the courage to change.



Cultivating Character



Newtown's Core Character Attributes

In connection with the NICE Purpose and Rationale and district beliefs, we believe that our students will be:

INQUIRERS

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

KNOWLEDGEABLE

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

THINKERS

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

COMMUNICATORS

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

PRINCIPLED

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

OPEN-MINDED

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

CARING

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

RISK-TAKERS

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

BALANCED

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

REFLECTIVE

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Program CHALLENGES:

1) Student and Teacher Scholarships

- Acquisition of Expenses/Resources for learning experiences

2) Community Knowledge and Understanding

- Understanding international cultures; Cultural etiquette; Appropriate and professional international etiquette; and International professionalism
- The magnitude of NICE - the facets of NICE and program components that include district relations
- Awareness about 21st Century Learning
- Awareness of the Institution of Education in the 21st Century: Its developing framework and the 21st Century Educator

3) Building Specific Program Expansion

4) Model Program Responsibilities

5) Community Awareness of:

- International Relations and Communication
- The Global Economy
- Funding
- The Future of our Community

6) Understanding Benefits of the NICE Program to the Community

RESOLUTION to Challenges:

- 1) Develop Local Business and Corporate Support
- 2) Expanding learning opportunities to both community and district through workshops and events:
 - Japanese Pop Culture;
 - Chinese art;
 - Basic Mandarin language;
 - Basic Japanese language;
 - French Cuisine
 - Japanese Cuisine
 - Chinese Cuisine
 - International points of interests and the history behind them
 - Etiquette and customs of our sister schools
 - *A Day in the Life of a Student*: Student Photo Exhibits
 - Annual International Week
 - Formalize and Celebrate the Newtown Proclamation to enhance cultural appreciation and bring community together: “Liaocheng Sister School Day”
- 3) Redesign of program website to be user friendly and informative
- 4) Student and educator online journal/video testimonies
- 5) Maintain Host Family Support Blog for NICE FAMILIES
- 6) Building coordinators in each school working with NICE – project team leaders in district to build systemic collaboration with NICE leadership and share in professional building experiences
- 7) Itinerary refinement during delegation visits to enhance greater community participation and elevate host family support
- 8) Formalization of NICE team branches of expertise throughout the district.
- 9) Develop additional community organizational connections
 - Rotary International
 - Board of Realtors
 - Lions Club
 - Newtown Cultural Arts Committee
 - Newtown Chamber of Commerce
 - The Newtown Meeting House
 - Newtown’s Woman’s Club
 - Newtown Historical Society
- 10) Provide a community forum that draws together townspeople and guest speakers – people of success and influence that can share their international educational experiences, highlighting insight into the 21st century educator and the direction of global education.
- 11) Provide learning opportunities for the community to get to know the educators in the NICE Program and in the district to better understand their expertise and commitment to the Newtown Schools

	Expenses Related to NICE Program					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Total
Expenses						
Reception	\$ 1,041	\$1,303	\$1,928	\$2,542	\$2,383	\$9,196
Transportation		\$1,794	\$1,755	\$2,250	\$ 4,693	\$10,491
Gifts	\$60	\$2,023	\$575	\$2,746	\$2,560	\$7,963
Hotel						
Expenses			\$1,890	\$1,695	\$75	\$3,660
Meals		\$853	\$1,013	\$1,492	\$2,212	\$5,570
Misc.		\$86	\$365	\$2,339	\$2,185	\$4,975
Total Expenses	\$1,101	\$6,059	\$7,525	\$13,064	\$14,106	\$41,855
Grant Income				\$11,500	\$12,000	\$23,500
Fundraisers				\$1,506	\$458	\$1,964
Donation					\$3,737	\$3,737
Total Income				\$13,006	\$16,195.10	<u>\$29,201</u>

Cost to Travel

Costs for Student Travel to China:	\$2,750.00 (2011-2012)
Costs for Student Travel to Japan:	\$2,350 (2012)
Costs for Educator Travel to China:	\$2,200.00 (2010-2012) +375.00 Single Room

Payments:

In May of each year, student and educator candidates apply and are selected for the following year abroad. This allows NICE to prepare and support these students, providing a full 9 months of preparation that includes: 1) language; 2) etiquette; 3) culture; 4) societal expectations; 5) team-building; 6) international awareness/cultural perspectives of hosting schools; 7) program history; 8) cuisine; 9) history; 10) current events and 11) the educational system.

Each year in June, a non-refundable deposit is required of \$350.00 to secure the individual's position on the trip. From June until the following April, families and individuals are provided a monthly payment plan as a recommended guideline. However, families are not required to follow this recommended payment plan.

Beginning in 2012-2013, with the support of contributions, NICE will offer travel scholarships to students that cannot fully afford the opportunity. NICE would like to triple this amount in 2014. The program will continue their efforts to promote further funding from corporations, especially in the Newtown Community through the NICE Parents-Community Organization (NPCO).

State of Connecticut

By Her Excellency M. Jodi Rell, Governor:

An Official Statement

Whereas, the Connecticut General Assembly adopted legislation in the 2001 Session that stresses the importance of international education, and Section 10-27(a) of the Connecticut General Statutes reads, "It shall be the policy of the state to encourage its students, teachers, administrators and educational policy makers to participate in international studies, international exchange programs and other activities that advance cultural awareness and promote mutual understanding and respect for the citizens of other countries"; and

Whereas, international education and exchange include thousands of programs, public and private, campus-based and national, that promote the sharing of ideas and experiences across borders, including study-abroad programs, citizen and scholarly exchanges, foreign students on United States campuses, area and foreign language studies, and global approaches to United States education; and

Whereas, by participating in such programs our young people develop a greater appreciation and respect for other people and their cultures, and break down barriers to understanding and cooperation, which are vital to peace and prosperity; and

Whereas, we live in an increasingly interconnected world and improving global literacy among our citizens contributes significantly to our nation's foreign policy, economic competitiveness and national security; and

Whereas, it is important that citizens and institutions across this nation participate in celebrating this week and recognizing the importance of international education in our lives and communities; now

THEREFORE, I, M. Jodi Rell, Governor of the State of Connecticut, do hereby
officially proclaim the week of November 16 - 20, as

INTERNATIONAL EDUCATION WEEK

in the State of Connecticut.

Statement on International Education Week 2011
by U.S. Secretary of Education Arne Duncan
November 14-18, 2011

I am pleased to announce the 12th annual International Education Week starting on November 14. This year's theme is International Education: Inspiring Students Locally to Succeed Globally.

International Education Week is a joint initiative of the U.S. Departments of Education and State. It celebrates the benefits of understanding the world around us so we can better communicate and collaborate with others from different cultures. It is an ideal opportunity to inspire students to broaden their horizons through global learning, foreign languages and international exchange.

President Obama and I are passionate about providing all of our children with an education that will enable them to succeed in a globally competitive economy where knowledge and innovation are more important than ever. And, with the world's economies and societies becoming more and more interdependent, it is almost impossible to distinguish between domestic and international issues.

Therefore, we must work together to give all of our students an outstanding education, which includes learning about our global partners – their cultures, histories, languages, values, and viewpoints. We must focus on integrating international perspectives into our classrooms. It is through education and exchange that we become better collaborators, competitors and compassionate neighbors in this global society.

There is no longer any doubt that local actions have international effects and consequences. International Education Week 2011 is a time to celebrate our connection with the world around us. I hope that you will join me this November in highlighting the importance of international education and exchange.

**Town of Newtown
Office of the First Selectman**

PROCLAMATION

Whereas, In April 2008, Newtown High School educators Jason Hiruo and Martha Parvis travelled to China as part of the state initiative to establish a sister school partnership in Liaocheng, China within the Shandong Province; and

Whereas, the partnership was created in the interest of expanding the knowledge of the students and the teachers and will involve and exchange of students and teachers between the schools on a regular basis; and

Whereas, a partnership will provide new cultural and intellectual explorations and a broadening of academic, professional, and cultural perspectives of the students from both schools; and

Whereas, together, Liaocheng Middle No. 3 and Newtown High School will provide a unique learning experience, enhance academic and research opportunities, extend friendships and promote greater cultural understanding between students, schools and between the United States of America and China.

Now Therefore, the Town of Newtown does hereby honor Liaocheng Middle No. 3 and Newtown High School for their commitment to further their established partnership.

In Witness Whereof, I have hereunto set my hand and caused the seal of the Town of Newtown, Connecticut to be affixed this Second Day of February in the Year of Our Lord Two Thousand and Nine.

Joseph E. Borst, First Selectman

Newtown High School Assistant Principal Job Responsibilities 2011-2012:

1) Annual Teacher Observations (Tenure/Non Tenure): 75 Scheduled Formal Observations,
75 Scheduled Formal Conferences
51 Informal Classroom Visits

2) Annual Teacher Post Observation Conferences and Evaluations:
47 Formal Written Evaluations

3) Student Behavior and Intervention Response:
Freshmen P-Z, Class of 2015: 149 Students
Juniors, Class of 2013: 454 Students

4) 504 Student Accommodations Caseload and Parent Meetings

5) IEP Student Caseload

6) Oversight and Management of NHS Student Clubs, Activities and After-School Events:
51 Student Organizations
79 Teacher Advisers
51 Mid-Year Evaluation Conferences
51 End of Year Evaluation Conferences

AFS, African Aid Animal Concerns Club, Art Club, Badminton Club, Best Buddies, Book Club, Cambrando Vidas, Cantor, Channel 17, Chess Club, Debate Team, DECA, Drama Club, Ecology Club, Environmental Club, Freshmen Class Council, Future Teachers of America, Finnish Club, Global Voice, GSA, Guidance Honors Association, Guitar Club, Hacky Sack, Health Careers Club, Interact Club, Intramurals, Italian Club, Junior Class Council, Junior State of America, Latin Club, Leo Club, Literary Magazine, LINK Crew, Math Team, Milk & Cookies, National Honor Society, Newtown International Student Ambassador Program, Paintball, Peer Leadership, Peer Mediation, Quiz Bowl, SADD, Science Bowl, Senior Class Council, Sophomore Class Council, Student Government, Tech Team, XY Chromotones, Yoga Club.

7) NHS Department and Teacher Oversight:
English Department: 17 Staff
Special Education Department: 26 Staff
Music Department: 4 Staff
Library Media Department: 3 Staff

8) Intern Mentorship and Student Teacher Oversight:
Aspiring Educator Interns: 5
Administrative Intern: 1
Student Teachers: 7

9) District Responsibilities:
Strategic Planning: Personal Success Plan
District Emergency Response Team
Program Coordinator, NICE
District Instructional Observation Rounds

Administrative Job Responsibilities School Year 2011-2012 (CONTINUED)

10) District CAPT Coordinator:

Test Management and Administration;
Monthly Schedule;
Proctor Assignments;
Proctor Training;
Test Security;
Accommodations and Test Room Environment;
Make-Up Testing
CTDOE Closure Responsibilities

11) NHS Principal's Advisory Committee

12) NHS Leadership Team: Department Leadership and Administration

13) NHS Emergency and Crisis Building Response

14) NHS and District Administrative Supervision: Evening & Weekend Administrative Events.

Note: These responsibilities entail major areas of administrative responsibilities, not highlighting daily demand in other areas of instruction, school security and safety, staff, building response, and/or student management.

Connecticut State Board of Education
Hartford

**Position Statement on International Education and
Exchange**

Adopted March 4, 2009

The Connecticut State Board of Education regards high-quality international education as an essential component of a comprehensive prekindergarten through Grade 12 education. There is growing evidence, however, that without a renewed sense of urgency, Connecticut's students will be unprepared to take advantage of opportunities in the globalized 21st century.

The Board believes that Connecticut's public schools must provide opportunities for acquiring international skills and experiences that prepare students to participate in a connected and integrated world. State and local educational planning for the acquisition of new international knowledge and skills will position Connecticut's students to take advantage of new opportunities in today's international environment.

Several factors such as dynamic changes in world economies, concern for the global environment, expansion of international legal institutions and increased migration have combined to create significant multicultural and international challenges for education. Meeting these challenges requires new international knowledge and skills, including proficiency in a language other than English, literacy in global trade, an appreciation of diverse cultures and the ability to understand the cultural and national perspectives of others. International study and exchange for students and educators are effective methods to advance knowledge in these areas and to create new experiences and relationships. In addition, these measures can inspire future educational policies and best practices.

A quality international education program includes the following components: integrated international curriculum, world language learning, active international engagement, international partnerships, international professional development focus, technology linkages and communication, and measurement of student international learning.

Sections 10-27 and 10-27a of the Connecticut General Statutes, adopted by the General Assembly in 2001 and amended in 2004, speak to the importance of international study and exchange. The legislation includes the following components:

- forming a state advisory committee on international education;
- establishing official state policy encouraging international education;
- providing opportunities for Connecticut's schools to form partnerships with schools in other countries;
- sharing with and among schools, experiences and opportunities for international education;
- developing criteria for international programs in schools and development of international schools;
- creating guidelines and standards for international studies; and
- encouraging school staff and student exchanges.

This position statement embraces the belief of the State Board of Education and the intent of the General Assembly. It commits policymakers and educators to developing in students the skills commensurate with their responsibilities for global stewardship and international participation.

Guidelines for Policymakers

In its 2009 Position Statement on International Education and Exchange, the Connecticut State Board of Education calls for increased opportunities for students to obtain knowledge and develop skills required for competent participation in a rapidly expanding global society. This position statement acknowledges that some discrete skills, such as second language competence, are important and should be part of each student's experience. It also implies that international education will bring about new perspectives in students that inform how the general curriculum will serve them as it prepares them to think and plan for their futures.

Implementing this position statement and creating the opportunities envisioned in Sections 10-27 and 10-27a of the Connecticut General Statutes, requires a great deal of collaboration among the Connecticut State Department of Education, local boards of education and families. Having the knowledge, skills and behaviors associated with international education competence is critical for our students' futures, as well as for Connecticut's place in the globally competitive economy. International education should begin in the earliest grades and extend throughout a student's educational career.

The Board offers the following guidelines to support the establishment of collaborations among various stakeholders to create greater opportunities for international education to benefit students and teachers in preschool through high school. School districts are encouraged to tailor strategies across grade levels that are consistent with each student's personal development, maturation and grade-level expectations.

The Connecticut State Department of Education can contribute effectively to international education by:

- forming a statewide international education advisory committee to provide guidance to the Department and support to state and local initiatives;
- promulgating guidance and policies encouraging international education;
- planning opportunities and providing incentives for school districts or schools to form partnerships with schools in other countries;
- organizing opportunities for districts or schools with established programs to share implementation strategies, programs and benefits with others that want to create or expand opportunities in their schools;
- developing criteria or guidance for international education magnet or charter schools, or international education programs within comprehensive schools, including student clubs and organizations;
- creating curriculum and assessment guidelines and standards for in-school and approved out-of-school international studies programs and opportunities;
- including international content on appropriate state assessments across content areas;
- promoting opportunities and providing incentives for staff and student exchanges between schools in Connecticut and those in other countries;
- encouraging the expansion of prekindergarten-Grade 12 world language instruction; and
- reporting on language-learning opportunities at each level to foster accelerated participation and proficiency.

RECOMMENDATIONS:

- 1) NICE quarterly updates to the BOE
- 2) Inclusion of Student Ambassador/ Junior Student Ambassador for semester update to BOE
- 3) BOE and town leadership attendance to NICE community learning and cultural events
- 4) BOE and town leadership participation on study tours that would require participants to attend mandatory preparatory workshops
- 5) Aid the NICE Team in identifying non-budgetary resources of support that can contribute to funding for student and teacher scholarships as stated with intent in the October 2011 BOE meeting.
- 6) BOE to utilize the information provided to them on March 20, including the supplemental information provided, in order to assist in correctly informing the public about NICE and diminish misinformation. Aiding us in informing the misinformed will allow NICE and the educators to focus on what they have done best: developing real-world, relevant student learning experiences and moving the program forward at a national and international level, best representing our district and township.

