



Winter 2019

Tri-Association Winter Highlights

Best wishes for a successful recruiting season and second semester!

While planning is in full swing for this year's Educators' Conference, we pause to look back at the highlights of Triconf18 held in the Dominican Republic this past Fall.

The Caribbean vibe and warmth with which Carol Morgan School greeted all visitors added a very special note to our conference experience. Below are some images that capture the dynamic spirit that marked our 2018 regional event.



Nicolaas Mostert, Host School Director Welcomes Participants.



Maria Jose Romero added a very special note to the Student Presentation.

At a glance

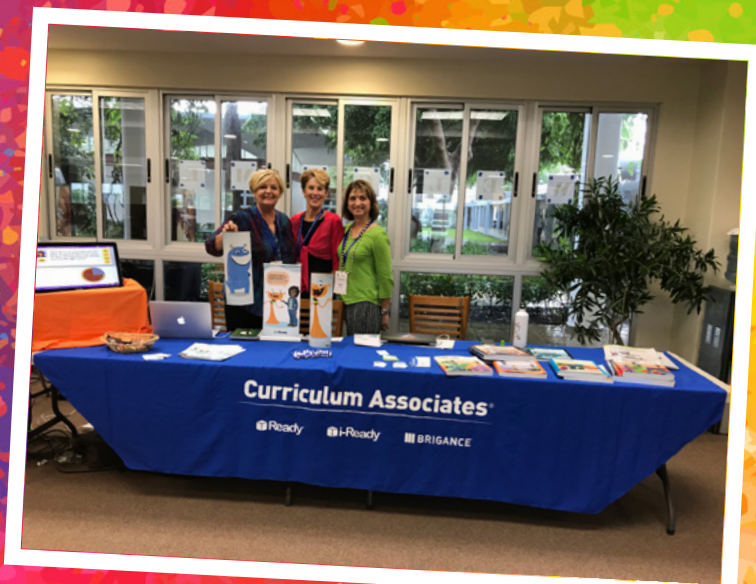
- 2018 Paul C. Orr Recipient
- Emma Gutierrez de Salazar Scholarship Award
- TieCare International Global Leadership Award:
Colegio Americano de Torreón
- Community Service Award:
American School Foundation Mexico City

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> 2018 PAUL C. ORR RECIPIENT

One of the highlights of the conference were the two awards given out to honor the memory and legacy of Emma Gutierrez de Salazar, Director of the American School of Tampico (AST) whose sudden passing in 2017 left a deep void in the AST and international school community.

The Tri-Association Board of Directors honored Emma's legacy by presenting her family with the Paul G. Orr Award. Her husband, Dr. Fernando Salazar and family were present to receive this recognition.



Dr. Fernando Salazar receiving the award



Salazar Family, Sonia Keller, and Mahklouf Ouyed

> EMMA GUTIERREZ DE SALAZAR SCHOLARSHIP AWARD

2018 Emma Gutierrez de Salazar Scholarship Award was created by the Association of American Schools in Mexico to support host country national women who are in leadership positions in a Tri-Association School.

The first recipient of this award was ***María De Lourdes García Martínez*** from the American School of Tampico.



(From left to right) Adrián Salazar, Dr. Fernando Salazar, María De Lourdes García Martínez, Andrés Salazar.

¡Felicidades Lula!



La semana pasada, durante el cierre del Congreso latinoamericano de la "Tri-Association" (Association of American Schools of Central America, Colombia-Caribbean and México), que se llevó a cabo en Santo Domingo, República Dominicana; Ms. Lula recibió oficialmente el reconocimiento "Ms. Emma Gutiérrez de Salazar Scholarship" la cual es patrocinada por "ASOMEX" Asociación de Escuelas Americanas en México para honrar el trabajo y legado de Ms. Emma y con el fin de apoyar a maestras de esta asociación a alcanzar puestos de liderazgo en la rama de la educación. Como todos recordarán, por sus habilidades de liderazgo en ATS y en la comunidad, Lula fue la acreedora a esta beca, la cual le permitirá prepararse en el "Principal's Training Center" en Miami.

Ms. Lula es una Bióloga Marina que ha colaborado en proyectos de investigación en el Golfo de California, estudiando el comportamiento y distribución de las ballenas. Cuenta con una Maestría en Estudios Multidisciplinarios Internacionales por la "New York State University", es Educadora Nivel 2, Certificada por Google; así como una "Apple Teacher". Su pasión es el océano y todo lo que involucre su conservación.

➤ TIECARE INTERNATIONAL GLOBAL LEADERSHIP AWARD: COLEGIO AMERICANO DE TORREÓN



(From left to right) María Matilde Martínez, Service Coordinator, Sonia Keller and Mahklouf Ouyed, Director.

➤ COMMUNITY SERVICE AWARD: AMERICAN SCHOOL FOUNDATION MEXICO CITY



(From left to right) Sonia Keller, Diane Clement- ASF, Yazmin Estrella- Tri-Association Board.

CONFERENCE PATRONS

The Association of American Schools of Central America, Colombia, Caribbean & Mexico expresses its gratitude to the following institutions and companies for their sponsorship of the different events and speakers for our annual conference:

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Paul Williams 1954-2018

This past December we received the sad news of the passing of Paul Williams, former Director of the American School Foundation in Mexico City, and a long-time colleague and supporter of our regional Association. Paul had stepped down from the position of Executive Director at ASF in June 2018 after serving the institution for thirty-one years. In his final days, Paul was surrounded by friends and colleagues in his home in Mexico City, where he died peacefully on December 11, 2018.

Paul will be remembered and dearly missed by the ASF community and his many friends and colleagues around the world.



Focus on Child Protection

With the support of the Office of Overseas Schools we are offering two different training opportunities in **Child Protection** in a site close to you this year.

- ▶ AASCA will hold Level I Training May 1 & 2 at the Miami Dadeland Marriott.
- ▶ The event organizers will still take a few registrations beyond the January 30th deadline, so if you are interested below is the information you need.

REGISTRATION:

<https://goo.gl/forms/DcCWadP7oeiRQ0Wj2>

HOTEL RESERVATION LINK

[AASCA Child Protection And Directors Meeting Link](#)

Tri-Association Annual Educators' Conference In Monterrey, Mexico. This two- day institute will take place September 24 & 25, 2019. The focus of this institute will be Level II Training for School Response Teams.

Please note that ICMEC, (International Center for Missing and Exploited Children) is continuously adding to the resources that international school can use to update and strengthen their Child Protection policies.

Two new resources launched this year include, "Managing Allegations Against Adults", and Incident Response.

<https://www.icmec.org/wp-content/uploads/2018/09/Protocol-Managing-Allegations-of-Child-Abuse-by-Educators-and-other-Adults.pdf>

<https://www.icmec.org/education-portal/incident-response/>

<https://www.icmec.org/education-portal/>

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Save the date!

> 38th Annual Educators' Conference: "Building The Empathetic School"

Our 2019 conference will take place in Monterrey, Mexico, September 26, 27 & 28, 2019. The host school this year is The American School Foundation of Monterrey.

Pre-conference Institutes will take place September 24th and 25th. Conference details will be sent to you in February and registration will open at the end of April.

The call for school proposals already went out and the deadline is March 15, 2019. Applications can be filled out online through the following link: <https://www.tri-association.org/page.cfm?p=653>

Threshold Design Institute & Certificate Program

We are excited to announce the launch of the Threshold Design Institute September 24 & 25, 2019 at the upcoming Annual Educators' Conference in Monterrey, Mexico.

Threshold will offer (10) school teams of educators and leaders an interactive year-long professional development process that leverages Design Thinking methods to build creative problem-solving capacity within classrooms, campuses and communities. Participants will engage in Blended Learning experiences throughout the year, which will include two face-to-face institutes in 2019 and 2020, virtual conferences with facilitators and partners, webinars, and one-on-one support.

Threshold believes that each school faces a unique set of challenges and opportunities as they strive to foster dynamic learning communities that will adapt to unpredictable futures. School teams will have the opportunity to work on a school challenge of their choice through a multi-disciplined, collaborative design process facilitated by the Threshold consultants.

Participating schools will have the option of presenting their project at the 2020 Annual Educators' Conference. Registration and detailed program information will be sent to the Tri-Association member schools in early March 2019.



PROFESSIONAL DEVELOPMENT

Registration is now open for 2019 events in the Americas.

AP Workshops in Bogotá

Bogotá, Colombia
March 23–24, 2019

Summer Institute for International Counselors at NYU

New York, NY, USA
June 24 - 28, 2019

Rice University AP Summer Institute

San Jose, Costa Rica
July 2–5, 2019

AP Annual Conference

July 18 - 21, 2019
Orlando, FL, USA

Register at collegeboard.org/intlpd.

Eagles Celebrate 90th Anniversary!

By: Marcela de la Garza Evia, Alumni and Development Coordinator

On the evening of Saturday October 19, 2018, ASFM hosted the 90 Years Proud Alumni event where 500+ alumni joined together for an amazing time filled with memories!

ASFM graduates from 1959 through 2018 came from many places in Mexico and the U.S. to celebrate the ASFM's legacy on our beautiful campus located at the Huasteca Canyon.

The inauguration of the event started with touching speeches from the Superintendent, Dr. Michael W. Adams, the U.S. Consul General, William Duncan, and the Alumni Association President, David Margain. The opening ceremony was followed by alumni generational gatherings in the Middle School classrooms.

Alumni enjoyed a variety of activities, which included a tour of the school, picture taking for the new Alumni ID, learning about the Edge of Excellence campaign and the new Alumni Association, filming their life experiences after High School graduation, buying memorabilia, writing notes for the time capsule and enjoying tasty tacos, desserts and refreshments.

The highlight of the event was the unveiling of the restored Missouri Mural! The Mural is a piece of art by the Architect Joaquin Antonio Mora Alvarado. In the early 1940's Architect Mora was one of the designers of the former Missouri campus, which housed the school for over fifty years.

As part of the architectural plan, he designed this iconic Mural in the late 1960's and the mural was then built by ASFM students with the guidance of the art teacher Lois de La Rosa. The Mural was completed in 1970, and for 40 years was the silent backdrop for many life episodes of the ASFM students and community. When the school moved to our present Huasteca site in 2010, the Mural was carefully removed, boxed, and stored in a warehouse for later use.

At the beginning of this school year, the school administration embarked on the ambitious task to recover this cherished Mural, have it restored and unveiled during the 90th Anniversary event with Alumni. Now, the entire ASFM community can enjoy once again the beauty of this wonderful piece of art, which represents all of what ASFM stands for.

ASFM is on a continuous path of innovation and learning; a path that celebrates where we were, where we are, and where we are going! Welcome HOME Eagles!



The Inclusive Leadership Program and Its Impact at the Country Day School

by Jack Young, CDS Elementary Principal

At the Country Day School we have a belief that, everyone does learn, albeit at different rates and in different ways. This core belief is shaped around the idea of Inclusion. We strive to create the environment where all students are challenged at their level and serviced in the least restrictive environment, the homeroom classroom, regardless of their ability. Paramount in achieving true inclusion is meaningful and relevant professional development for our student support teachers as well as homeroom teachers. We need leaders in the school to help support all teachers, parents and students create an inclusive community. The Inclusive Leadership Program has been the professional development resource needed to achieve meaningful change in regards to our inclusion program.

The Country Day School's participation in the Inclusive Leadership Program has had an immediate impact on our support services and how we approach all of our learners not just students with exceptionalities. First and foremost, we have restructured our intervention system completely. Previously, we were a school where children with exceptionalities needed to pay additional costs in order to receive services. This is no longer the case. We reset our support program completely to not only service students with documented exceptionalities, but now to recognize that most students will need support at one point in time or another and just because they do not have a documented disability, does not mean they should not receive the support they need.

We have also begun to rethink the format in which our students receive their interventions. In the past, our support teachers have pulled out the majority of the students to receive support in a separate classroom, in a one on one or small group environment. Now, with new information and techniques from the Inclusive Leadership Program, almost all of our interventions come in the form of the pushin model, where support teachers and homeroom teachers work together in the classroom to support students in the least restrictive environment. We have seen a major swing in our student's attitudes towards intervention as well as tremendous success in increasing the amount of time our homeroom teachers and support teachers plan together and collaborate to help each student succeed.

Currently we have eleven teachers from CDS participating in the program. The participants are a mix of support teachers, administrators, and homeroom teachers. The ideas that our team have come back to school with after only beginning the courses have been profound and their excitement and enthusiasm to invest their time to making a meaningful and lasting change regarding how we

provide support to all of our students has been inspiring to others. Our conversations in team meetings, parent meetings, even in the teacher's lounge have shifted due to the participation of these individuals in the program. We now use person first language when discussing students with exceptionalities, share the belief that the students are "our" students, no longer just, "mine," or "yours." This has helped build our community stronger and more focused on what is best for all of our students and our school community as a whole.

One distinct piece to this program is the collaboration between schools in our region. Participants are able to interact with colleagues



from all over Central America and share success stories and failures in everyone's quest in creating meaningful change in their schools. This program is set up to raise the bar for education in our region by creating leaders for inclusion and has so far been successful in doing so.

Our participants remain in contact with others from different schools and have added to their professional learning networks and built lasting relationships based on common goals.

The Inclusive Leadership Program is without a doubt the kind of transformational professional development that we required in order to make meaningful changes regarding our school's philosophy of supporting all learners. Dr. Lee Ann Jung has impressed us with her knowledge, passion, and energy for helping support our school community as if it were her own. Dr. Jung, coupled with Dr. Sonia Keller and the generous funding from the TriAssociation and the United States State Department have made this opportunity possible and have helped bring our school into the light of Inclusion.

The Inclusive Leadership Program is a 5-course program in partnership between San Diego State University, Lead Inclusion, and the Tri Association. If you or your school is interested in learning more about the program, visit www.leadinclusion.org/international or contact Lee Ann Jung at jung@leadinclusion.org.



IB Self-Study: An Opportunity For Growth

By Nina Blake, The American School Foundation, Mexico City

The IB Self-Study is a process that schools engage in to assess their own implementation of the program. They identify major achievements during a five-year period under review and the outcome is a detailed action plan for the following implementation period.

In terms of the curriculum, each IB World School reviews collaborative planning, the written curriculum, teaching, and assessment. In 2017-18, The American School Foundation in Mexico City engaged in a 16-month self-evaluation process. All faculty and leadership were actively involved in the process, where there was ample discussion around these standards and evidence collected to guarantee that our self-assessment was authentic.

<https://www.tri-association.org/ibselfstudy>



Developing Self-Advocacy from the Middle Grades through High School

Beckett Haight (MS Learning Support Teacher), and James King (HS Learning Support Teacher, American School Foundation Monterrey)

Sometimes we get nervous thinking about our students moving on to the next school year, or to a new division of the school. We work so hard to help students with academic content and the hidden curriculum, that we sometimes wonder if the momentum will continue. However, what does a successful transition for students with special needs from MS to HS look like? The answer could be vertical alignment, which supports what is developmentally appropriate as students move from one grade to the next. Our challenge is support students as much as possible while slowly giving them more ownership of their (academic) life.

<http://www.tri-association.org/selfadvocacy>

Information Page

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► From the Executive Director

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- Spring 2019:
March 15, 2019
- Fall 2019:
August 30, 2019

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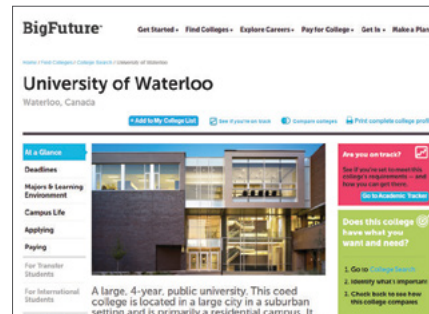
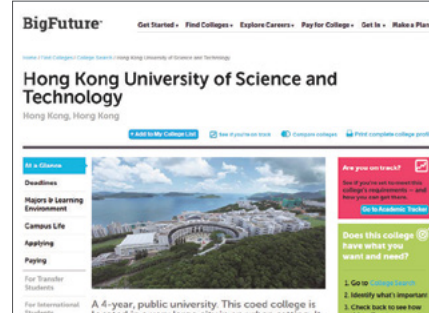
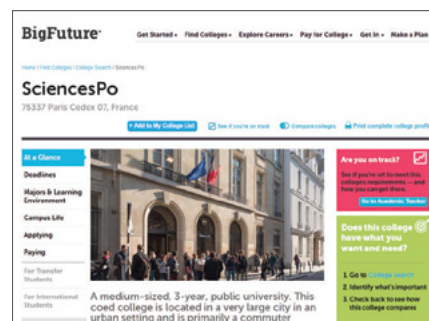
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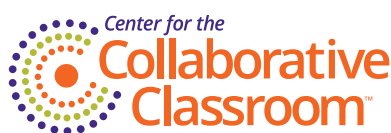
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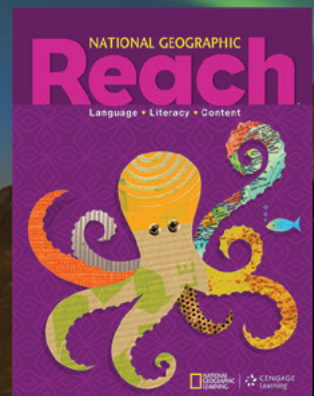
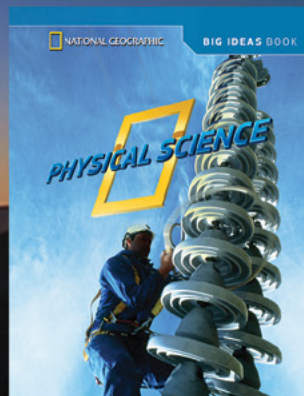
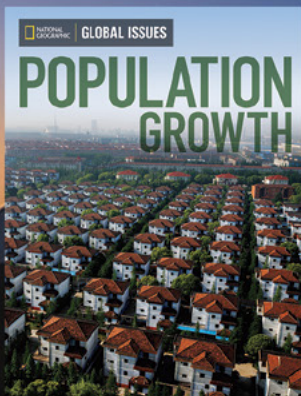
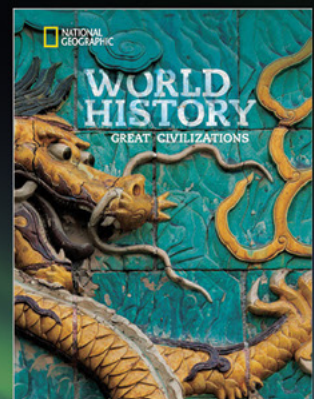
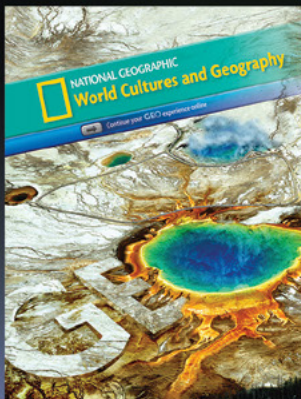
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BANGKOK-JANUARY
Jan 10-13, 2019

HONG KONG, CHINA
Jan 18-20, 2019

LONDON-JANUARY
Jan 22-25, 2019

CAMBRIDGE, USA
Jan 25-28, 2019

SAN FRANCISCO
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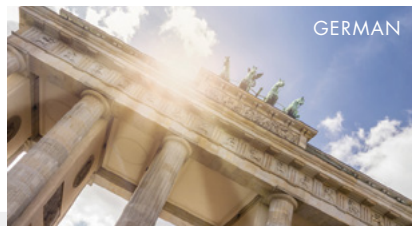
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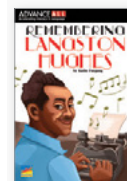
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