



## From The Executive Director

Thank you for your support with our recent Annual Educators' Conference in Cartagena. The conference evaluation and comments indicated that attendees had a wonderful time and a valuable professional experience. The artwork that was used for the cover page of the program was an all time favorite! A very special note of appreciation to Luz Dary Hernandez, the HS Art teacher at Colegio Jorge Washington for allowing us to use this wonderful piece.

I am very pleased with the way in which next year's program is coming together. Many powerful consultants have already signed on for the conference in Mexico City to be held on October 7-11, 2013. Information will be coming to you in February to encourage early registration on your part.

We held our first Staff Development Advisory Council meeting in Cartagena, and had an excellent exchange of ideas regarding the staff development needs of the schools. It is our goal to stay in contact and to work on your behalf, so if you have an SDAC member in your school or area, please approach them with your suggestions. You can access the information on who belongs to this group by logging on to our website and going to SDAC under the "About Us" tab.

Many schools are preparing their GIN Teams for the Global Issues Network Conference to take place in San Jose, next April 19-21, 2013. Following is an invitation letter from Joshua Knudsen who is the teacher sponsor from the Country Day School in San Jose, our conference host. I hope that many of you will join us!

The article written by Dr. Russell Robinson, Head of the Music Department at the University of Florida announces a unique professional development opportunity for your music teachers. The program has three distinct parts and targets music teachers from preschool to grade 12 the first Institute will take place June 24- 28 and is being funded jointly through the Office of Overseas Schools and the Inter-Regional Center. Registration will open in January.

On an inspirational note, do not miss Dominique Pierre's acceptance speech for the 2012 Paul G. Orr Award! I am certain that you will find her account compelling, and a vivid reminder of the blessings that surround us.

May the upcoming holidays be filled with rest, peace and good cheer for you and your loved ones!

*Warmest regards,*  
**Sonia Keller, Ed. D.**  
*Executive Director*

## At a glance

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## WHAT'S NEW ?



► *"La India Catalina" by Luz Dary Hernandez,  
Art Teacher, Colegio Jorge Washington.*

### **Paul G Award for COHP Acceptance Speech written and delivered in Cartagena, Colombia at Tri-Association Conference, September 2012**

*By Dominique Pierre*

Right this minute, I see my childhood unfolding before my eyes. When I was 9 years old my mother dressed in her green visiting nurse uniform, garnished with rubber boots up to her knees, walked me through the narrow unsanitary, sewage-filled alleys of the Cite Soleil slums of Port-au-Prince.

The knee-high mud in the rainy season made life unbearable for the residents, I could see misery written in big letters in their eyes. But at the time, all my

mother could offer was some kind words of hope to the bloated-stomach and red-haired children who showed signs of malnutrition. I felt helpless, and I wondered why my mother took me there.

Today 30 years later, I know why she put me through this. She had a choice of sheltering me from that harsh reality like so many of her colleagues chose to do. But she did not. This not only shaped my personality but has made me who I am: caring, understanding, and

compassionate: wanting to actively change the status quo. Suddenly I have become the advocate of the voiceless, the faceless people of my homeland, Haiti.

Right before the earthquake I had a chance to revisit that same community, when I volunteered in the USNS Comfort floating hospital. What I experienced is indescribable. To put it in a simple phrase, I FELT GOOD.

In Haiti I feel overwhelmed by the visible sufferings and resilience of others, especially children who have not experienced any better. Every day, my heart breaks into a million pieces, but through COHP I re-mend it back to its whole self.

In Cite Soleil, my mother taught me To BE THERE and in COHP every day I can say: I Am HERE!

I have found where I belong, and where I can make a change.

The international community has offered us a tremendous amount of attention.

The impact of your involvement has been like a springboard of energy for me to function and to move forward. The generosity and giving of our community of international schools have been nothing short of moving and inspiring. The gifts have been large, and the gifts have been small. They all make an impact directly into the program.

Even a \$10 card bought (multiplied by your numbers), has a direct impact on not only 84 children, but 84 families.

These financial gifts and simple gestures enable these families to have at least one family member not only escape from the misery, but carry the hope of the fu-



► *Dominique Pierre receiving the Paul G. Orr Award from Paul Williams, President of the Tri-Association. Forrest Broman COHP CEO accompanies.*

ture through education. And this one person can be the salvation of a whole family.

This is the impact that each one of you has had in Haiti. Today you, when you look at COHP, you too can say, "I Am Here!"

I am here, not only to thank you, but to encourage you to continue making this dream of a full philanthropic quality education program, not just a dream, but a reality.

Together you and I have made three years of this already happen. We only have another nine to go! In closing today, I am inviting you to join in the active count down to the high school graduation of each one of our brilliant students. For they are not my students - they are students of the world – they are also your students – our students. Our legacy.

I will be there on that graduation day. On that same graduation day, you too will be able to say, "I was here!"

Thank you.

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## **MISSION**

*To empower young people to collaborate locally, regionally and globally in order to create sustainable solutions for global issues.*



## **Costa Rica Hosts the 1st Tri-Association Global Issues Network Conference : April 19-21, 2013**

**Join Us!**

*by Joshua Knudsen*

Costa Rica and the Country Day School cordially invite all schools to send student teams to the first Global Issues Network Conference (GIN) for the Tri-Conference area, taking place in April 2013. The Country Day School is honored to host this groundbreaking event for the region. A major focus of our conference is to create a global reach and have representation from as a wide geographical area as possible. My name is Joshua Knudsen and I am the GIN Conference Coordinator for the April 2013 conference here in Costa Rica. In the coming weeks our website for the conference will be posted called [cdsglobalissuesnetwork.net](http://cdsglobalissuesnetwork.net) which will be continually updated with relevant information.

**Global Issues Networks** (GINs) are successfully connecting students as they research and seek sustainable solutions to global issues around the world—currently in Asia, Africa, Europe, the Middle East, North America and South America. GINs are groups of students and

teachers, working internationally, to develop solutions for global issues. GINs challenge students and teachers to immerse themselves in a chosen issue and to collaborate with peers and other international members to create networks, to think and act critically and creatively. GINs work towards creating innovative sustainable solutions to address real-world global issues. The GIN Conferences, like the one in April, bring these student groups together to network, get inspiration, and learn from each other.

***Why is Costa Rica ideal for inaugurating the GIN Conference ethos in Central America?*** Well, let us count the ways. Geographically, Costa Rica is ideally suited for travel, with its central location, perfectly nestled between North and South America. We offer a unique opportunity to establish connections amongst students and schools in the entire western hemisphere. Add to this the fact that Costa Rica is world renowned for its commitment to peace, to sustainable environ-



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mental policy, to quality education, and to protecting human rights.

Briefly, here are several highlights from Costa Rica's 'Global Issues Report Card', which I have compiled. In 1948, Costa Rica constitutionally (and permanently) abolished its standing armed force to fully focus on education, social welfare, and cultural development. Appropriately, because of Costa Rica's long standing commitment to freedom, the Inter-American Court of Human Rights is based here, charged with promoting basic rights and freedoms throughout all the Americas. Also, Costa Rica is the only country on the planet to commit to being "Carbon Neutral" by the year 2021. Costa Rica has been coined the 'happiest' and the 'greenest' country in the world by the **New Economics Foundation** (NEF). We are the only Latin American country in the world's 22 oldest democracies. Costa

Rica meets all five criteria established by the United Nations Development Program for environmental sustainability, ranking first among all the Americas and fifth in the entire world on their Environmental Performance Index. Costa Rica boasts the largest percentage of protected lands of any country in the world at 25% and arrived at a rate of zero deforestation by 2005. Ninety percent of Costa Rica's electrical energy comes from renewable sources, with a goal of 95% by 2014. Clearly, Costa Rica has been walking the walk, and talking the talk for some time now, setting an example for the world to follow. What better place to bring students to engage the tough issues facing our planet?

Our theme for this GIN Conference is "YOUNITY." That is, how do **YOU** fit into the big picture? What is **YOUR** part in the solutions we must all reach together? The

Mission of GIN is ‘to empower young people to collaborate locally, regionally and globally in order to create sustainable solutions for global issues.’ To this end, we will extend the invitation to attend our GIN Conference to the entire globe, as well as our neighbors, with the hope that we can provide the participating students with a rich and rewarding experience that inspire them to take action as they take the helm as our world’s next generation of leaders.

Already, schools from South America are preparing teams for our April 2013 conference and several schools from the Tri-Conference area have expressed interest in coming. In order to provide the most accurate and helpful information for schools to prepare for the GIN, I have quoted liberally from an article written by Linda Sills, our esteemed and highly valued GIN Program Developer. Linda has been involved in the GIN movement since the beginning and was instrumental in bringing the GIN to Latin America in both Lima and Sao Paulo, and now. . . Costa Rica. Please read on to learn about the basics of GIN teams and conference preparation.

### ***How do I get information about GIN efforts already underway around the world?***

A student alumnus of GIN talks honestly about getting involved- Please watch and share!

<http://www.global-issues-network.org/video/elicia-cousins-participates>

### ***How do we begin to prepare for first GIN Conference in our region?***

It is good to begin by reviewing your efforts to date by addressing environmental/global issues with your school community. Then you can begin to form a GIN group made up of students and teachers. You will choose one or two projects for your presentation/s. You will closely monitor and document your efforts in the coming months. For many of you, it will not be

creating more work but celebrating and sharing your ongoing efforts.

### ***How do we prepare to attend the conference?***

The GIN group should meet regularly. Schools are invited to send a GIN team (or two) to the conference. Each team is made up of 2-6 students from Grades 7-12, so the maximum number of students a school could send would be 12. Two adult advisers must accompany your school’s students, whether you send one or two teams. A third team may be possible if the numbers allow closer to the end of registration.

### ***What are the key responsibilities of the team?***

Each student team is asked to prepare an interactive workshop (wireless will be provided at the conference) on their project/ efforts to address a global issue with sustainable solutions. The team will present this workshop to 20-30 other delegates. Also, each team of students needs to make a short (2 minutes or less) film about their project to be shown at the conference and posted to the website.

### ***What is the format of the student/team presentation?***

Each team will develop a 40 minute interactive presentation (divided into presentation, activities, and discussion) based on an essential question relating to a **pressing global issue**.

### ***What are the other components of the conference?***

The conference will have a busy schedule of keynote speakers, student presentations, social time to meet with other student groups to discuss issues (Global Village), a Global Issues Fair consisting of real-world organizations (NGOs, etc.) already involved in good work, and a film festival of student created films. All meals will be taken together and entertainment will be provided.

### ***When, Where, How, and How Much?***

Registration will open in January and all efforts will be made to keep the costs reasonable. Our goal is to keep the registration fee under \$250. We will negotiate special conference rates for those dates with hotels in close proximity to our school. Breakfast will be included with all hotel rates. With the registration fee, all meals are provided as are all transportation costs. We will accept a total of 400 students and advisers to participate in the conference. The dates are April 19-22, 2013. Please mark your calendars and reach out to any of us if you require additional information.

### **Contacts for Questions:**

***Linda Sills:*** GIN Program Developer

***Linda.Sills@gmail.com***

***Joshua Knudson:*** Country Day School GIN Coordinator

***joshua\_knudson@cds.ed.cr***

***Sonia Keller:*** Executive Director for Tri-Association

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*Southern hemisphere calendar*

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  - b. Two letters of recommendation
  - c. A 250-500 word essay explaining your professional goals

Applications are accepted on a rolling admissions policy, and enrollment is closed once a cohort is full. Once an application is received, admission personnel hold a place in the program for the applicant until all application materials arrive. Please note that all information may be sent by email except for the official transcripts, which must be originals.

Endicott College is accredited by the New England Association of Schools and Colleges (NEASC).

## REGIONAL NEWS

### American School of Tampico receives Tri-Association Global Leadership Award

The American School of Tampico, in Tampico, Mexico, was awarded the Tri- Association Middle School Global Leadership Award by TieCare International and Tri- Association at the Tri- Association Annual Educator's Conference.

ATS was honored for their outstanding commitment to improving the environment through ATS Goes Green. The program includes recycling PET bottles, tetra-pak and paper, monthly beach clean-ups to support wildlife, student- created videos and posters to increase awareness about recycling.

ATS Goes Green also hosted Earth Week to engage Tampico's spirit of global responsibility. ATS Goes Green hosted an electronic waste collection, raised funds for their 7th grade natural resources trip through a car wash, and put on "recycled outfits" fashion show.

ATS students took to the program with a strong sense of responsibility. "It's in our hands, as this modern generation, to make a change," said Sonia Kuri, an 8th grader at ATS, in the ATS Goes Green video (see left). Sonia was one of the many ATS Goes Green students that rallied the student body to recycle.

"It's inspiring to see the change that ATS students have made in their school and community," said Andrew Thorburn, President and CEO of Global Benefits Group (GBG), TieCare's parent company.

Tri-Association is a non-profit organization whose mission is to foster student and teacher success in American schools located in Central America, Colombia, Caribbean and Mexico.

TieCare International / GBG is the proud sponsor of more than 15 school organizations, and is a founding member of AISH. TieCare also recently awarded the Haas/Hansen Award to Amara Aarif at the 2012 NESAC Conference.

To learn more about the Tri- Association Middle School Global Leadership Award, visit <http://www.tri-association.org/page.cfm?p=376>.

Visit TieCare International online at [www.tiecare.com](http://www.tiecare.com).



▶ ATS Goes Green's Lula Garcia (center) with John Byers (right) and Frank Cappuccio (left) from TieCare International.

### ATS Goes Green See the Change



*American School of Tampico's video chronicling their recycling program can be viewed on YouTube. See photos from their electric waste collection to their 7th grade conservation trip to explore nature first-hand.*



▶ View at: <http://youtu.be/DEf9gjNqlqg>



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— Priyank Mathur, American Embassy School, New Delhi ('04) and Boston University ('07)

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# Memorable Moments from our 2012 Annual Educators' Conference



► (L-R) Sonia Keller, Pam Allyn, Vincent Ventura



► MAP USERS GROUP



► Colegio Jorge Washington Cheerleaders



► One of many "light" moments!



► High Five!



► Musical Group from Colegio Jorge Washington

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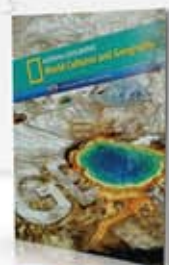
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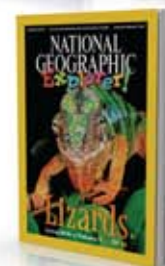
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## CALENDAR OF EVENTS FOR

### 2012

#### TRI-ASSOCIATION ANNUAL BUSINESS MEETING

Location: Atlanta, Georgia  
Date: November 27, 2012  
Time: 2:30-3:30 p.m.

#### TRI-ASSOCIATION BOARD MEETING

Location: Atlanta, Georgia  
Date: November 27, 2012  
Time: 12:30 -1:30 p.m.

#### ACCAS

General Business Meeting  
Location: Atlanta, Georgia  
Date: November 27, 2012  
Time: 3:30-5:00 p.m.

#### 2012 AdvancED LATIN AMERICAN CONFERENCE: "CREATING THE FUTURE: LOCAL FOCUS, GLOBAL IMPACT"

Location: Atlanta, Georgia  
Date: November 27-29, 2012

#### EXECUTIVE DIRECTORS' MEETING

Location: Washington D.C.  
Date: December 13-15, 2012

### 2013

#### AAIE CONFERENCE: "PROMOTING SOCIAL JUSTICE IN A DIVERSE WORLD"

Location: San Francisco  
Date: February 14-17, 2013

#### NAIS ANNUAL CONFERENCE

Location: Philadelphia, Pennsylvania  
Date: February 27-March 2, 2013

#### TRI-ASSOCIATION'S LITERACY INSTITUTE II: "LIFTING THE LEVEL OF LITERACY INSTRUCTION TO MAXIMIZE STUDENT ACHIEVEMENT"

Location: American School Foundation  
Monterrey, Mexico  
Date: March 3- 8, 2013

#### GIN (Global Issues Network)

Conference: "YOUNITY"  
Location: Country Day School, San Jose, Costa Rica  
Date: April 19-22, 2013

## ASOMEX CALENDAR OF EVENTS 2012-13

	EVENT	HOST SCHOOL	DATE
1	Track and Field All Categories	TBD	TBD
2	Business Managers	ASF Guadalajara	Jan. 17-19
3	Volleyball (Inf. & Juv. A,B,C, Boys & Girls)	ASFG	Jan. 25-30
4	Soccer (Juv. A Boys & Girls)	ASFG	Jan. 25-31
5	Basketball Inf & Juv A Boys & Girls	CAP	Feb. 7 - Feb. 12
6	Soccer (Juv. C Boys & Girls)	CAP	Feb. 7 - Feb. 12
7	Soccer (Juv. B Boys and Girls)	JFK	Feb. 28 - March 3
8	Basketball Juv. B & C Boys & Girls	ASF México	April 19-23
9	Arts Festival & Creative Writing	Peterson	April 26-27
10	Directors & Athletic Directors Meeting	Cancún	May 17-19

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## ASOMEX INVITATIONAL EVENTS

1	Debate and Dialogue Competition	ASF México	Nov. 30 - Dec. 1
2	Swimming (all groups)	TBD	TBD
3	Math Counts (Team Training Competition)	ASFG	Jan. 18-20
4	Model U.N.	AS Puebla	Jan. 23-25
5	CIMUN (Grades 6-9)	Colegio Inglés	Feb. 6 - 8
6	Model U.N. (6th-12th grade)	ASF Monterrey	Feb. 14-16
7	Soccer Rápido (fut 7) Juv ABC	Cancún	Feb. 21-23
8	DI National Tournament	ISR - Monterrey	March 2
9	Math Counts Competition Grade 7-8	Westhill Institute	March 8-10
10	DI National Tournament	AS-Puebla	March 16
11	Environment (grades 7-12)	Cancún	April
12	CAN MUN Grades 9-12	Cancún	Nov. 16-17
13	SUNS (7-9)	Saltillo	Dec. 6-8

## ASSCA CALENDAR 2012 - 2013

EVENT	SCHOOL/PLACE	COUNTRY	DATES
MUSIC FESTIVAL	Escuela Internacional Sampedrana		Jan. 31-Feb. 3
LARGE SCHOOL SOCCER	American School of Tegucigalpa	HON	Feb. 27-Mar. 3
SMALL SCHOOL SOCCER	Colegio Maya	GUA	Mar. 13-17
INVITATIONAL CROSS COUNTRY	Country Day School	CRC	Apr. 4-7
INVITATIONAL VOLLEYBALL	American Nicaraguan School	NIC	Apr. 10-14
INVITATIONAL G-I-N CONFERENCE	Country Day School	CRC	Apr. 10-21
SECONDARY SCHOOL PRIN. MEETING	St. Augustine School	NIC	Apr. 25-28
GENERAL DIRECTORS MEETING	Miami	USA	May 1-5

# ARTICLES

## Tri-Association Professional Development for Music Teachers

**Russell L. Robinson, Ph.D.**

Professor and Head of Music Education, University of Florida

[www.RussellRobinson.com](http://www.RussellRobinson.com)

My experiences with music educators in the Tri-Association and international schools and conferences worldwide (including NESAP, AISA, CEESA, ECIS and EARCOS) are that schools with very high performing academic programs often need professional development for their music teachers. Research indicates that not only does the quality of the music program determine the enrollment of students, including, high academic students in music programs, but there is a positive effect on the overall academic success of all students participating in high quality music programs. Students in these school music programs score higher on standardized tests, regardless of the socioeconomic level; 22% better in English and 20% better in math. (*MENC Journal of Research in Music Education*, Winter 2006, vol. 54, No. 4, pgs. 293- 307; "Examination of Relationship between Participation in School Music Programs of Differing Quality and Standardized Test Results" Christopher M. Johnson and Jenny E. Memmott, University of Kansas.)

Music teachers in international schools face unique challenges, among them, the number of students in ensembles. For example music teachers may have a band of 13 students or a choir of 12 students. This is where professional development for music teachers is important for the quality of not only the music program but the quality of the "whole school." My premise is that music programs and ensembles can be of very high quality, regardless of numbers, and that "quality attracts quantity." In other words, the higher



the quality of the music program, the more students who will want to participate, particularly the higher academic students. When a music program is of high quality and has challenging cognitive and skill development, all students want to participate. Thus, high quality music programs have a positive effect on the academic achievement for the "whole school."

This past May we began a pilot program at the American School Foundation in Monterrey, Mexico City and Guadalajara. I spent two days at each school, working with music teachers in their classrooms and their music ensembles. Written program evaluations and recommendations were presented after each visit. The responses from administrators and music teachers were extremely positive regarding specific teaching

techniques as well as personnel and curricular changes and implementation. Working with teachers and modeling techniques in their own classrooms, especially for music teachers who often do not have specific staff development in their schools, is an extremely effective and positive way to effect real change in the quality of music instruction and student interest.

As a result of our discussions, we now have a three-part plan for institutes and music staff development that is available to schools and music teachers with the assistance of the Tri-Association and the Office of Overseas Schools:

1. *A Summer Workshop at Western Carolina University the week of June 24-28.*
2. *Follow-up and presentations at the fall 2013 Educators Conference in Mexico City that will include work-*

*ing with school music groups at the American School in Mexico City.*

3. *Continued on-site professional development for music teachers and programs at interested Tri-Association schools.*

If your school is interested in on-site professional development for your music teachers, please contact Dr. Sonia Keller. These can also be organized at a central school site, with music teachers at other schools coming to the central site to work with the host school music classes and ensembles. I am doing a similar plan in Doha Qatar in January with NESAs schools where the American School of Doha is the host school and music teachers from the region will come to work on-site with the ASD music classes and ensembles. I look forward to our future professional development for music teachers and programs in the Tri-Association.

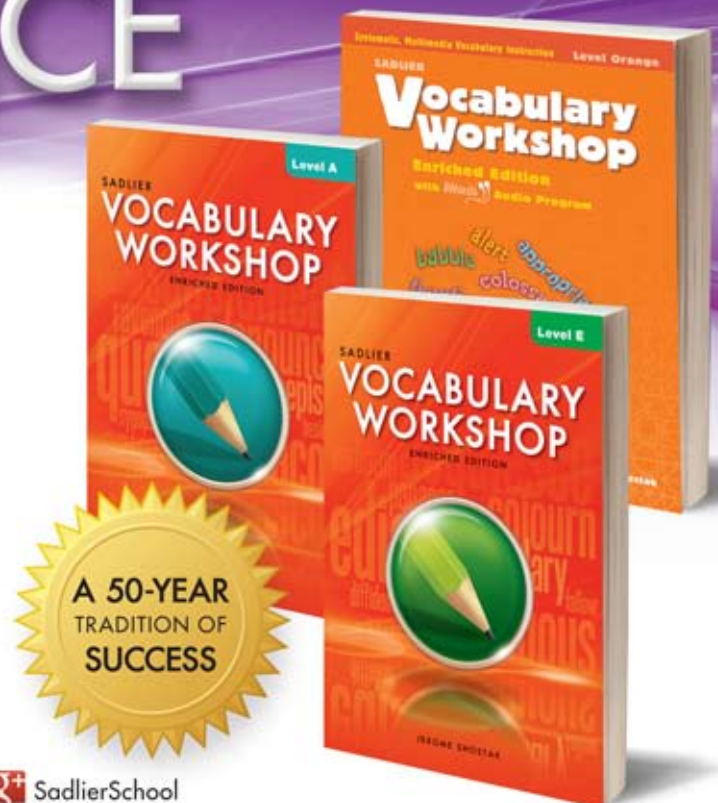
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## "Weaving Character into 21st Century Education."

by David Streight

Last winter the CSEE (Center for Spiritual and Ethical Education) office looked into the buzz about 21st century education to see what the "experts" were saying. The lists of "essential competencies for a rapidly changing world" offered interesting suggestions, but one issue stood out for its absence: the moral/ethical dimension is seldom a recommendation. As if a scan of 20th century history showed ethics to be mastered: we have no need of further improvement!

Most educators would admit that ethical development—not as an academic course but as a culture pervading a school that deeply forms students—should be fundamental to education regardless of the century. What most educators do not realize, however, is

that the foundations of good ethical education overlap significantly with the foundations of good intrinsic motivation, which leads to deeper and more long lasting learning, and to academic excellence. They are the foundations for life-long learning—a goal of many schools—as well as for other 21st century competencies like creativity and collaboration.

The concepts in question include 1) supporting students' development in autonomy, 2) developing their sense of competence in social, academic, and certain other areas, and 3) relationships that are perceived by students to be warm and supportive.

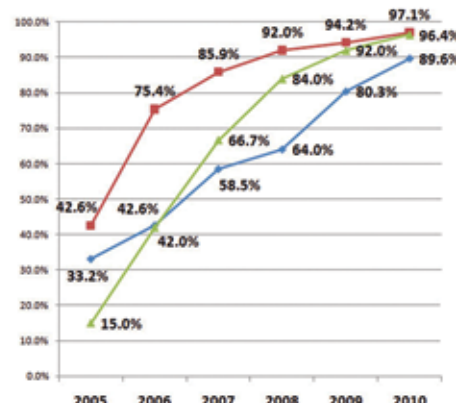

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2010	97.1%	89.6%	96.4%

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want our young people to be able to say “no” to pressure from peers to engage in activities of questionable worth; and it matters if we want young people to say “yes” to offering a new idea in class—or to the team at work—even when there is a chance the idea might get rejected.

Competence matters because without lots of success experiences students (and adults) soon reach the point of “why try?” Competence matters because those who feel inept, or stupid, have little interest in supporting others who want to continue learning. And competence matters because our social and psychological health depends on it.

Neither autonomy nor competence can develop fully without the support of warm and trusting relationships. Nor can top-quality learning take place—it’s demonstrated—without such relationships, nor can emotionally close relationships with a spouse or one’s child, nor can... the list goes on.

Schools are in a tremendous position both to make themselves more effective places of learning and to improve community well being; the three concepts noted here underlie such improvement. The most effective character education program ever implemented was based largely on these three concepts, as are most contemporary theories of creativity. The psychological profile of a bully centers on powerlessness and control issues, around feeling incapable and thus inferior, around feeling unloved or appreciated. These concepts are essential!

There is much that schools can do to foster these foundations for both ethics and academics: through every single class, through discipline systems, through character education or anti-bully initiatives, through honor councils or advisory systems or community service programs. We just need to concert efforts, to point ourselves in the right direction, to be intentional... to take the first step.

#### *About the Author:*

*David Streight is a former school psychologist, teacher, and administrator who spent three decades working in public and private independent schools. For the past nine years he has served as executive director of the Center for Spiritual and Ethical Education, a century old association of independent schools with a mission to bring best practices for ethical/character education to all schools, and spiritual development to religiously affiliated schools from all religious traditions. He can be reached at [ds@csee.org](mailto:ds@csee.org)*

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- ▶ *"Failure can often pave the way to Success"... the following article explores this important concept:*

**<http://learning.blogs.nytimes.com/2012/05/07/sowing-failure-reaping-success-what-failure-can-teach/?ref=education>**

- ▶ *The following article includes tips for school leaders being leaders with technology:*

**<http://thejournal.com/articles/2012/06/07/7-habits-of-highly-effective-tech-leading-principals.aspx>**



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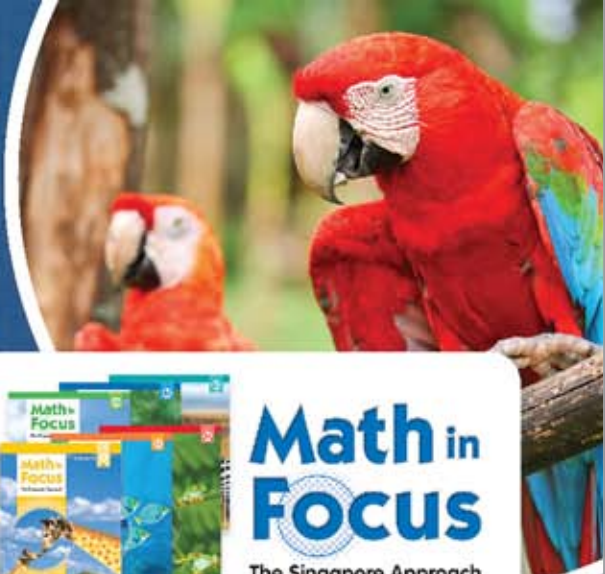
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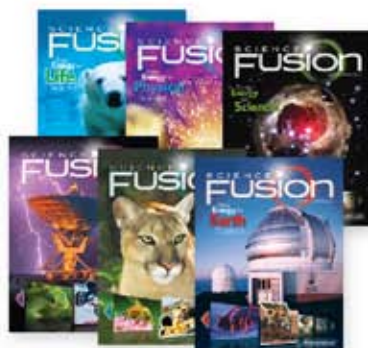
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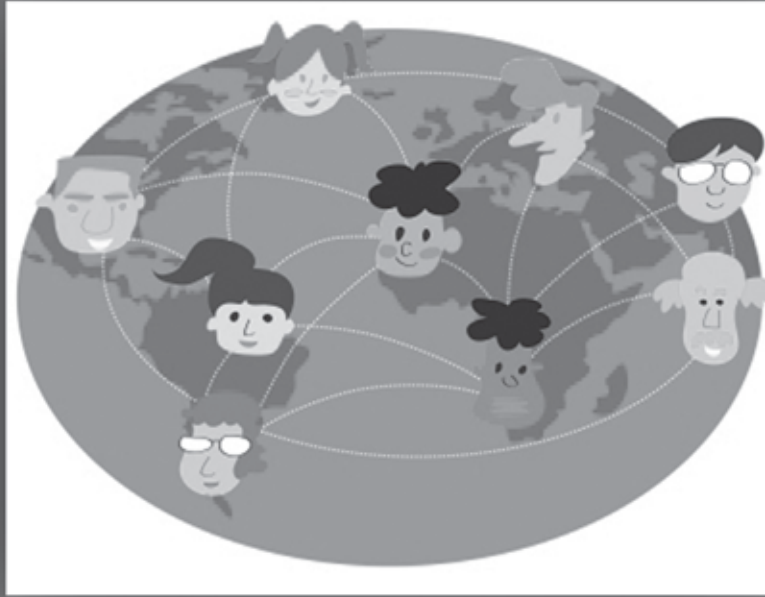
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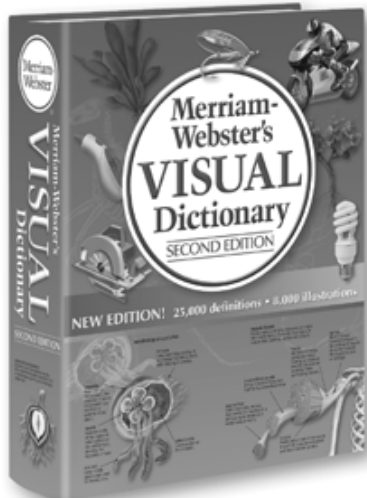
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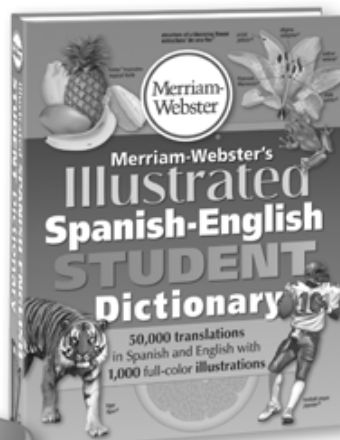
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December 2-4, 2012	Atlanta, Georgia	ISS
December 7-9, 2012	Johannesburg	Search Associates
January 4-6, 2013	Melbourne, Australia	Search Associates
January 4-7, 2013	Bangkok, Thailand	ISS
January 8-11, 2013	Bangkok, Thailand	Search Associates
January 17-20, 2013	London, England	CIS
January 18-20, 2013	Hong Kong, China	Search Associates
January 24-28, 2013	London, England	Search Associates
January 25-27, 2013	Toronto, Canada	Search Associates
January 25-27, 2013	Kingston, Canada	Queen's College
January 30 - Feb 3, 2013	Teacher Registration Deadline: January 11	University of Northern Iowa
February 5-7, 2013	Waterloo, Iowa	University of Northern Iowa
February 7-10, 2013	Cambridge, Massachusetts	Search Associates
February 14-17, 2013	San Francisco, California	ISS
February 16-18, 2013	San Francisco, California	Search Associates
February 28- March 2, 2013	Dubai, UAE	Search Associates
March 8-10, 2013	Bangkok, Thailand	Search Associates
June 15-17	Philadelphia, Pennsylvania	ISS Search Associates
June 21-23, 2013	Bethesda, United States	Search Associates

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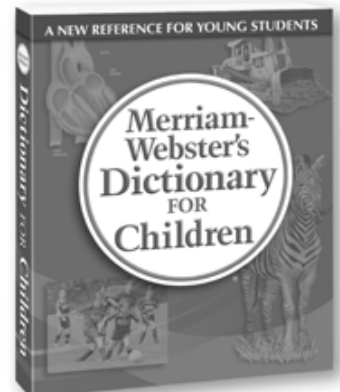


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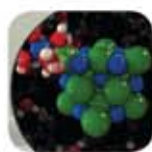
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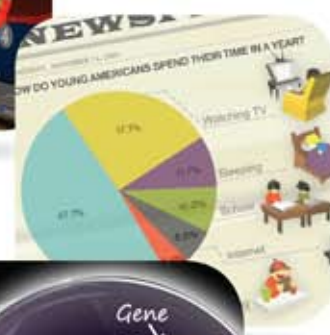


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► **From the Executive Director**

A special note of appreciation to the schools and individuals who contributed articles and pictures for this issue of the newsletter. I encourage you to share the wonderful work taking place in your schools by sending us your news! This newsletter is published three times a year; in the Fall, Winter and Spring. The deadlines for submission of entries are:

- February 1st
- May 1st



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