

Bethel Board of Education Regular Meeting

Thursday, November 15, 2012 7:00 PM

Board of Education Conf. Room E Central Office, 1 School Street, PO Box 253,
Bethel, CT 06801

1. Call to Order

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

2. Approval of Minutes

2.A. October 11, 2012

3. Correspondence

4. Board Recognition

5. Audience Participation

6. Administrative/Board Member Update

6.A. College and Career Center/Naviance Report

Speaker (s) : Danielle Conley, College & Career Center Associate, and Frank Tatto, School Counselor, Department Chairperson

6.B. Technology Plan Update

Speaker (s) : Dr. Janice Jordan, Associate Superintendent

6.C. Introduction to Personalized Learning

Speaker (s) : Dr. Janice Jordan, Associate Superintendent

7. Reports to the Board

7.A. Curriculum

7.A.1. Spanish 11 Course

7.A.2. Quebec Exchange Program

7.B. Facilities

7.B.1. 5-Year Capital Plan

Speaker (s) : Ms. Theresa Yonsky, Director of Fiscal Services

8. Adjourn

Tentative minutes of the Bethel Board of Education Curriculum Subcommittee Meeting held on October 18, 2012, in Board of Education Conf. Room E.

Attendance: L. Craybas

Administrative Attendance: J. Jordan, K. Smith

L. Craybas, Chairman, called the meeting to order at 06:30PM.

Board Members Present: Attendance Taken at 6:30 PM:

Present Board Members:

Mrs. Melanie O'Brien

Mrs. Robin Renner

Mr. Ted Stevenson

Absent Board Members:

Mr. Scott Clayton

Mrs. Kristen Lacey (Alt)

1. Spanish 41 Curriculum

Discussion:

Added more things modeled in AP style dialogs.

2. Spanish 42 Curriculum

Discussion:

More cultural items added in Spanish 42.

3. Spanish Conversation 51 Curriculum 2012

Discussion:

Feeder course to UCONN - addresses essential questions in language.

4. AP Spanish Syllabus #2

Discussion:

Syllabus accepted by AP.

5. Audience Participation

Discussion:

None.

6. Adjourn

Motion Passed: Move to adjourn at 6:54 p.m. Passed with a motion by Mrs. Melanie O'Brien and a second by Mr. Ted Stevenson.

Mr. Scott Clayton Absent

Mrs. Melanie O'Brien Yes

Mrs. Robin Renner Yes

Mr. Ted Stevenson Yes

Respectfully submitted,
Robin Renner
Recorder

Tentative minutes of the Bethel Board of Education Buildings & Grounds Subcommittee Meeting held on November 13, 2012, in Board of Education Conf. Room E.

Attendance: None.

Administrative Attendance: K. Smith, J. Jordan, T. Yonsky, B. Germinaro

L. Craybas, Chairman, called the meeting to order at 06:30PM.

Board Members Present: Attendance Taken at 6:30 PM:

Present Board Members:

**Mr. Larry Craybas
Mr. William Duff
Mrs. Kristen Lacey
Mr. Bryan Terzian**

Absent Board Members:

Mrs. Robin Renner - Alternate

1. Feasibility Study Update

Discussion:

T. Yonsky, Director of Fiscal Services informed the subcommittee that we were moving forward with the next phase of the DRA study, the enrollment study with Milone & MacBroom and with debt analysis meeting with the Town Comptroller B. Kozlowski.

2. 5-Year Capital Plan

Discussion:

The draft plan was reviewed and revised for the Board of Education meeting on November 15, 2012.

3. Audience Participation

Discussion:

None.

4. Adjourn

Motion Passed: Move to adjourn at 8:15 p.m. passed with a motion by Mr. Larry Craybas and a second by Mr. William Duff.

Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mr. Bryan Terzian	Yes

Respectfully submitted,
Susan Pare
Board Recorder

Tentative minutes of the Bethel Board of Education Special Meeting held on October 11, 2012, in Board of Education Conf. Room E.

Attendance: None

Administrative Attendance: K. Smith, J. Jordan, T. Yonsky, B. Kirmil, K. Gombos, B. Germinaro

L. Craybas, Chairman, called the meeting to order at 06:30PM.

Board Members Present: Attendance Taken at 6:30 PM:

Present Board Members:

**Mr. Stuart Carlsen
Mr. Larry Craybas
Mr. William Duff
Mrs. Kristen Lacey
Mrs. Melanie O'Brien
Mrs. Robin Renner
Mr. Ted Stevenson**

Absent Board Members:

**Mr. Scott Clayton
Mr. Bryan Terzian**

1. Call to Order

1.A. Roll Call for Quorum

2. Workshop - Feasibility Study Johnson/Rockwell School

Motion Passed: Move that T. Yonsky, Director of Fiscal Services, have an enrollment study done. Passed with a motion by Mr. William Duff and a second by Mrs. Kristen Lacey.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Absent
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

Motion Passed: Move to explore expanding Berry School. Passed with a motion by Mr. Stuart Carlsen and a second by Mrs. Robin Renner.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Absent
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

3. Adjourn

Motion Passed: Move to adjourn at 8:20 p.m. Passed with a motion by Mrs. Robin Renner and a second by Mrs. Kristen Lacey.

Mr. Stuart Carlsen	Yes
Mr. Scott Clayton	Absent
Mr. Larry Craybas	Yes
Mr. William Duff	Yes
Mrs. Kristen Lacey	Yes
Mrs. Melanie O'Brien	Yes
Mrs. Robin Renner	Yes
Mr. Ted Stevenson	Yes
Mr. Bryan Terzian	Absent

Respectfully submitted,
R. Renner
Secretary



Bethel Public Schools

1 School Street, P.O. Box 253, Bethel, CT 06801
Fax: (203) 794-8723 – website: www.bethel.k12.ct.us

Kevin J. Smith, Ph.D.
Superintendent of Schools
(203) 794-8601

Janice M. Jordan, Ph.D.
Associate Superintendent of Schools
(203) 794-8613

Theresa D. Yonsky
Director of Fiscal Services
(203) 794-8603

Linda A. Pica
Director
Special Education & Pupil Services
(203) 794-8616

Michelle D. Rutledge
Supervisor
Reading/Language Arts
(203) 794-8755

Daniel DeBlois
Supervisor
Information Technologies
(203) 794-8071

Robert Germinaro
Supervisor
Facility Operations
(203) 794-8609

November 7, 2012

Robert Rader, Executive Director
CABE
81 Wolcott Road
Wethersfield, CT 06109

Dear Bob,

I hope this finds you well and in good shape after last week's horrendous weather event. I am looking forward to attending the CABE/CAPSS convention next week. My Board Chair, Larry Craybas, and I have reviewed with our board and discussed thoroughly the CABE 2013 proposed resolutions. None of our board members are available to attend the delegate assembly so I thought I would send you our thoughts on the most critical proposed resolutions.

Our fundamental concern revolves around sustainable funding for public schools. We would like to see CABE advocate for legislation that allows municipalities the opportunity to fund public education in ways other than reliance on local property taxes. We fully endorse Resolution II.9 but would like to see it expanded beyond calling for a study and focus on an immediate call for relief. We would like to see legislation that allows municipalities to retain some portion of income and sales tax that would help relieve some of the burden felt by property owners.

We support Proposals II.1, II.6 and II.10. ECS funds need to be provided equitably to municipalities. Moreover, the state needs to seriously address the numerous unfunded mandates enacted by the legislature and provide appropriate funding to school districts to implement the changes called for by the Secondary School Reform Act, implementation of CCSS and CCR standards, SBAC assessments, and new teacher and administrator evaluation requirements.

We would like to propose that beyond calling for changing the district share of special education excess cost from 4.5 to 3.5(II.12), CABE vociferously advocate for full funding of Excess Cost grants. In our minds, this is the real issue.

Related to Excess Cost funding is the issue of Burden of Proof. We fully support Resolution II.13. Connecticut needs to come in line with the rest of the nation on this issue. This change would have the potential of saving us significant dollars in costly hearings.

"Our Primary Purpose is to Improve Student Achievement."

Finally, Bethel strives to be on the cutting edge in regard to education reform. We have had much success in transforming instruction, adopting technology, creating innovative programs, developing partnerships with post-secondary educational institutions, and creating meaningful teacher and administrator evaluation systems. We support resolutions III.1 and III.5. However, we cannot have the state legislature simply issue more unfunded mandates. Any serious legislation focused on educational reform must come with financial support.

The Bethel Board of Education and administrative staff are grateful to you and CABA for your leadership and efforts at advocating for meaningful educational change for the children of Connecticut. I look forward to seeing you at the convention and wish you the very best.

Sincerely,

A handwritten signature in black ink, appearing to read "Kevin J. Smith". The signature is written in a cursive style with a large initial "K".

Kevin J. Smith, Ph.D.
Superintendent of Schools



11 High Gate Lane, West Hartford, CT 06107-1010

Phone/Fax 860.519.0023

www.ct-asbo.org

RECEIVED

NOV 06 2012

**BETHEL PUBLIC SCHOOLS
CENTRAL OFFICE**

November 1, 2012

Kevin Smith
Superintendent of Schools
Bethel Public Schools
1 School Street
Bethel, CT 06801

Dear Dr. Smith:

It is my pleasure to inform you that Theresa Yonsky has been appointed as a liaison to the Board of Directors of the Connecticut Association of School Business Officials (CASBO). This honor indicates that she is recognized as a leader in the profession by colleagues. We are fortunate to have people of such dedication serving the Association and you must be very proud to have Teri working in your district.

CASBO is devoted to educating and assisting our members to enable them to continuously improve their effectiveness in serving Connecticut's public schools. We are grateful for your support as Teri joins us in this mission.

Sincerely,

Sharon S. Bruce, CAE
Executive Director

RECEIVED

NOV 05 2012

**BETHEL PUBLIC SCHOOLS
CENTRAL OFFICE**

**MEMORANDUM OF AGREEMENT
Between
WESTERN CT STATE UNIVERSITY
And the
BETHEL PUBLIC SCHOOLS**

October 23, 2012

With this document, Western CT State University and Bethel Public Schools enter into a partnership of mutual benefit to both parties.

Western CT State University agrees to provide Bethel Public Schools teachers, pre-approved by the Superintendent of Schools, with a scholarship equivalent to 15% per credit hour toward graduate coursework at the University.

The Bethel Public Schools agree to provide Western CT State University undergraduates and graduate students access to all staff development programs provided by the Bethel Public Schools. Information regarding all staff development activities will be provided to the University in a timely manner. The Bethel Public Schools further agrees to provide the University access to curriculum/instruction and instructional technology experts employed by the school district.

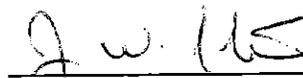
Both parties further agree to consider the expansion of this partnership in any way that will be mutually beneficial.

This agreement shall be in effect for the period of July 1, 2013 to June 30, 2018.



**Kevin J. Smith, Ph.D.
Superintendent of Schools
Bethel Public Schools**

10-23-12
Date



**James W. Schmotter, Ph.D.
President
Western Connecticut State University**

10/25/12
Date



Bethel Middle School
600 Whittlesey Drive
Bethel, Connecticut 06801-1594
Tel: (203) 794-8670 Fax: (203) 830-7318

Derek D. Muharem
Principal

Pamela Chapman
Assistant Principal

Bryan Watson
Assistant Principal

November 15, 2012

Mr. Charles Hurd
21 Walnut Hill Road
Bethel, CT 06801

Dear Mr. Hurd:

On behalf of the staff and faculty at Bethel Middle School, I would like to take this opportunity to extend our most sincere appreciation for allowing us to use your surrey for our recent musical production, "Oklahoma!" The surrey truly enhanced the set for this wonderful production.

At this time of Thanksgiving, we truly are thankful for your generosity.

Sincerely,

Derek D. Muharem
Principal

College & Career Center

November 15, 2012



College & Career Center

A component of the comprehensive guidance program

- College & Career Resources
- Naviance Family Connection
- On-site Admission Program
- Capstone Program
- Resumé Workshops
- Scholarships



Grade Level Workshops

- 9th Grade: *“Do What You Are”* personality assessment
Capstone tasks
- 10th Grade: *“Career Interest Profiler”* assessment
Capstone tasks
- 11th Grade: College search
College Admission
Testing
- 12th Grade: Resumé writing
Scholarships



Student Usage

2012 Graduation Survey Question

What were the most useful programs offered through the BHS Counseling Office/College & Career Center?

Naviance Family Connection	79.5%
College & Career Center	58.1%
Scholarship Memos	45.3%
College Representative Visits	41.9%
Financial Aid Night	40.2%

Naviance Family Connection

- Web-based college and career planning system
- Track college applications, transcripts, school profile, letters of recommendation, and *Common Application* forms
- Historical acceptance data
- Capstone tasks
- Electronic portfolio
- College representative visits
- Scholarships

New Usage:

- Parent contact info
- Success Planner (Capstone/SSP)
- eDocs

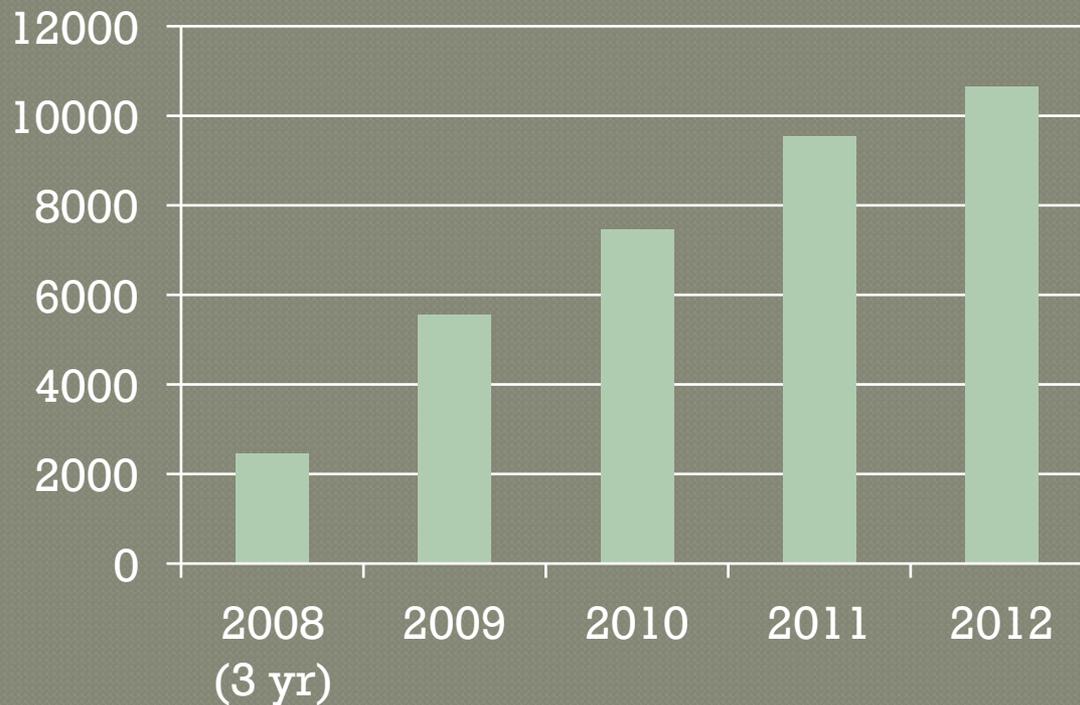


NAVIANCE
Family Connection

Naviance Student Usage

(4 year)

Total student usage by graduating class year



Electronic Document Filing

(eDocs)

- ❖ 2011-12: BHS processed **961** college applications, sending supporting documentation such as transcripts, school profile, letters of recommendation, and *Common Application* forms.
- ❖ **84% were sent electronically using the edocs system saving the district an estimated \$1,260.**
 - ✓ \$982 saved in postage
 - ✓ \$200 saved School Profile printing costs
 - ✓ 4,025 sheets of paper
 - ✓ 805 manila envelopes



\$1,260
Cost
Savings

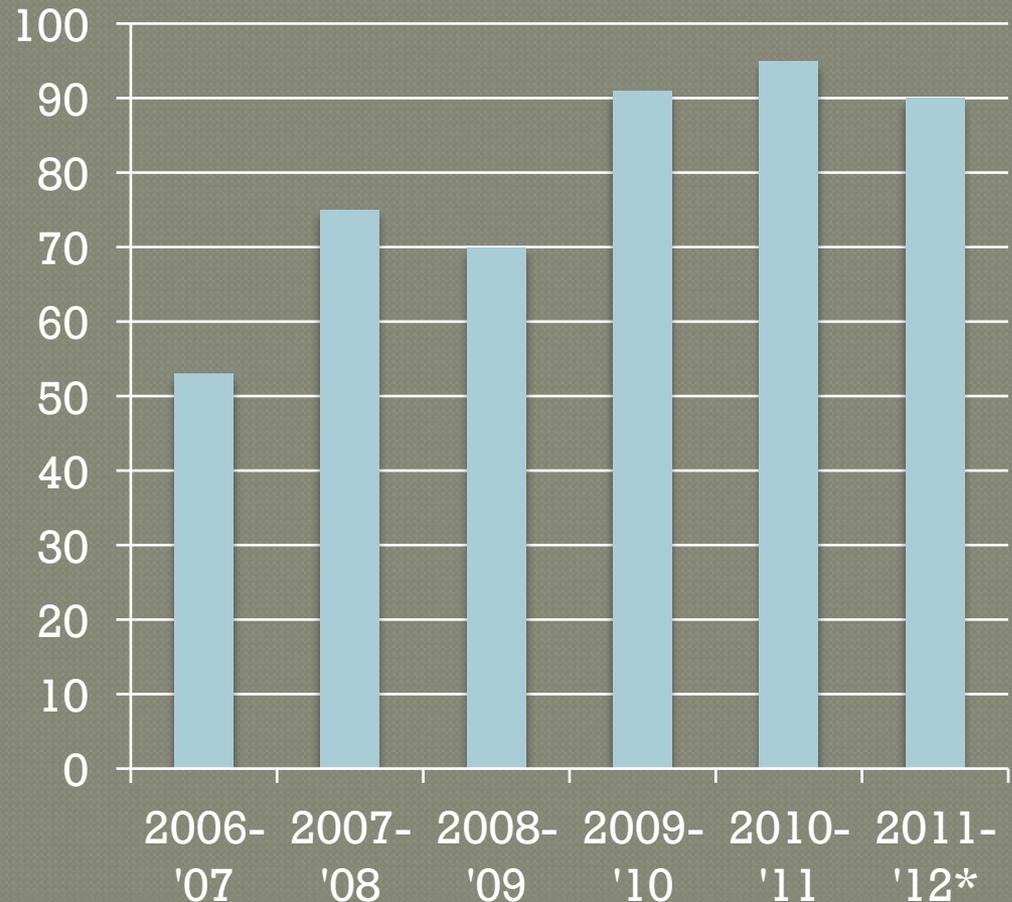
College Representative Visits

❖ College, university and vocational school representatives visit the College & Career Center.

Visits include:

- Intro to school/programs
- Admissions info/advice
- Q&A session

College Visits

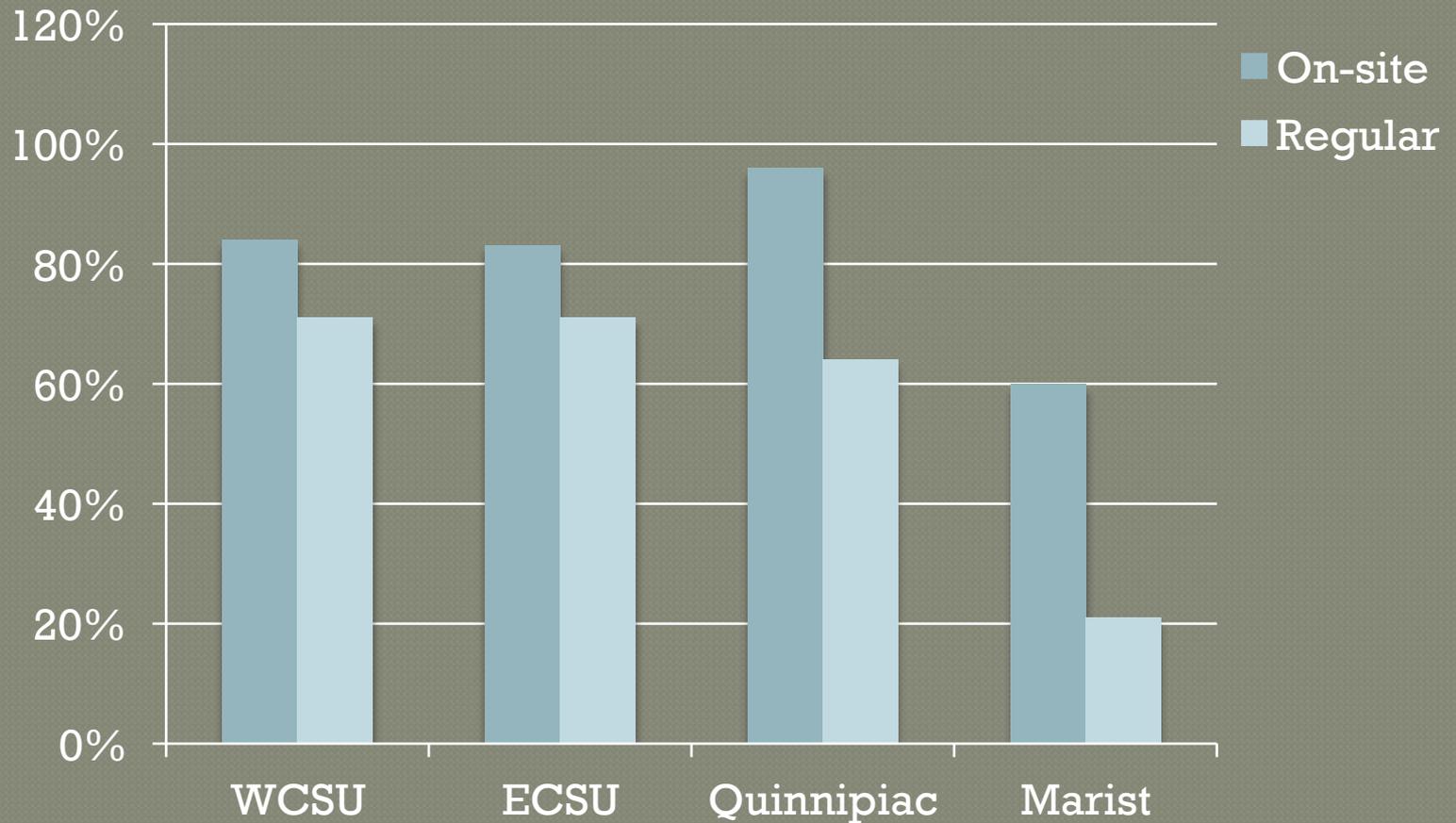


On-site Admissions Program

- Four colleges currently participating:
 - WCSU, ECSU, Quinnipiac & Marist
- Admission counselors interview students at BHS
- At conclusion of interview student receives:
 - official acceptance decision
 - likelihood of acceptance
 - valuable counseling on various options

On-site Admissions Program

Acceptance Rates (3 year)



Capstone Program

- Creates an Electronic Portfolio via NAVIANCE
- Capstone Tasks & Activities
 - Goal Setting
 - Personality/Career Exploration Activities
 - Written Reflections
 - Surveys
- Student Success Plan
- Reports

The screenshot shows a web interface for a student's task management system. At the top, there are navigation tabs for 'courses', 'colleges', 'careers', 'about me', and 'my planner'. Below these are sub-tabs for 'Overview', 'Goals', 'To-do List', and 'Tasks Assigned to Me'. The main content area is titled 'my tasks' and includes a search bar set to 'all tasks' and a legend for 'required' tasks (marked with a star) and 'assigned' tasks (marked with a person icon). The tasks are categorized into 'Overdue tasks' and 'Tasks you need to work on:'. The overdue task is 'Complete 1st Academic Goal' due 9/30/12. The tasks to work on include 'Complete Do What You Are' (due 11/30/12), '9th grade Student Success Plan Survey' (due 12/31/12), 'Career Interest Reflection' (due 12/31/12), and 'Complete 2nd Academic Goal' (due 1/31/13). A sidebar on the left contains a 'tracking tasks' section with a clock icon and a note: 'Tasks are assigned to you by your school. They can be pretty important (some of them can be required to graduate!), so make sure to go through them and make sure you're on track.'



New Programs

In conjunction with School Counseling Department

College Knowledge Day

39 Freshman participants &
School Counseling staff

- Program inspired 9th grade students to dream of college
- Workshops focused on college planning and career exploration
- Campus tour

BHS Kick-Start

40 Junior & Senior participants

- Hosted by NVCC
- Designed to “kick-start” post-secondary planning and explore college and career options
- Workshops included 4-year college, community college, STEM careers & health careers
- Keynote speakers
- Campus tour



College & Career Center

November 15, 2012



BETHEL'S TECHNOLOGY PLAN 2012–2015 AND ITS IMPACT ON LEARNING

Update for the Board of Education
November 15, 2012

Mr. Dave Arre
Mr. Dan DeBlois
Dr. Janice Jordan



TECHNOLOGY PLAN 2012-2015

Vision Statement:

Technology is a catalyst for the **transformation** of teaching and learning within the Bethel Public Schools evidenced by **student-centered, personalized, and blended learning** in *every* classroom.



REALLY?

STUDENT-CENTERED?
PERSONALIZED?
BLENDED LEARNING?

What does that mean,
exactly, for our
classrooms?

STUDENT-CENTERED LEARNING

⦿ Fostering A New Relationship to Learning

- More complex challenges
- Increasing autonomy and awareness of one's connection to the larger world
- Learning continuously and throughout one's life-time

⦿ Appropriate Challenge Levels for Each Student

- *All* students expected to achieve outcomes
- Scaffolded learning and differentiation; different pathways & supports for unique needs
- Focus on *habits of practice and revision* so students' sense of efficacy builds—"I have a role to play!"
- Personal learning plans for each student

STUDENT-CENTERED LEARNING

○ Support for Social and Emotional Growth

- Knowing each child very well
- Educating the Whole Child
- Supporting academic/social/emotional growth simultaneously

○ Anytime, Anywhere, and Real-World Learning

- Flexible learning schedules
- More options for students to earn credits
- Community internships for *every* student
- Curricular projects that involve the world outside the classroom (Alan November)
- Early college experiences

STUDENT-CENTERED LEARNING

○ Clear, Timely Assessment and Support

- “Just In Time” feedback throughout the learning process
- Variety of pathways into special programs & college
- Customized, continuous formative assessments
- Continuous feedback *from* students on curriculum and instruction

○ Technology Integral to Teaching and Learning

- On-line learning adapted to the needs of each student
- On-line tools that promote student-to-student, student-to-teacher, and teacher-to-teacher collaboration
- Video-Conferencing via Skype worldwide
- Email availability
- Ubiquitous in classrooms K-12



Deep Learning and Content Mastery occur within the “4 R’s” and the “4 C’s” Frameworks:

- *Relevance
- *Reflection
- *Relationships
- *Reinforcement

- *Choice
- *Control
- *Challenge
- *Collaboration

www.whatkidscando.org

www.studentsatthecenter.org

PERSONALIZATION OR PERSONALIZED LEARNING

- ◉ Shifts occur in how schools use TIME, PLACE, CURRICULUM, TEACHER ROLES, ASSESSMENT, TECHNOLOGY, and POLICY
- ◉ Unwavering commitment to ambitious learning standards (CCSS)
- ◉ Substantial student choice in curricular tasks
- ◉ Antithesis of de-personalized, standardized, and homogenized educational experiences
- ◉ Opportunities to show mastery of content in varied ways
- ◉ Independent projects build on special interests

PERSONALIZED LEARNING

- Students in personalized learning environments need explicit instruction in these skills:
 - Regulating their internal focusing processes;
 - Planning and goal-setting, organization, self-monitoring and self-evaluation;
 - Reflection and meta-cognition—avoidance of “continuous partial attention” & toxic stress;
 - Self-efficacy and using one’s voice to affect one’s educational program;
 - Accepting significant responsibility for learning outcomes, guiding group processes, holding oneself and others accountable.
- Standards-Based Report Cards and Personalized Assessment Practices are a must!

PERSONALIZED LEARNING

- ◎ Students in personalized learning environments need strong relationships with teachers:
 - ◎ Who believe and teach students they can acquire new skills and improve existing skills through focus and effort;
 - ◎ Who instill and reinforce the belief that persistence will increase proficiency;
 - ◎ Who do not track or label students;
 - ◎ Who are experts in understanding motivation and how to build it;
 - ◎ Who are easily accessible to students;
 - ◎ Who believe students must have a voice in their learning;
 - ◎ Who help connect students' learning to future careers, interests, and passions.

“Personalized Learning is the ‘process of contouring learning to individuals, recognizing that individuals inherently have different strengths and weaknesses, interests, and ways of learning.’”



Sir Ken Robinson on
TED



See Johnson School grade five math.

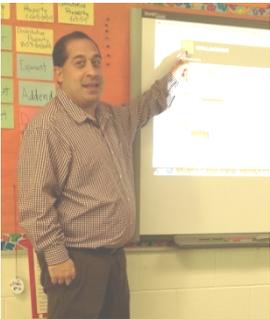
BLENDED LEARNING

Blended Learning is:

- in part, with the **whole class** and the teacher using online and offline content delivery;
- in part, **in a small group**, with the teacher guiding, through online and offline delivery of some of the content;
- in part, **individually** using online delivery of some of the content;
- with **some student control over the use of time, place, path, or pace.**

“A Blended Learning classroom environment is great for teaching students to be accountable for what they know and what they need to find out. I give them the tools to find the information. From there, students can identify their needs and make choices in their learning.”

Mrs. Kristina Esposito, Fifth Grade Math/Science Teacher



BLENDDED LEARNING

STUDENTS' COMMENTS:

“WATCHING THE VIDEOS ON-LINE HELPS ME TO REMEMBER HOW TO DO THINGS WE LEARNED IN CLASS.”

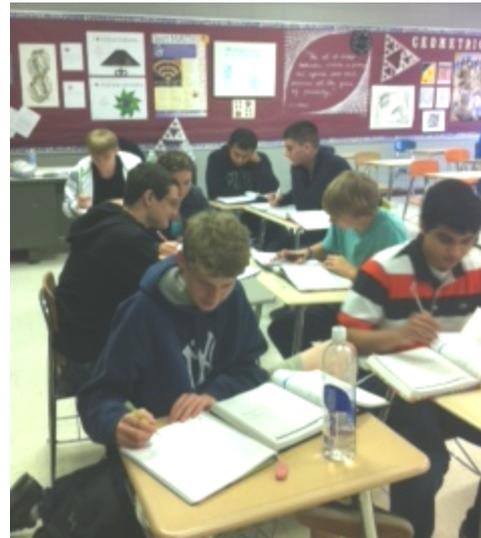
“I LIKE THAT I CAN DO EXTRA PRACTICE AT HOME WITH MY PARENTS TO HELP ME.”

See Calculus at BHS.

BLENDDED LEARNING

“Students take more ownership of learning. [They are] more independent [and] more cooperative. [We] use more social media to communicate actively. Students [in Calculus] have an active *Facebook* group. They also use Twitter to communicate. It was extremely helpful during Sandy as learning never ceased.”

Mrs. Mariya Peterson



TECH PLAN PROGRESS

Goal One: Engaging and Empowering Learning Experiences

1. Established blended learning math classes at Johnson and at BHS purchasing laptop carts, sync and charge carts, & iPads.
2. Expanded *Digital English* at BHS to 3 sections, purchasing 30 new iPads and specific “apps.”
3. Continued *Digital Academy Science* at BHS for biology, chemistry, and physics.
4. Appointed Kit Kechejian, our Science LIT, to work with Tech Champion program and the Tech Champs.
5. Appointed Erica Herbert as Assistive Technology Tech Champ to support Special Educators.
6. Working with WCSU, Naugatuck, and others to build more pathways to early college.

TECH PLAN PROGRESS

Goal Two: Assessment

1. Expanded *RTI Studio* as the management system for student learning data to *all* specialists and *all* teachers Pre K-12.
2. Expanded use of standardized testing data in grades 2 through 11 with adoption of *NWEA—Northwest Evaluation Association*—to assist teachers in the collection and analysis of student learning outcomes for reading, language, and mathematics 3 x a year.
3. Continued training staff and administration on *SMARTER Balanced Assessments* and the *Common Core State Standards*.
4. Preparing staff for the major role technology plays in new State and Federal mandated assessment systems.

TECH PLAN PROGRESS

Goal Three: Connected Teaching and Learning

1. Began “21st Century Principal & Teacher” experiences with presentations by Jonathan Costa (July 2012) and by Alan November (August 2012) for administrators and teachers.

Readings:

Digital Learning for All Now: A School Leader’s Guide to 1:1 on a Budget
Inevitable: Mass Customized Learning in the Age of Empowerment

2. Recurring Professional Development **technology** offerings during 2012-13 school year: 32 Workshops and counting!

TECH PLAN PROGRESS

Goal Three: Connected Teaching and Learning

3. Using the “Gradual Release Model of Responsibility Framework of Instruction” with technology to increase students’ engagement, accountable talk, and collaboration.
 - “I do it!”
 - “We do it!”
 - “You do it together!”
 - “You do it alone!”



TECH PLAN PROGRESS

Goal Four: Infrastructure for Teaching and Learning

1. Completed the wireless network installation at BMS.
2. Beginning the wireless network installation at Berry.
3. Network upgraded to 1GB to the desktops at Berry, Rockwell, and Johnson.
4. Expanded BYOT to BMS.
5. Expanding the BYOT to Johnson (January 2013).
6. Beginning installation of ATT/U-Verse for access to video-on-demand and recording and broadcasting within bldgs.
7. Completed teacher laptop plan for art, music, health, and most of physical education.

TECH PLAN PROGRESS

Goal Five: Productivity and Efficiency

1. Implementing Destiny's *Asset Manager* to track location, serial number, and assigned teacher(s) for all technology.
2. Revised the Technology Department's organizational chart.
3. Installed air-conditioning in IT office and IT storage at BHS.
4. Presented Tech Plan to Bethel Education Foundation.
5. Expanded remote access to desktops for LIT's.
6. Standardizing configurations for all technology peripheral purchases.
7. Established "apps" purchasing protocols.
8. Established responsibility protocols for all users of technology within district.

TECHNOLOGY PLAN ITEMS WE MUST STILL ADDRESS

1. Expand the Technology Leasing Program and/or develop other funding streams for technology
2. Purchase back-up generator for district servers
3. Establish a Technology Vertical Team
4. Expand the “21st Century Principal and Teacher” professional learning
5. Upgrade email server
6. Shift the PC desktops to “Active Directory” so they can see the same things as the MAC desktops
7. Implement “Help Desk”
8. Purchase and implement World Languages digital learning lab at BHS
9. Develop model policies for expanded technology use and implications for learning



IT'S TIME TO RETIRE THE

‘THOSE WHO DO NOT LEARN FROM HISTORY ARE BOUND TO REPEAT IT.’

AND REPLACE IT WITH:

‘THOSE WHO CANNOT ANTICIPATE AND PREPARE FOR THE FUTURE WILL SUFFER IN IT.’

WILLIAM GIBSON

BETHEL'S TECHNOLOGY PLAN 2012–2015 AND ITS IMPACT ON LEARNING

Update for the Board of Education
November 15, 2012

Mr. Dave Arre
Mr. Dan DeBlois
Dr. Janice Jordan



TECHNOLOGY PLAN 2012-2015

Vision Statement:

Technology is a catalyst for the **transformation** of teaching and learning within the Bethel Public Schools evidenced by **student-centered, personalized, and blended learning** in *every* classroom.



REALLY?

STUDENT-CENTERED?
PERSONALIZED?
BLENDED LEARNING?

What does that mean,
exactly, for our
classrooms?

STUDENT-CENTERED LEARNING

⊙ Fostering A New Relationship to Learning

- More complex challenges
- Increasing autonomy and awareness of one's connection to the larger world
- Learning continuously and throughout one's life-time

⊙ Appropriate Challenge Levels for Each Student

- *All* students expected to achieve outcomes
- Scaffolded learning and differentiation; different pathways & supports for unique needs
- Focus on *habits of practice and revision* so students' sense of efficacy builds—"I have a role to play!"
- Personal learning plans for each student

STUDENT-CENTERED LEARNING

○ Support for Social and Emotional Growth

- Knowing each child very well
- Educating the Whole Child
- Supporting academic/social/emotional growth simultaneously

○ Anytime, Anywhere, and Real-World Learning

- Flexible learning schedules
- More options for students to earn credits
- Community internships for *every* student
- Curricular projects that involve the world outside the classroom (Alan November)
- Early college experiences

STUDENT-CENTERED LEARNING

○ Clear, Timely Assessment and Support

- “Just In Time” feedback throughout the learning process
- Variety of pathways into special programs & college
- Customized, continuous formative assessments
- Continuous feedback *from* students on curriculum and instruction

○ Technology Integral to Teaching and Learning

- On-line learning adapted to the needs of each student
- On-line tools that promote student-to-student, student-to-teacher, and teacher-to-teacher collaboration
- Video-Conferencing via Skype worldwide
- Email availability
- Ubiquitous in classrooms K-12



Deep Learning and Content Mastery occur within the “4 R’s” and the “4 C’s” Frameworks:

- *Relevance
- *Reflection
- *Relationships
- *Reinforcement

- *Choice
- *Control
- *Challenge
- *Collaboration

www.whatkidscando.org

www.studentsatthecenter.org

PERSONALIZATION OR PERSONALIZED LEARNING

- ◉ Shifts occur in how schools use TIME, PLACE, CURRICULUM, TEACHER ROLES, ASSESSMENT, TECHNOLOGY, and POLICY
- ◉ Unwavering commitment to ambitious learning standards (CCSS)
- ◉ Substantial student choice in curricular tasks
- ◉ Antithesis of de-personalized, standardized, and homogenized educational experiences
- ◉ Opportunities to show mastery of content in varied ways
- ◉ Independent projects build on special interests

PERSONALIZED LEARNING

- Students in personalized learning environments need explicit instruction in these skills:
 - Regulating their internal focusing processes;
 - Planning and goal-setting, organization, self-monitoring and self-evaluation;
 - Reflection and meta-cognition—avoidance of “continuous partial attention” & toxic stress;
 - Self-efficacy and using one’s voice to affect one’s educational program;
 - Accepting significant responsibility for learning outcomes, guiding group processes, holding oneself and others accountable.
- Standards-Based Report Cards and Personalized Assessment Practices are a must!

PERSONALIZED LEARNING

- ◎ Students in personalized learning environments need strong relationships with teachers:
 - ◎ Who believe and teach students they can acquire new skills and improve existing skills through focus and effort;
 - ◎ Who instill and reinforce the belief that persistence will increase proficiency;
 - ◎ Who do not track or label students;
 - ◎ Who are experts in understanding motivation and how to build it;
 - ◎ Who are easily accessible to students;
 - ◎ Who believe students must have a voice in their learning;
 - ◎ Who help connect students' learning to future careers, interests, and passions.

“Personalized Learning is the ‘process of contouring learning to individuals, recognizing that individuals inherently have different strengths and weaknesses, interests, and ways of learning.’”



Sir Ken Robinson on
TED



See Johnson School grade five math.

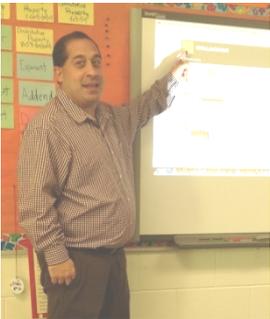
BLENDED LEARNING

Blended Learning is:

- in part, with the **whole class** and the teacher using online and offline content delivery;
- in part, **in a small group**, with the teacher guiding, through online and offline delivery of some of the content;
- in part, **individually** using online delivery of some of the content;
- with **some student control over the use of time, place, path, or pace.**

“A Blended Learning classroom environment is great for teaching students to be accountable for what they know and what they need to find out. I give them the tools to find the information. From there, students can identify their needs and make choices in their learning.”

Mrs. Kristina Esposito, Fifth Grade Math/Science Teacher



BLENDDED LEARNING

STUDENTS' COMMENTS:

“WATCHING THE VIDEOS ON-LINE HELPS ME TO REMEMBER HOW TO DO THINGS WE LEARNED IN CLASS.”

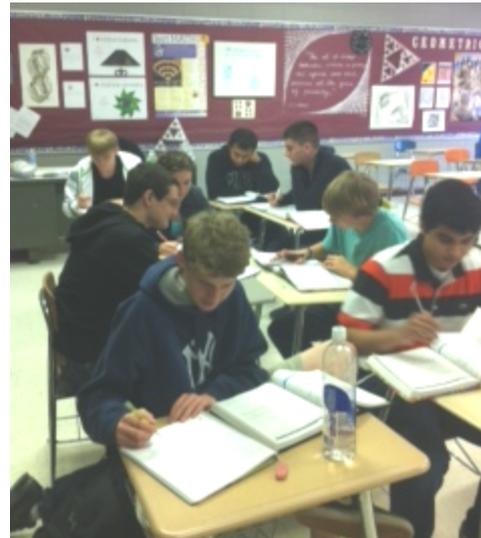
“I LIKE THAT I CAN DO EXTRA PRACTICE AT HOME WITH MY PARENTS TO HELP ME.”

See Calculus at BHS.

BLENDDED LEARNING

“Students take more ownership of learning. [They are] more independent [and] more cooperative. [We] use more social media to communicate actively. Students [in Calculus] have an active *Facebook* group. They also use Twitter to communicate. It was extremely helpful during Sandy as learning never ceased.”

Mrs. Mariya Peterson



TECH PLAN PROGRESS

Goal One: Engaging and Empowering Learning Experiences

1. Established blended learning math classes at Johnson and at BHS purchasing laptop carts, sync and charge carts, & iPads.
2. Expanded *Digital English* at BHS to 3 sections, purchasing 30 new iPads and specific “apps.”
3. Continued *Digital Academy Science* at BHS for biology, chemistry, and physics.
4. Appointed Kit Kechejian, our Science LIT, to work with Tech Champion program and the Tech Champs.
5. Appointed Erica Herbert as Assistive Technology Tech Champ to support Special Educators.
6. Working with WCSU, Naugatuck, and others to build more pathways to early college.

TECH PLAN PROGRESS

Goal Two: Assessment

1. Expanded *RTI Studio* as the management system for student learning data to *all* specialists and *all* teachers Pre K-12.
2. Expanded use of standardized testing data in grades 2 through 11 with adoption of *NWEA—Northwest Evaluation Association*—to assist teachers in the collection and analysis of student learning outcomes for reading, language, and mathematics 3 x a year.
3. Continued training staff and administration on *SMARTER Balanced Assessments* and the *Common Core State Standards*.
4. Preparing staff for the major role technology plays in new State and Federal mandated assessment systems.

TECH PLAN PROGRESS

Goal Three: Connected Teaching and Learning

1. Began “21st Century Principal & Teacher” experiences with presentations by Jonathan Costa (July 2012) and by Alan November (August 2012) for administrators and teachers.

Readings:

Digital Learning for All Now: A School Leader’s Guide to 1:1 on a Budget
Inevitable: Mass Customized Learning in the Age of Empowerment

2. Recurring Professional Development **technology** offerings during 2012-13 school year: 32 Workshops and counting!

TECH PLAN PROGRESS

Goal Three: Connected Teaching and Learning

3. Using the “Gradual Release Model of Responsibility Framework of Instruction” with technology to increase students’ engagement, accountable talk, and collaboration.
 - “I do it!”
 - “We do it!”
 - “You do it together!”
 - “You do it alone!”



TECH PLAN PROGRESS

Goal Four: Infrastructure for Teaching and Learning

1. Completed the wireless network installation at BMS.
2. Beginning the wireless network installation at Berry.
3. Network upgraded to 1GB to the desktops at Berry, Rockwell, and Johnson.
4. Expanded BYOT to BMS.
5. Expanding the BYOT to Johnson (January 2013).
6. Beginning installation of ATT/U-Verse for access to video-on-demand and recording and broadcasting within bldgs.
7. Completed teacher laptop plan for art, music, health, and most of physical education.

TECH PLAN PROGRESS

Goal Five: Productivity and Efficiency

1. Implementing Destiny's *Asset Manager* to track location, serial number, and assigned teacher(s) for all technology.
2. Revised the Technology Department's organizational chart.
3. Installed air-conditioning in IT office and IT storage at BHS.
4. Presented Tech Plan to Bethel Education Foundation.
5. Expanded remote access to desktops for LIT's.
6. Standardizing configurations for all technology peripheral purchases.
7. Established "apps" purchasing protocols.
8. Established responsibility protocols for all users of technology within district.

TECHNOLOGY PLAN ITEMS WE MUST STILL ADDRESS

1. Expand the Technology Leasing Program and/or develop other funding streams for technology
2. Purchase back-up generator for district servers
3. Establish a Technology Vertical Team
4. Expand the “21st Century Principal and Teacher” professional learning
5. Upgrade email server
6. Shift the PC desktops to “Active Directory” so they can see the same things as the MAC desktops
7. Implement “Help Desk”
8. Purchase and implement World Languages digital learning lab at BHS
9. Develop model policies for expanded technology use and implications for learning



IT'S TIME TO RETIRE THE

‘THOSE WHO DO NOT LEARN FROM HISTORY ARE BOUND TO REPEAT IT.’

AND REPLACE IT WITH:

‘THOSE WHO CANNOT ANTICIPATE AND PREPARE FOR THE FUTURE WILL SUFFER IN IT.’

WILLIAM GIBSON

Spanish 11

1 Credit

#####

Full Year

Prerequisite: Teacher recommendation

Open to: All

Course Description: This course is designed for the highly motivated student who is determined to take Spanish as part of the honors program, but is not quite ready for placement in Spanish 2. This introductory Spanish 11 course will move at a faster pace than the Spanish 12 course. The goal of this Pre-AP course is to introduce students to the Spanish language and culture and help students develop their interpersonal, interpretative and presentational skills. The textbook, supplementary materials and on-line resources are used to provide students with a strong foundation in speaking, listening, reading and writing skills as well as a beginning awareness of the Spanish-speaking cultures. This course will prepare students for Spanish 21.

BHS Quebec Exchange

Hosting: April 5-12, 2013

Quebec: April 4-11, 2014



Table of contents

BHS Quebec Exchange 2013-2014

Educational Purpose

Statement of Educational Purpose

Why Quebec?

National Standards for Foreign Language Education

2005 Connecticut World Language Curriculum Framework

Forms, Liability and Travel Company Information

BHS Application and Permission Slip

BHS Hosting a Foreign Student

BHS Field Trip and Transportation Request Form

BHS Transportation Permission Slip

BPS Health Services Form

BPS Authorization for the Administration of Medicines by School

Personnel

Student Behavior Guidelines and Contract

Prométour Parental/Legal Guardian Travel Consent Form US & Canada

Traveling with Students

*Permit, Insurance and Liability Information Safety Protocol

Child Protection Policy

Certificate of Insurance

*Description of Coverage

BHS Authorization to Publish Student Information

Budget and Itinerary

Quebec Field Trip Budget Proposal

BHS Hosting Itinerary: April 5-12, 2013

Sherbrooke Itinerary: April 4-22, 2014

Miscellaneous

Quebec Trip Parent Information

BHS School Letter for International Travel with Students

Procedures for dealing with student medications/illness, accidents,
other travel emergencies.

Fundraising Ideas

Packing and Preparing for Your Trip to Quebec

Sample Participant Last Recommendations - Created after charter bus is booked. Includes charter details and emergency numbers.

Sample Group Leader Recommendations - Prepared after charter bus is booked.

Phone/Email Chain Set Up Instructions

Sample Phone/email chain form.

Passport Application Forms (complete documentation available online)

- Waiting for information regarding insurance form Ms. Yonsky (Dr. Jordan has spoke with her already and has confirmed that the school has the ability to take care of this. Details to follow)

Educational Purpose and Curricular Outcomes For the BHS Quebec Exchange

This trip touches upon all 5 of the key components of the National and State Standards for Foreign Language Education: Communication, Cultures, Connections, Comparisons and Communities. Students will have the opportunity to hone both their interpersonal, interpretive, and presentational skills, and to discover first-hand the cultural similarities and differences between the United States and Quebec.

Communication - Communicate in Languages other than English

As part of a home-stay program, students will not only have to interpret both spoken and written information, but they will need to communicate their basic needs on a daily basis. They will need to use circumlocution and rely on what they know to communicate. Through daily interactions, they will inevitably discover many new words and idiomatic expressions in context.

Culture - Gain Knowledge and Understanding of Other Cultures

Throughout this trip, students will be exposed to a variety of cultural experiences ranging from the most common--the discovery of food, art and culture--to the everyday living practices, unique products, and differing perspectives.

Connections - Connect with Other Disciplines and Acquire Information

Through their daily interactions with their host families and exposure to the Quebecois and French Canadian media (newspapers, TV, web), the students will discover first hand, viewpoints that are only available through the foreign language and the Francophone culture. Our various cultural excursions will undoubtedly expand what students are learning in their art and social studies classes.

Comparisons - Develop Insight into the Nature of Language and Culture

Comparisons between our culture and the French Canadian culture abound when traveling. Something as simple as mealtime or getting ready in the morning can provide wonderful opportunities to gain insight into the similarities and differences between our two cultures. A trip to a school cafeteria in Quebec, for example, highlights the Quebecois' focus on health and wellness, freshness, balance, portion control, and the importance of

presentation in their culinary arts. Finally, walking the ancient streets of the only walled city on the American continent will most certainly highlight similarities and differences between our two cultures.

Community - Participate in Multilingual Communities at Home and Around the World

In addition to using the language to communicate their basic needs, students will be using their language beyond the school setting. Upon their return to the US as well, they will be able to share their experiences with the BHS community. Hopefully this educational experience will inspire students and families to return frequently as Canada is so conveniently located.

PROMÉTOUR
a class of its own



USA: 1-800-304-9446 CAN: 1-800-657-7754 INFO@PROMETOUR.COM

LE QUÉBEC: À LA RENCONTRE DES FRANÇAIS D'AMÉRIQUE DU NORD

A FRENCH-SPEAKING POPULATION

Surrounded by the United States, New Brunswick, Labrador, Ontario, and the Atlantic Ocean, Quebec has the largest French-speaking population in North America. In fact, 83% of its inhabitants speak French, the only official language of the province. And thanks to their dynamic character, creativity and legendary determination, French Canadians have not only managed to preserve a language, but also a distinct identity.

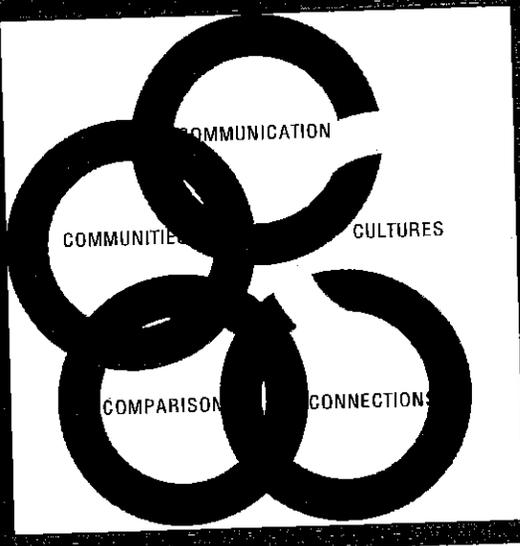
French is taught at every school level and is the only language officially recognized by the government. In light of this, your students will have the opportunity to discover a French-speaking North American society colored by its French past that today is expressed through its gastronomy, cultural life and general *savoir vivre*.

Quebec is and has been a good neighbor to the United States for over 150 years and offers very similar social guarantees to those of the United States. It is an extremely safe destination that benefits from a modern health system available to all. Well served by its large and efficient police force, Quebec also prides itself on having one of the lowest crime rates in North America.

Recognized as a popular destination for tourists from around the world, Quebec's reputation is based on its network of quality hotels suitable for all budgets, many renowned ski resorts located nearby major urban centers, numerous festivals and high quality cuisine - including many French restaurants. With close proximity to the United States, Quebec is easily accessible by train, bus or air and presents itself as an advantageous and economical substitute for France as a French travel destination.

The Quebecois are welcoming and vivacious people. Their contagious "*joie de vivre*" is expressed through a festive temperament, a fact you can see for yourself soon after entering "la Belle Province" and which will undoubtedly make your trip an enriching and memorable experience.

To come to Québec means, above all, to sojourn in a French-speaking province right next to the United States and to discover a unique culture in North America. It also means taking a closer look at the history of our continent, which witnessed the presence of France at the peak of its power, covering most of existing North America, from the borders of Mexico to Central Quebec and all the way to the Rocky Mountains.



STANDARDS
FOR
FOREIGN
LANGUAGE
LEARNING

Preparing for the 21st Century

Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language.

Statement of Philosophy
Standards for Foreign Language Learning

continued under Goals 2000 in the Clinton Administration. An eleven-member task force, representing a variety of languages, levels of instruction, program models, and geographic regions, was appointed to undertake the task of defining *content standards*—what students should know and be able to do—in foreign language education. At each stage of development, the task force shared its work with the broader profession and the public at large. The resulting document represents an unprecedented consensus among educators, business leaders, government, and the community on the definition and role of foreign language instruction in American education.

The standards do not describe the current status of foreign language education in this country. While they reflect the best instructional practice, they do not describe what is being attained by the majority of foreign language students. *The Standards for Foreign Language Learning* will not be achieved overnight; rather, they provide a gauge against which to measure improvement in the years to come.

The standards are not a curriculum guide. While they suggest the types of curricular experiences needed to enable students to achieve the standards, and support the ideal of extended sequences of study that begin in the elementary grades and continue through high school and beyond, they do not describe specific course content, nor recommended sequence of study. They must be used in conjunction with state and local standards and curriculum frameworks to determine the best approaches and reasonable expectations for the students in individual districts and schools.

In 1993, a coalition of four national language organizations (the American Council on the Teaching of Foreign Languages, the American Association of Teachers of French, the American Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese) received funding to develop standards for foreign language education, grades K-12.

This was the seventh and final subject area to receive federal support to develop national standards as part of the Bush Administration's America 2000 education initiative, which

The purposes and uses of foreign languages are as diverse as the students who study them. Some students study another language in hopes of finding a rewarding career in the international marketplace or government service. Others are interested in the intellectual challenge and cognitive benefits that accrue to those who master multiple languages. Still others seek greater understanding of other people and other cultures. Many approach foreign language study, as they do other courses, simply to fulfill a graduation requirement. Regardless of the reason for study, foreign languages have something to offer everyone. It is with this philosophy in mind that the standards task force identified five goal areas that encompass all of these reasons: *Communication, Cultures, Connections, Comparisons, and Communities*—the five C's of foreign language education.

Communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature.

Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.

Learning languages provides *connections* to additional bodies of knowledge that may be unavailable to the monolingual English speaker.

Through *comparisons* and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.

Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways.

"Knowing how, when, and why to say what to whom"

All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words. Formerly, most teaching in foreign language classrooms concentrated on the *how* (grammar) to say *what* (vocabulary). While these components of language are indeed crucial, the current organizing principle for foreign language study is *communication*, which also highlights the *why*, the *whom*, and the *when*. So, while grammar and vocabulary are essential tools for communication, it is the acquisition of the ability to communicate in meaningful and appropriate ways with users of other languages that is the ultimate goal of today's foreign language classroom.

The Five C's of Foreign Language Education

Communication

Cultures

Connections

Comparisons

Communities

Standards for Foreign Language Learning

Communication

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Following is an abbreviated sample of the goals, standards, and progress indicators for grades four, eight, and twelve as they appear in "Standards for Foreign Language Learning: Preparing for the 21st Century."

COMMUNICATION

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

This standard focuses on interpersonal communication, that is, direct oral or written communication between individuals who are in personal contact. In most modern languages, students can quite quickly learn a number of phrases that will permit them to interact with each other. In the course of their study, they will grow in their ability to converse in a culturally appropriate manner.

Sample Progress Indicators

Grade 4: Students ask and answer questions about such things as family, school events, and celebrations in person or via letters, e-mail, or audio and video tapes.

Grade 8: Students exchange information about personal events, memorable experiences, and other school subjects with peers and/or members of the target cultures.

Grade 12: Students exchange, support, and discuss their opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary and historical issues.

- 1.2 Students understand and interpret written and spoken language on a variety of topics. Standard 1.2 involves one-way listening and reading in which the learner works with a variety of print and non-print materials. The context in which the language is experienced and the ability to control what they hear and read may impact students' development of comprehension. As a result, the ability to read may develop before the ability to comprehend rapid spoken language. In addition, content knowledge will often affect successful comprehension, for students understand more easily materials that reflect their interests or for which they have some background.

Sample Progress Indicators

Grade 4: Students comprehend the main idea of developmentally appropriate oral narratives such as personal anecdotes, familiar fairy tales, and other narratives based on familiar themes.

Grade 8: Students use knowledge acquired in other settings and from other subject areas to comprehend spoken and written messages in the target languages.

Grade 12: Students demonstrate an increasing understanding of the cultural nuances of meaning in written and spoken language as expressed by speakers and writers of the target language in formal and informal settings.

- 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. This standard focuses on the formal presentation of information, concepts, and ideas in spoken and written form and is concerned, in most cases, with one-way speaking and writing. Students with little or no previous language experience are likely to produce written and spoken language that will contain a variety of learned patterns or will look like English with words in the other language. This is a natural process and, over time, they begin to acquire authentic patterns and to use appropriate styles. By contrast, home-background students will write in ways that closely resemble the spoken language. Moreover, they will control informal oral styles. Over time these learners will develop the ability to write and speak using more formal styles.

Sample Progress Indicators

Grade 4: Students prepare illustrated stories about activities or events in their environment and share with an audience such as the class.

Grade 8: Students prepare tape or video recorded messages to share locally or with school peers and/or members of the target cultures on topics of personal interest.

Grade 12: Students prepare a research-based analysis of a current event from the perspective of both the U.S. and target cultures.

CULTURES

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

This standard focuses on the *practices* that are derived from the traditional ideas and attitudes (*perspectives*) of a culture. Cultural practices refer to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, the use of forms of discourse, the social "pecking order," and the use of space. In short, they represent the knowledge of "what to do when and where."

- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

This standard focuses on the *products* of the culture studied and on how they reflect the perspectives of the culture. Products may be tangible (e.g., a painting, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education). Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural practices involve the use of that product.

CONNECTIONS

- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day, so too can foreign language build upon the knowledge that students acquire in other subject areas. In addition, students can relate the information studied in other subjects to their learning of the foreign language and culture. Foreign language instruction thus becomes a means to expand and deepen students' understanding of, and exposure to, other areas of knowledge. The new information and concepts presented in one class become the basis of continued learning in the foreign language classroom.

- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

As a consequence of learning another language and gaining access to its unique means of communication, students are able to broaden the sources of information available to them. They have a "new window on the world." At the early levels of language learning, students can begin to examine a variety of sources intended for native speakers, and extract specific information. As they become more proficient users of the foreign language, they can seek out materials of interest to them, analyze the content, compare it to information available in their own language, and assess the linguistic and cultural differences.

COMPARISONS

- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

This standard focuses on the impact that learning the linguistic elements in the new language has on students' ability to examine English and to develop hypotheses about the structure and use of languages. From the earliest language learning experiences, students can compare and contrast the two languages as different elements are presented. Activities can be systematically integrated into instruction that will assist students in gaining understanding and in developing their abilities to think critically about how languages work.

- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar and different from their own culture, and they develop the ability to hypothesize about cultural systems in general. Some students may make these comparisons naturally, others may not. This standard helps focus this reflective process for all students by encouraging integration of this process into instruction from the earliest levels of learning.

COMMUNITIES

- 5.1 Students use the language both within and beyond the school setting.

This standard focuses on language as a tool for communication with speakers of the language throughout one's life: in schools, in the community, and abroad. In schools, students share their knowledge of language and culture with classmates and with younger students who may be learning the language. Applying what has been learned in the language program as defined by the other standards, students come to realize the advantages inherent in being able to communicate in more than one language and develop an understanding of the power of language.

- 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Each day millions of Americans spend leisure time reading, listening to music, viewing films and television programs, and interacting with each other. By developing a certain level of comfort with their new language, students can use these skills to access information as they continue to learn throughout their lives. Students who study a language can use their skills to further enrich their personal lives by accessing various entertainment and information sources available to speakers of the language. Some students may have the opportunity to travel to communities and countries where the language is used extensively and, through this experience, further develop their language skills and understanding of the culture.

SAMPLE LEARNING SCENARIO: NEWSCAST

Standards Targeted

- 1.1 *Interpersonal Communication*
- 1.3 *Presentational Communication*
- 2.1 *Practices of Culture*
- 3.1 *Furthering Connections*
- 5.1 *School and Community*
- 5.2 *Life-long Learning*

Description

In the Spanish II class in Williamston High School, a small, rural community in Michigan, students worked in groups to write, produce, and videotape a fifteen-to-twenty minute Spanish language news show that included news events; a live, from-the-scene report; weather; sports; and commercials. The news events included items from the Spanish-speaking world, the United States, the state, and local areas.

Reflection

- 1.1—Students work cooperatively in groups using the language to produce the newscast.
- 1.3—Students produce the newscast in the language studied.
- 2.1—Students present news stories that reflect a perspective from the culture studied.
- 3.1—Students develop news items on a variety of topics.
- 5.1—Students use the language in the classroom.
- 5.2—Students develop insights necessary for media literacy.

If the students were asked to view taped newscasts and commercials from two Spanish speaking countries and use them as models for their project, an emphasis could be placed on Standards 1.2 and 4.1 (in preparing for the project, students view newscasts and compare and contrast language styles) and Standard 4.2 (students note cultural similarities and differences in the videotapes they viewed). This type of preparation for the project would also provide the opportunity to target Standard 2.2 with students analyzing a product of the culture studied. This scenario could be applied to any language at a variety of levels.

SAMPLE LEARNING SCENARIO : CHINESE CALENDAR

Targeted Standards

- 1.2 *Interpretive Communication*
- 2.2 *Products of Culture*
- 4.2 *Culture Comparisons*

Description

In Ms. Chen-Lin's Chinese class in West Hartford, CT, eighth graders are learning about the Chinese calendar. Students listen to the folkloric tale of how the years got their names, which the teacher explains using story cards. The students then use artistic expression to recall the details of the story by making posters that announce the race of the twelve animals in the story. They are encouraged to include on their poster the date, time, location, and prize in Chinese. On the next day, the class explores the importance of a calendar in the students' own culture and in others. The students discuss the differences found in the Chinese and American calendars. They then make a calendar using Chinese characters to be used in their homes. They include birthdays, family celebrations, school activities, and other special events.

Reflection

- 1.2—Students comprehend the story of the Chinese calendar told in the target language
- 2.2—Students read about and discuss products of the culture
- 4.2—Students compare and contrast products found in the two cultures.

In this activity, the students understand the calendar explanation more easily because the teacher accompanies the story with visuals. The use of artistic expression to check for their understanding allows students with various learning styles to be successful in showing what they understood from the story. The follow-up discussion helps students reflect on the importance of a calendar within a culture and the role that the calendar plays in American culture.

National Standards in Foreign Language Education
a collaborative project of ACTFL, AATF, AATG, AATI, AATSP, ACL/APA, ACTR, CLASS/CLTA, & NCSTJ/ATJ

c/o American Council on the Teaching of Foreign Languages, Inc.
700 S. Washington St., Suite 210
Alexandria, VA 22314



2005 Connecticut World Language Curriculum Framework

Approved October 5, 2005

Introduction

All children should have the opportunity to study at least one language, other than English, from pre-kindergarten through Grade 12. The 2005 World Language Curriculum Framework presents a guide for world language content and instruction for all pre-kindergarten through Grade 12 students in Connecticut. The document is based upon the work of the National Standards in Foreign Language Education Project (1996) and recent research findings in world language education.

The 2005 Framework provides a progressive development of essential concepts and skills for Grades pre-kindergarten - 12, recognizing that many school districts are just beginning to move forward in offering world languages at the early elementary school level.

Each district's curriculum in world languages depends on the starting point. A system that begins in Grades 5-8 or Grades 9-12 must start from the beginning of the matrix, at Pre-K - 4, and continue from there. The designations of Novice/Beginning, Intermediate, and Advanced are meant to correspond roughly to the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. As more students advance through longer sequences, these scales may need adjustment.

Six Domains and nine content standards with overarching questions frame world language content:

COMMUNICATION

How do I use another language to communicate with others? (Interpersonal Mode)

How do I understand what others are trying to communicate in another language? (Interpretive Mode)

How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)

CULTURES

How do I use my understanding of culture to communicate and function appropriately in another culture?

CONNECTIONS

How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa? (Interdisciplinary Mode)

How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me? (Intradisciplinary Mode)

COMPARISONS AMONG LANGUAGES

How do I demonstrate an understanding of the similarities, differences and interactions across languages?

COMPARISONS AMONG CULTURES

How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

COMMUNITIES

How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Grade-cluster **content standards** are developmentally sequenced responses to the overarching questions. The Framework is formatted so that the development of essential skills and concepts is evident across grade levels in each domain.

This document is designed to facilitate competency in world languages for all students in Connecticut public schools.

CONTENT STANDARD 1: Communication (Interpersonal Mode)

How do I use another language to communicate with others?

Students will:	Pre-K - 4 (Novice/Beginning)	5-8 (Intermediate)	9-12 (Advanced)
<p><i>In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</i></p>	<ul style="list-style-type: none"> • Greet others and exchange essential information, including names, addresses, birthplaces, telephone numbers and e-mail addresses. • Describe various objects and people found at home and school. 	<ul style="list-style-type: none"> • Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past. • Give and follow directions in order to travel from one location to another and ask questions for clarification. • Acquire goods and/or services through basic negotiations and exchange of monies. 	<ul style="list-style-type: none"> • Exchange information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families and others within their community. • Exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films and Internet resources, and compare and contrast how information is reported in both the target and their native cultures. • Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.

	<ul style="list-style-type: none"> • Exchange basic information about events, such as classes, meetings and meals. • Describe their favorite activities at home and school. 	<ul style="list-style-type: none"> • Work in groups to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to improve their communication in the target language. 	<ul style="list-style-type: none"> • Work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures.
	<ul style="list-style-type: none"> • Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments. 	<ul style="list-style-type: none"> • Exchange thoughts about people, activities and events in their personal lives or communities. 	<ul style="list-style-type: none"> • Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures. • Share their personal reactions and feelings about authentic literary texts such as poems, plays, short stories and novels. • Discuss their personal feelings and ideas with members of the target culture in order to consider alternate viewpoints.
	<ul style="list-style-type: none"> • Indicate that they do not understand a message or that they cannot express their intended message adequately. 	<ul style="list-style-type: none"> • Find alternate methods of communication when they cannot express their intended message adequately. 	<ul style="list-style-type: none"> • Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.

	<ul style="list-style-type: none">• Recognize that there are often multiple ways to express an idea in the target language.• Use appropriate gestures, when necessary, to make their messages comprehensible.		
--	--	--	--

CONTENT STANDARD 2: Communication (Interpretive Mode)

How do I understand what others are trying to communicate in another language?

Students will:	Pre-K - 4 (Novice/Beginning)	5-8 (Intermediate)	9-12 (Advanced)
<p><i>In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.</i></p>	<ul style="list-style-type: none"> Identify people and objects in their environments, based on oral and written descriptions. Comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school. Comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics. Comprehend the main idea of orally related personal anecdotes, familiar fairy tales and other narratives based on well-known themes. 	<ul style="list-style-type: none"> Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest. Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture. Work individually to collect data on familiar topics from various print, digital and electronic resources. 	<ul style="list-style-type: none"> Understand the main ideas and relevant details of extended discussions, lectures and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture. Understand the main idea or plot and relevant details or subplots of radio or television programs, films or other forms of media designed primarily by native speakers of the target language. Comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folk tales, plays, comedies and anecdotes.

	<ul style="list-style-type: none"> • Comprehend the main ideas and identify the principal characters when reading poems, short folk tales or illustrated stories. 	<ul style="list-style-type: none"> • Identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use. 	<ul style="list-style-type: none"> • Recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplot(s).
	<ul style="list-style-type: none"> • Comprehend brief notes on familiar topics, including daily activities at home or school. • Comprehend the principal message in highly illustrated texts in which cognates are used, including stories, newspaper articles and advertisements. 	<ul style="list-style-type: none"> • Comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles. • Begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues. 	<ul style="list-style-type: none"> • Comprehend the main ideas and significant details of full-length feature articles in newspapers, magazines and websites on topics of current or historical importance in the target culture.
	<ul style="list-style-type: none"> • Recognize and respond appropriately to questions, statements or commands. 	<ul style="list-style-type: none"> • Sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts. 	

CONTENT STANDARD 3: Communication (Presentational Mode)
How do I present information, concepts and ideas in another language in a way that is understood?

Students will:	Pre-K - 4 (Novice/Beginning)	5-8 (Intermediate)	9-12 (Advanced)
<p><i>In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.</i></p>	<ul style="list-style-type: none"> Give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments. Recite poetry, songs, proverbs or short anecdotes that are familiar to their peers in the target culture. 	<ul style="list-style-type: none"> Make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas. Prepare audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives. Present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language. Summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes in the target language. 	<ul style="list-style-type: none"> Prepare oral presentations and/or written summaries on topics of current or historical interest in the target language. Perform scenes from plays and/or recite poems or excerpts from short stories in the target language. Prepare oral and/or written analyses in the target language of the plot, character, descriptions and development, and themes found in authentic literary works, including poems, plays, short stories and short works of fiction or nonfiction.

	<ul style="list-style-type: none"> • Write short, informal notes in which they describe or provide information about themselves, their friends and families, and their school activities. • Create lists of items necessary to plan activities that might take place in their daily lives or in the target culture. 	<ul style="list-style-type: none"> • Write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities. • Prepare a diary of their daily activities and those of their families and friends in the target language. • Effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language. 	<ul style="list-style-type: none"> • Describe, explain, express opinions about and analyze stories, plays, poems or other literature, as well as radio programs, music, films, art and websites. • Write letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest. • Use a dictionary or thesaurus written entirely in the target language, as appropriate, to select words for use in preparing written and oral reports.
--	---	--	--

CONTENT STANDARD 4: Cultures

How do I use my understanding of culture to communicate and function appropriately in another culture?

Students will:	Pre-K - 4 (Novice/Beginning)	5-8 (Intermediate)	9-12 (Advanced)
<p><i>In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</i></p>	<ul style="list-style-type: none"> Observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods. Identify and experience or read about expressive products of the target culture, such as children's songs, selections from children's literature and types of artwork and websites that are enjoyed or produced by their peer group in the target culture. Identify, discuss and create different types of artwork that are enjoyed or made by their peer group in the target culture. 	<ul style="list-style-type: none"> Identify authentic products, such as those found in the target culture's homes and communities, and discuss their significance. Identify, experience or read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (e.g., folk art, authentic children's books, songs and dance), and describe their significance. 	<ul style="list-style-type: none"> Identify and analyze products and practices of the target culture (e.g., social, economic, legal and political), and explore the relationships between these products and practices and the perspectives of the culture. Identify, experience or read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites and the fine arts, in order to explore their effects on the larger community.

	<ul style="list-style-type: none"> • Participate in age-appropriate cultural activities, such as games, songs, birthday celebrations, storytelling, dramatizations or role-playing of the target culture. • Use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture. 	<ul style="list-style-type: none"> • Participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet. • Use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction. • Observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture. • Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the practices and products being studied. 	<ul style="list-style-type: none"> • Interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues. • Identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture. • Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture.
	<ul style="list-style-type: none"> • Recognize simple themes, ideas or perspectives of the target culture. 		

CONTENT STANDARD 5: Connections (Interdisciplinary Mode)
How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?

Students will:	Pre-K - 4 (Novice/Beginning)	5-8 (Intermediate)	9-12 (Advanced)
<p><i>In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</i></p>	<ul style="list-style-type: none"> Use simple information learned in other subjects in their study of a world language. 	<ul style="list-style-type: none"> Acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information. 	<ul style="list-style-type: none"> Use information acquired from other school subjects to complete activities in the world language classroom. Acquire more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects. Analyze the similarities and differences among sources, selecting the most appropriate information for specific purposes. Use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.
<ul style="list-style-type: none"> Use simple information from their world language class in their study of other subjects. 	<ul style="list-style-type: none"> Acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information. 	<ul style="list-style-type: none"> Use new information and critical thinking gained through world language study to expand their personal knowledge. 	<ul style="list-style-type: none"> Use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.

CONTENT STANDARD 6: Connections (Intradisciplinary Mode)

How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?

Students will:	Pre-K - 4 (Novice/Beginning)	5-8 (Intermediate)	9-12 (Advanced)
<p><i>In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.</i></p>	<ul style="list-style-type: none"> Use multiple media resources to access information regarding the target culture(s). Recognize the various sources of information available only in the target language and culture(s), e.g., newspapers, websites, television, etc. Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary. 	<ul style="list-style-type: none"> Use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base. Develop the necessary skills to use the Internet in order to gain greater access to the target culture(s). 	<ul style="list-style-type: none"> Use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations. Access and analyze materials, looking for sources of information for potential use in original work on the target language or culture(s).

CONTENT STANDARD 7: Comparisons Among Languages

How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Students will:	Pre-K - 4 (Novice/Beginning)	5-8 (Intermediate)	9-12 (Advanced)
<p><i>In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</i></p>	<ul style="list-style-type: none"> • Give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing. • Demonstrate an awareness of the target language's phonetic and writing systems and how they differ from the phonetic and writing systems in the English language. • Develop listening and speaking skills on a range of topics to facilitate reading skills. 	<ul style="list-style-type: none"> • Understand how idiomatic expressions affect communication and reflect culture. • Access a wide variety of printed material that includes multicultural themes and character, fiction and nonfiction readings. • Use oral and written language to relate their own experiences and construct their own stories. 	<ul style="list-style-type: none"> • Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English. • Evaluate the style of a communicative interaction in the target language. • Cite evidence to support conclusions, distinguish between fact and opinion, and connect new and previous learning both in written and oral communication. • Read and comprehend longer, more complex texts in abridged and unabridged formats.

	<ul style="list-style-type: none"> • Retell, summarize and give opinions on grade-appropriate texts read aloud by the teacher. • Copy and organize in a logical sequence a written text provided by the teacher. 	<ul style="list-style-type: none"> • Expand comprehension strategies to predict outcomes and make comparisons. • Produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries). 	<ul style="list-style-type: none"> • Use a writing process in producing work that includes self-assessment and discussion with other students. • Produce a range of written work that is coherent, accurate and representative of a variety of literary styles.
--	--	--	---

CONTENT STANDARD 8: Comparisons Among Cultures			
<i>How do I demonstrate an understanding of the similarities, differences and interactions across cultures?</i>			
Students will:	Pre-K - 4 (Novice/Beginning)	5-8 (Intermediate)	9-12 (Advanced)
<i>In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.</i>	<ul style="list-style-type: none"> Identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes. Demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations. 	<ul style="list-style-type: none"> Compare and contrast art forms, such as music and songs across cultures. Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures. 	<ul style="list-style-type: none"> Discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs and rhymes. Compare and contrast the treatment of current issues across cultures by drawing on authentic texts.
	<ul style="list-style-type: none"> Identify and describe some cultural beliefs and perspectives relating to family, school, work and play across cultures. 	<ul style="list-style-type: none"> Solicit their peers' opinions on aspects of culture through face-to-face contact or written exchanges and compare this information with how their peers in the target culture(s) view the same topic. 	<ul style="list-style-type: none"> Analyze how other cultures view the role of the United States in the world arena.

	<ul style="list-style-type: none"> • Use new information and cultural awareness to recognize the similarities and differences across cultures. 	<ul style="list-style-type: none"> • Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s). 	<ul style="list-style-type: none"> • Use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures. 	<ul style="list-style-type: none"> • Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s). • Use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures. • Use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures. • Evaluate the effectiveness of a communicative interaction based on cultural elements.
--	---	--	---	--

CONTENT STANDARD 9: Communities			
<i>How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</i>			
Students will:	Pre-K - 4 (Novice/Beginning)	5-8 (Intermediate)	9-12 (Advanced)
<i>In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.</i>	<ul style="list-style-type: none"> Exchange information about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio or videotapes, CDs, DVDs and distance learning. Identify different types of employment in which target language skills are an asset. 	<ul style="list-style-type: none"> Discuss their families, school experiences, free-time activities and current events in the target language in written or oral form. Interact with members of the local community who are employed in a variety of professions to learn how they use the target language in their work. Demonstrate their target language skills while involved in community activities, including community service activities. 	<ul style="list-style-type: none"> Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest. Establish and/or maintain interpersonal relations with speakers of the target language via letters or e-mail and/or exchange programs. Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with homestay.

	<ul style="list-style-type: none"> • Review materials and/or media from the target language and culture for enjoyment and/or entertainment. 	<ul style="list-style-type: none"> • Review materials and/or media from the target language and culture for enjoyment. • Use various media from the target language and culture for entertainment. • Consult various sources in the target language to obtain information on topics of personal interest. • Demonstrate self-knowledge as well as understanding of others in areas of common interest through the target language. 	<ul style="list-style-type: none"> • Use various media from the target language and culture for personal enjoyment. • Read literature, listen to music and view films and websites in the target language for entertainment.
--	--	--	--

BHS Quebec Exchange – 2013-2014
Orientation Meeting - Tuesday, November 13, 2012, 6:30 pm
BHS Media Center

Dear French Students and Parents,

We are pleased to announce that we will be offering a foreign exchange program with Sherbrooke, Quebec this spring (hosting) and next spring (traveling). Like the French Exchange, the Quebec Exchange will be packed with cultural and linguistic educational experiences that will stay with your child for a lifetime. Part of the motivation of this trip was to provide a more affordable opportunity for BHS students to broaden their horizons by traveling abroad and enhancing their linguistic skills. When deciding whether or not to participate in this two part seven day program, please keep in mind that it takes place just prior to spring break. For the hosting part of the program, students will only miss two days of school. This can be a wonderful and enriching opportunity.

The Canadian students would arrive at BHS in the late afternoon on April 5, 2013 and depart BHS early in the morning on Friday, April 12, 2013. A Welcome reception is organized for the evening of their arrival to help facilitate introductions and to make our guests feel welcome. Canadian students will be shadowing their host student 2 days during the week and trips to Norwalk and New York are organized for the other two days. We expect all participating in the exchange to participate in all of the local field trips as the personal interaction between the students is one of the main reasons for the exchange.

With regard to the Canadian portion of the trip, students will depart for Sherbrooke on Friday, April 4, 2014 and return back to BHS on Friday, April 11, 2014. At this time, we estimate the total cost for the exchange (hosting and travel combined) to cost about **\$500- \$600**. We will have a better idea of the cost after we know how many participants we will have. A commitment deposit of approximately \$300 would be collected by December 15th from those accepted to participate. Please keep in mind that students would be responsible for making up missed work for any days missed due to the exchange. It should also be noted that athletes will not be penalized for participating in this exchange program. Please note that preference will be given to students who are taking French.

The involved students will be expected to attend periodic meetings where we will: discuss the differences in our two cultures as well as the expectations for traveling behaviors; determine group assignments for research on our travel destinations; and review necessary details for travel abroad to Canada.

Please complete the attached forms as thoroughly and legibly as possible. Bring them with you to the Orientation Meeting on Tuesday, November 15, when we will review how the program works and answer questions. We encourage both students and parents to attend. Once we have the applications and permission slips, we will review them and notify the students of their acceptance as soon as possible.

If you have any questions or would like to volunteer in some way, please feel free to call one of us.

Alisa Trachtenberg trachtenberga@bethel.k12.ct.us

Mari Lerz lerzm@bethel.k12.ct.us

Yibert Beshi beshiy@bethel.k12.ct.us

Very truly yours,

Alisa Trachtenberg

1/ CANDIDATE

Name (as it appears on your passport)

Last Name _____

First name _____

Middle name: _____

Sex _____ female _____ male

Date of birth _____

Place of birth _____

Citizenship _____

Passport number: _____

Date of expiration: _____

Place of issuance: _____

- You must attach a copy of your passport
- If you are not a US citizen, you must check to see if you need a visa for Canada.

Name of legal guardian(s)

Mother: _____

Father: _____

Legal guardian (other than mother or father): _____

Parents are divorced: _____ Yes _____ No _____

- If your parents are divorced, you must provide a copy of the custody agreement in the event that it is required at the US/Canada border. You can provide this in a sealed envelope which will not be opened unless needed. It will be returned to you upon our return to the US.

Home address _____

Home phone number _____

Mobile phone numbers:

Mother: _____

Father: _____

Student: _____

Email address

Mother: _____

Father: _____

Student: _____

Have you ever traveled to abroad? If so, when and for how long? Alone or with your family?

2/ HOSTING/LODGING DETAILS

Ideal exchange partner: female male either
Would you accept a partner of the opposite sex if it was the only possibility?
 yes no

Accommodations: apartment house
Exchange partner have own bedroom? yes no
If not, where will he/she sleep?.....

Do any of your family members smoke? yes no
Would you accept a smoker? yes no
Are you willing to stay with a smoker? yes no
Do you have any pets at home? yes no
If so, what kind of pet(s)?.....
Will you stay with a family with pets? yes no
Are you willing to accommodate special dietary restrictions? yes no
Do you have any special dietary restrictions: yes no

Who lives in the house with you? Detailed description of your family living at home (brothers, sisters, age...)

Is there any particular situation the school/your partner should be aware of?.....

Religion

What are your family's favorite activities to do in the evening and on weekends?

3/ PERSONALITY AND HOBBIES

Are you best described as...

_____ outgoing _____ spontaneous _____ shy _____ calm
List 4 adjectives that best describe you

_____ tidy _____ messy

What are some extra curricular activities in which you are involved?

.....

Do you have a job after school? On weekends? Other?

.....

What kind of music do you like?.....

Do you play any musical instruments?.....

How long have you been playing?.....

Do you practice any sports? _____ yes _____ no

Which sport(s)?

.....

How long have you been playing?.....

How many hours a day do you usually watch TV?.....

Favorite books:

Favorite films:

4/ HEALTH CONDITION OF THE CANDIDATE

(to be filled out by the parent or guardian)

Does your child have any health problems?

Is your child under any medical treatment (please indicate: name of medication, dosage and directions for use)?

Does your child have any allergies (to food, medications, others)?

For any trip outside of the US, please make sure that the insurance covers any health expenses incurred abroad - If such is not the case, please contact the insurance company to modify the contract.

Health Insurance provider _____

Address: _____

Name on the card: _____

Policy number: _____

Group number: _____

Emergency number when calling from Canada _____

Before your child leaves, please do not forget to send us:

- a) a medical certificate stating that his/her health condition is compatible with a trip abroad
- b) a copy of the health insurance contract and of the insurance company contract dealing with civil liability and personal accident issues
- c) any necessary authorization forms for the administration of medication by school personnel including over-the-counter prescriptions for medications such as Tylenol and Advil. You must have one form per medication.
Form name: "AUTHORIZATION FOR THE ADMINISTRATION OF MEDICINES BY SCHOOL PERSONNEL"
- d) Medical Authorization for Field Trips Abroad. Form name: "European Field Trip Form" **This must be signed by your child's doctor.**
- e) Proof of travel insurance.

5/ DECLARATION OF LEGAL GUARDIANS

I, _____
last name, first name

acting as the mother, father, or legal guardian of the student :

family name, first name

born on _____ in _____
date of birth place of birth (city, state)

- a) authorize my child to participate in an international trip abroad, for the chosen dates and places as well as hosting a foreign student.
- b) authorize my child to receive any medical treatment deemed necessary by a physician.
- c) acknowledge that Bethel High School and its employees will not be liable for loss of property, including without limitation credit cards, cash, and mobile phones.
- d) acknowledges that my child may be sent home at the parents' expense in the event of serious or repeated misconduct or lack of cooperation.

City & state of signature Date

Mother's Signature

Father's Signature

4/ DECLARATION OF STUDENT

I, _____, understand that:
(student name)

- a) I will represent my school, family and country. My behavior must therefore be exemplary in all respects. Per my signature, I commit myself: I will follow all of rules and school policies outlined in the Bethel High School Code of Conduct and the Student Handbook.
- b) I am responsible for all missed work.
- c) I must have a C average or better in all of my classes to participate in this trip.

Student's signature Date

HOSTING AGREEMENT

By signing and dating this form, I am certifying that my son/daughter and my family will host an exchange student in our home from **April 5 - 12, 2013**. I understand and accept all responsibility for the well-being of the exchange student during his/her stay.

1. Duties of the candidate's parents/legal guardians

a) The candidate's parents take the same responsibility concerning their young guest as they would for their own child (the parents' rights and duties being temporarily transferred). They help the young exchange partner to adapt himself/herself to a new way of life (in the family as well as at school). The host family promises to use the language of the host country when talking to their young guest.

b) Host families will provide lodging and meals, and facilities for washing of clothes free of charge. They will also cover any expense related to local public transportation and family entertainment (restaurant, cinema, theater...). Visiting students will bring enough money to cover personal expenses.

2. Family responsibility

a) Visiting students are subject to the normal rules and disciplinary procedures (including penalties) of the host school and are subject to the reasonable control and direction of the host.

b) Monitoring of visiting students by the host family does not mean direct supervision at all times but may include giving permission for a visiting student to make short trips at suitable times and to suitable places in company with other school aged children or alone.

c) Each school and host family will take all steps, within reason, to prevent visiting students from exposure to risk from drugs, tobacco and alcohol.

d) Host schools and families will not be liable for loss of property, including without limitation credit cards, cash, and mobile phones.

e) Details of health or medical conditions will be made available to host schools and families on a confidential basis. Per his/her signature, the legal guardian shows that he/she understands the required conditions to this international exchange and accepts to be responsible for any trouble that may arise due to any illness that might not have been previously declared. Moreover, the legal guardian agrees that the host family may take any urgent decision in case of illness, accident or if surgery is deemed necessary by a doctor.

f) Students may be sent home at the parents' expense in the event of serious or repeated misconduct or lack of cooperation.

3. Insurance

Parents of visiting students will obtain and give proof of obtaining comprehensive travel, medical and civil liability insurance for them.

I understand that as an exchange student, I will represent my school in my hosting school, family and country.

My behavior must therefore be exemplary in all respects. Per my signature, I commit myself: I will follow the rules of my hosting school and family.

.....
Student's signature Date

Per our signature, we hereby accept the above conditions. We understand that, as a host family, we will have to take care of our young host and actively involve ourselves in his/her discovery of our culture and language.

.....
Parents or legal guardian's signatures

HOSTING A FOREIGN STUDENT

When participating in an exchange, families are expected to treat their guest in the same manner as they treat their own children. "Do unto others as you would have others do unto you." This is the basic reciprocal agreement of the participating families of the exchange. The main focus of the host family is to provide food and lodging to the foreign student and allow them to experience how life in a different country differs from their own. In addition it is beneficial to the student if you spend time together as a family. If you will be hosting the student for a weekend when there are no activities planned, you may consider organizing a family outing or for your child to organize an activity with other students participating in the exchange or amongst their own friends. This could include a visit to a local place of interest, a sporting activity, a picnic in a park, eating a meal in a restaurant, shopping in a nearby town, or even taking public transportation! However normal these activities may seem to your family, it is completely new and interesting for your foreign guest.

The student exchange form provides a lot of information about your temporary guest including their likes, dislikes and usual family life along with personal information about allergies and emergency contacts details. Small things can really help a student to feel at home:

- _ Introducing the student to everyone in the family so that they know how to call everyone. Your family can also see how comfortable the student is with your spoken language at home.
- _ Short, simple sentences are a great start for integrating a bilingual setting. Although they may have studied your language for a number of years, it may take them a short time to understand your accent or expressions. By taking it slow, you will ensure that the student does not lose their confidence in communicating with you.
- _ A brief phone call home upon arrival so the student's parents know their child has arrived safely.
- _ Clean towels and knowing the best time to use the bathroom so as not to feel in the way or end up showering in cold water!
- _ Information about meals – is there any specific food they have always wanted to try?
- _ When the student can wash & dry their clothes.
- _ A brief tour of the neighborhood – where is the local shop and what does it sell? How close are other exchange students living?

TRANSPORTATION PERMISSION SLIP

BETHEL HIGH SCHOOL
BETHEL, CT 06801
(203) 794-8600

I give my son / daughter _____ permission to
Student name

attend the BHS Quebec Exchange Trip leaving BHS on Friday, April 4, 2014 at 8am
and returning on Friday, April 11, 2014 at 6pm.

I understand that transportation for this activity will be on a charter bus
coordinated by Prometour* for the international portion of the trip. Transportation
in Canada will be provided by the Canadian host school.

Teacher: Ms. Trachtenberg

Signature of Parent / Guardian: _____

Date: _____

* TBD

TRANSPORTATION PERMISSION SLIP

BETHEL HIGH SCHOOL
BETHEL, CT 06801
(203) 794-8600

I give my son / daughter _____ permission to
Student name

attend the BHS Quebec Exchange Trip to

1. Bethel (downtown tour) on Monday, April 8, 2013 at approximately 4pm leaving from in front of the town hall and returning to BHS.
2. Norwalk leaving BHS on Tuesday, April 9, 2013 at 9:15 am and returning back to BHS at 5pm.
3. New York City leaving BHS on Wednesday, April 10, 2013 at 6:30 am and returning back to BHS at 6:30 pm.

I understand that transportation for this activity will be on a school bus coordinated by First Student.

Teacher: Ms. Trachtenberg

Signature of Parent / Guardian: _____

Date: _____



BETHEL PUBLIC SCHOOLS HEALTH SERVICES

EDUCATIONAL PARK BETHEL, CT 06801

*Elizabeth Avery, R.N., B.S.N.
Coordinator of Health Services*

The medical form below is required as part of the permission for your child to participate in the field trip to: _____

Please complete and return to: _____

Thank you for your cooperation.

Name: _____ Age: _____

Address: _____

Parent/Guardian: _____

Home # _____ Work # _____ Cell # _____

Emergency Numbers: Persons who may arrange for medical treatment if parent/guardian is not available:		
Name	Phone	Relationship
1.		
2.		

Child's Primary Physician:

Name: _____ Phone: _____

Medical concerns/conditions: i.e. Diabetes, Asthma, Allergies, include medication and food allergies) etc.

Please list medication taken daily or as needed: All medications require an "Authorization of Medication Form" signed by the doctor and parent for medication to be administered. All medication must be in the possession of a Bethel Public School staff member supervising the field trip. Students may not have "over the counter" or prescription medication except inhalers or EPIPENS in their possession:

Purpose: To enable parents and guardians to authorize the provision of emergency treatment for children who become ill or injured while under school authority, when parents or guardians cannot be reached.

Consent Grant

In the event reasonable attempts to contact me have been unsuccessful; I hereby give my consent for the emergency treatment deemed necessary.

Signature of Parent/Guardian:

Date:

**BETHEL PUBLIC SCHOOLS
HEALTH SERVICES DEPARTMENT**

AUTHORIZATION FOR THE ADMINISTRATION OF MEDICINES BY SCHOOL PERSONNEL

The Connecticut State Law and Regulations 10-212(a) require a written order from an authorized prescriber (physician, dentist, advanced practiced registered nurse or physician assistant) and a parent/guardian authorization for a nurse to administer medication. The principal or trained staff may administer medication. Medications must be in pharmacy prepared containers and appropriately labeled. This law also applies to over-the-counter medications.

MEDICATION ORDER

Name of Child: _____

Address: _____ Date of Birth: _____

Condition for which drug is being administered during school hours: _____

Drug Name: _____ Strength: _____ Dose: _____ Route: _____

Time(s) of administration: _____ If PRN, frequency _____

Relevant Side Effects: None Expected Specify: _____

ALLERGIES: NO YES, specify: _____

Medication shall be administered from: _____ to _____
Month/Day/Year Month/Day/Year

Student may self-administer: **Inhaler** YES NO **Epi-Pen** YES NO

Prescriber's Name/Title: _____

Prescriber's Signature: _____ Date: _____

Address: _____

Phone/Fax: _____

PARENT/GUARDIAN AUTHORIZATION

I hereby request that the above ordered medication be administered by school personnel. I understand that I must supply the school with no more than a 45 day supply of medication. I understand that this medication will be destroyed if not picked up within one week following termination of the order or the last day of school, whichever comes first.

Parent/Guardian Signature: _____

My child may self-administer: **Inhaler** YES NO **Epi-Pen** YES NO

Telephone (home) _____ (work) _____ (cell) _____

School Nurse authorization for student's self administration: _____
Inhaler YES NO **Epi-Pen** YES NO School Nurse's Signature / Date

Quebec Exchange Behavior Contract

1. I have read the Behavior Guidelines and agree to abide by ALL of them.
2. I will show courtesy and respect to chaperones, peers, host family, host teachers, and other guests at all times.
3. I will not go anywhere alone, ever!
4. I will stay with my chaperone group and obey all directions.
5. I will be on time, every time.
6. I will attend all meals.
7. I will act as a worthy representative of Bethel High School.
8. I will behave responsibly and courteously at all times.
9. I will stay in my hotel room at night when on an overnight excursions, and I will not open the door for anyone other than my chaperones.
10. I will be aware of my surroundings at all times.
11. I will guard my personal belongings.
12. I will check my room for damage upon check-in.
13. I will immediately report damage to my room.
14. I will obey all school dress code policies (see BHS Agenda Book and Parent/Student Handbook).
15. I WILL OBEY ALL SCHOOL POLICIES and REGULATIONS ON WEAPONS AND DANGEROUS INSTRUMENT POSSESSION, ALCOHOL and DRUG USE, AND INAPPROPRIATE SEXUAL CONDUCT. I WILL BE SENT HOME AT MY PARENTS' EXPENSE IF I DO NOT COMPLY FULLY WITH ALL SCHOOL POLICIES, AND I KNOW I WILL RECEIVE CONSEQUENCES APPROPRIATE FOR OFFENSE WHEN I RETURN TO SCHOOL.
16. I will make every effort to speak as much French as possible while abroad.
17. I will make up any missed class work and arrange for work to be done in advance of the trip if possible.
18. I will soak up the cultural experience and learn from others.
19. I will go with an open mind and not criticize the French culture, food etc., particularly with the host family.
20. I will take to heart the comments and criticisms of the chaperones and try to improve my behavior or linguistic skills as appropriate.

Signature of Student: _____

Printed Name of Student: _____

Signature of Parent: _____

Date: _____

Student Behavior Guidelines

As you travel abroad, you represent your family, school, community, and your country. A key to a successful trip is your open-mindedness and willingness to accept new cultures and the occasional inconveniences of international travel. If you keep your eyes and your mind open, you will bring home something of lasting value that you won't have to declare at customs.

Alcohol

Consumption of alcohol is absolutely forbidden, and will result in your dismissal from the group and a return home at the parents' or guardians' expense.

Visiting Friends or Relatives

If such visits involve temporarily leaving the program, you will need a letter of permission from your parent or legal guardian. The letter must be given to your group leader before departure. Such guests or friends, under any circumstances, may not ride on the bus with you.

Attendance at Meals

You are expected to be with your group at breakfast and dinner, unless special permission has been given.

Weapons

Knives, firearms, or firecrackers may not be carried or bought by any participants. These are absolutely forbidden.

Drugs

Possession of illegal substances is absolutely forbidden, and will result in dismissal from the group and a return home at the parents' or guardians' expense.

Motor Vehicles

None can be rented or driven by students.

Curfew

A midnight curfew applies to all *Prométour* trips. Unless, there is a teacher-supervised activity running past midnight, you must be in your hotel room from midnight until the next morning. Respect other hotel guests by keeping noise to a minimum after 10 p.m. Different curfew restrictions may apply on home-stay programs. You are expected to respect the wishes of your host-family regarding curfew.

Sexual Misconduct

You may be sent home for inappropriate sexual conduct, at the parents' or guardians' expense.

Included Group Activities

These activities require your participation and include sightseeing and local excursions, which are among the very reasons for your taking a *Quebec Exchange* trip!

Dress Code

Your attire is an important way of showing respect for your host culture. Particularly in religious buildings, you may not be allowed in wearing shorts or skirts above the knee, sleeveless blouses, or T-shirts, no matter how hot it is. Keep your attire neat; locals often interpret a neat appearance as a sign of respect.

Hotel/Bus Behavior Guidelines

Be especially careful with your room and your bus. You will be held personally responsible for any damage you cause, and you will not be allowed to leave the hotel until the damage is paid for. When hotel reports damage to a room, tour leaders will investigate as best it can, but will ultimately consider the hotel's report to be definitive. Show consideration to others. You cannot expect English to be spoken by hotel staff. Learn courtesy phrases of the local language; it will go a long way. You will be responsible for phone calls made from your room and any extra hotel expenses (for example, items from a room mini-fridge). Under no circumstances may you consume alcoholic beverages from the mini-fridge. Taking towels, ashtrays, etc. as souvenirs is forbidden, since waiters and maids are required to pay for missing items. Do not leave your passport, money, or traveler's checks in your room. Absolutely no running in the hallways or shouting down the hallways are allowed at any time, day or night. Do not wash clothing in the rooms. Self-service laundromats are common in most destinations; your hotel concierge will tell you where to find one.

Free Time

Be sure to carry the name, address, and phone number of your hotel or home-stay family with you at all times. Even when no organized group activities are scheduled, your group leader must know where you are, whom you're with, and when you will return. You are expected to be mindful of your own safety and wellbeing at all times. Take caution in whatever you do or wherever you go, especially in unfamiliar areas. You must be in groups of three or four when you are not with your group leader. Students are never to go off on their own. Disco visits must be arranged by your group leader and you are not allowed to enter any disco without him or her.

Respect for Local Culture

The local people you meet are not "tourist attractions." This is their city, their home; please remember to act like a guest.

Monuments are made for admiring; please do not climb on them.

Toss gum wrappers in public wastebaskets (or put them in your pocket). Do not litter at any time.

Adaptability

You should be courteous and congenial at all times, even when encountering things you don't like. Since the time of Marco Polo, travel has involved certain inconveniences. Places may get crowded, traffic may be busy, and buses may be delayed. Pack tolerance and a sense of humor in your suitcase!



USA: 1-800-304-9446 CAN: 1-800-657-7754 INFO@PROMETOUR.COM

A passport is the only reliable & universally accepted travel / identification document available for the purpose of travel.
Prométour is not responsible for participants who are not able to enter their destination due to lack of proper travel documents

- Group Leaders must carry a "School Letter" printed on school letterhead, a copy of the Participant List, a copy of all Reservation Forms and a Parental/Legal Guardian Travel Consent Form for all participants.

AMERICAN & CANADIAN CITIZENS – CROSSING THE BORDER www.getyouhome.gov
TRAVELING BY AIR

- **Valid Passport** - All passports must be valid for at least six (6) months beyond the conclusion of your trip

TRAVELING BY LAND

**** FOR SCHOOL GROUPS, RELIGIOUS GROUPS, SOCIAL OR CULTURAL ORGANIZATIONS, OR SPORTS TEAMS**

ADULTS (19+ YEARS) **

- **Valid Passport** - All passports must be valid for at least six (6) months beyond the conclusion of your trip

CHILDREN & STUDENTS (18 YEARS OR YOUNGER) **

- **Valid Passport** - All passports must be valid for at least six (6) months beyond the conclusion of your trip
- **OR Original Birth Certificate** (copies must be certified) – it is suggested that a piece of photo identification (such as a School Student ID Card) should accompany the birth certificate

- ⇒ American Citizens & Canadian Citizens do NOT require a visa to cross the Canadian / American border
- ⇒ Naturalised Citizens must bring their Citizenship Card
- ⇒ A Certificate of Canadian Citizenship is NOT considered an acceptable travel document
- ⇒ Non-citizen permanent residents of Canada require a non-immigrant visa to enter the United States
- ⇒ Alien Registration Card (Green card) is NOT considered an acceptable travel document and DOES NOT require a visa to enter Canada

AMERICAN & CANADIAN CITIZENS – TRAVELLING WITHIN YOUR COUNTRY (INCLUDING HAWAII & PUERTO RICO)

- **Valid Passport** - All passports must be valid for at least six (6) months beyond the conclusion of your trip
- **OR Government issued Photo ID Card**
- **OR Original Birth Certificate** (copies must be certified) – it is suggested that a piece of photo identification (such as a School Student ID Card) should accompany the birth certificate

OTHER NATIONALITIES

- **Valid Passport** - All passports must be valid for at least six (6) months beyond the conclusion of your trip
- Travellers of other nationalities must check with authorities of all destinations on the itinerary if a visa is required - INCLUDING flight entry points prior to final destination <http://zys.com/visas.php>

- ❖ Bring all necessary documents in order to re-enter your country of residence
- ❖ A student ID card (school issued or through www.istc.org) should be brought for public transportation and museum entrances

ENTRY REQUIREMENT FOR MINORS (UNDER 18 YEARS OLD) REGARDLESS OF NATIONALITY or DESTINATION

In addition to a valid passport & applicable visas, participants should have a signed Parental/Legal Guardian Travel Consent Form.
In the case of deceased or divorced parents/legal guardians

- The letter of consent must be accompanied by a notarised copy of the legal custody document or death certificate
- This proof (death certificate, proof of sole custody etc.) can be shown to a notary who can notarise an Affidavit of Sole Custody

- Make THREE (3) photocopies of your travel documents:
 - One for Prometour in order to issue the plane ticket
 - One for your Group Leader as proof that you possess the necessary travelling documents
 - One that you will leave at home in case your travel document get lost or stolen

TRAVEL CONSENT FORM - For a minor (under 18 years old) to travel in someone else's care

http://www.voyage.qc.ca/main/before/consent_letter-en.asp

It is strongly recommended that children travelling alone, with only one parent or in someone else's care, carry a consent letter for each and every trip abroad. Foreign authorities among other additional country-specific entry requirements may require this consent letter. You should contact the representative of the country or countries to be visited by the child to ensure that you have the most up-to-date information regarding their specific entry requirement, as permission to enter another country is the sole prerogative of that country.

General Guideline to when the Travel Consent Form MUST be notarized

- ✓ Latin America Destinations
- ✓ In the case of divorced parents + it must be accompanied by supporting documentation ie. Copy of custody agreement (all destinations)
- ✓ In the case of a parent is dead or missing + it must be accompanied by supporting documentation ie. Copy of death certificate (all destinations)
- ✓ Any case where Reservation Form and Travel Consent Form are signed by only 1 parent (all destinations)

Although anyone can witness/sign these letters, so that the validity of the letter will not be questioned, it is advisable to have the consent letter certified, stamped or sealed by an official who has the authority to administer an oath or solemn declaration (i.e., a commissioner for oaths, notary public, lawyer, etc.) It is up to each official/individual who witnesses such a letter to decide what proof he/she needs to see to be able to witness/sign the letter.

Complete this form and return it to your child's Group Leader

Today's Date: _____

I / We the parent(s) / legal guardian(s) of _____
(CHILD'S NAME)

authorize my/our child to participate on a trip being planned through _____
(SCHOOL OR GROUP NAME)

Destination(s): _____

Departure Date: _____ Return Date: _____

During the trip I / we can be contacted at the following address

Telephone Day _____ Evening _____

EMAIL: _____

Mother / Legal Guardian Signature

Printed Name

Father / Legal Guardian Signature

Printed Name

Witness Signature

Printed Name

NOTARY SEAL:

AUTHORIZATION TO PUBLISHING STUDENT INFORMATION

In an effort to keep you and the BHS community abreast of what is going on during the BHS Quebec Exchange we would like to publish podcasts, videos and text regarding the BHS Quebec Exchange, which may include a student image, voice, likeness and name. This information may be published on the BHS website or ancillary sites such as, but not limited to, YouTube or Flickr as well as in other media for promotional or informational purposes. Please fill in your child's name and check one of the options below.

Student Name

_____ I give my permission for you to publish my child's information.

_____ I do not wish to have my child's information published.

Parent Name

Date

Parent Signature

BHS QUEBEC EXCHANGE 2013-2014

			total cost / student w/25 students
International Transportation			
	per person	total	
Fjord Bus to Sherbrooke, Quebec		2595	
Fjord Bus from Canada to BHS		2595	
Hotel - 2 nights (\$100 each)		200	
Tip for bus driver (\$100 each way)		200	
Hosting Costs			
New Haven			
Maratime Acquarium - Tues 9th			
Bus - First Student		475	
Acquarium + IMAX (50x12.5)	12.5	625	
need 1 to 7 kids			
Chaperones IMAX (\$6/chap x 7)	6	42	
Brewhouse - Lunch	20	1140	
New York			
Tour guide (3 hour walking tour)		250	
School Bus		750	
Staten Island Ferry	9	513	
9/11 Memorial (donation)	0	50	
Lunch (food court or Hardrock?)	20	1140	
Empire State	14	798	
Prometour booking fee		20	
Food for reception		200	
Welcome dinner		1000	
Good-bye pizza party		500	
School lunches for guests (27 * 2* 2.75)		148.5	
		13241.5	529.66
Petty Cash			
Lunch or lunch money for bus up and back to Canada	20		
Spending money for the days we are there.	100		

We could do a pot luck for the welcome dinner

**ITINERARY FOR BHS QUEBEC EXCHANGE
BETHEL, CT USA: APRIL 5-12, 2013**

Date	Lodging	Activities
Friday April 5	Bethel	Canadian students arrive in the evening. Welcome BBQ with families.
Saturday April 6	Bethel	Time with families
Sunday April 7	Bethel	Time with families
Monday April 8	Bethel	Canadians shadow their host student. Lunch at school. Walking tour around Bethel and free time after school. Dinner with families.
Tuesday April 9	Bethel	Norwalk - school bus - Depart 9:15 am Maritime Aquarium Lunch at the Brewhouse - buffet BBQ Imax - possibly Walk around Norwalk. Possibility of team building games at Calf Pasture or back at BHS. TBD International dinner at school
Wednesday April 10	Bethel	New York - school bus Staten Island Ferry 9/11 Memorial Times Square - M&M Store, Toys R' Us Lunch at Hard Rock Top of the Empire State Building Central Park Dinner with families (late dinner)
Thursday April 11	Bethel	BHS - shadow host student Noon-2:15 - Presentation by Canadian students Farewell pizza party
Friday April 12	Bethel	Depart BHS am.

ITINERARY FOR BHS QUEBEC EXCHANGE SHERBROOKE, QUEBEC: APRIL 4-11, 2014

Date	Lodging	Activities
Friday April 4	Sherbrooke, Québec	BHS students arrive in Sheerbrook for dinner. Welcome Party
Saturday April 5	Sherbrooke, Québec	Time with families
Sunday April 6	Sherbrooke, Québec	Time with families
Monday April 7	Sherbrooke, Québec	<p>Monday: Quebec City (leaving early- 6:30 am)</p> <p>a) Ecole de Cirque- http://www.ecoledecirque.com/ if your group would be interested. I know this is something that is greatly appreciated.</p> <p>b) Observatoire de la capitale http://www.observatoire-capitale.com/</p> <p>c) Free time in Old Quebec.</p> <p>d) Montmorency Falls</p> <p>e) Ferry in Levis</p> <p>d) Sugar Shack Cabane à Pierre with Entertainment evening http://www.cabaneapierre.com/</p> <p>We are opened to other suggestions you may have for the Quebec day.</p>
Tuesday April 8	Sherbrooke, Québec	<p>Morning : Presentation by your students to ours</p> <p>Afternoon: classes</p> <p>Afterclass activities</p>
Wednesday April 9	Sherbrooke, Québec	<p>Wednesday: Montreal</p> <p>a) Biodôme http://www2.ville.montreal.qc.ca/biodome/</p> <p>b) Centre des sciences http://www.centredessciencesdemontreal.com/</p> <p>c) Time to walk in Old Montreal</p> <p>d) Laser Quest,(This is FUN!) Pizza delivery on the site http://www.laserquest.com/fr/public/locations/french/QC-Montreal.cfm</p> <p>We are opened to other suggestions you may have for the Montreal Day.</p>
Thursday April 10	Sherbrooke, Québec	<p>a) Sherbrooke University swimming pool</p> <p>b) Buffet des Continents restaurant http://www.lebuffetdescontinents.com/</p> <p>c) Walking tour of Sherbrooke- Circuit des murales http://www.destinationsherbrooke.com/fr/visiteurs/quoi-faire/culture-et-patrimoine/circuit-des-murales.aspx</p> <p>d) Potluck supper</p> <p>e) Farewell party</p>
Friday April 11	Sherbrooke, Québec	Depart Sherbrooke in the am. Arrive BHS 4-5pm.

BHS Quebec Exchange Parent Information

When is bag check?

Bag check will be at _____ on the day of the trip – April 4, 2014. Bags will be brought to room 203. Students will bring their bag to a chaperone to be checked. Then the bag is moved to a secure location where it will remain until being loaded onto the coach. Any items the student may want on the ride to the airport will need to be packed in a carry-on. Carry-on bags will be checked as students board the coaches. No homemade foods, open drinks, or glass containers will be allowed.

How much spending money should a student bring?

Approximately \$20 a day to pay for souvenirs is recommended. All meals are included on the trip. The only food the student will need to pay for is food and beverages at the airports should they so desire to eat or drink something there. Food and drink are served on the planes. Students may want to bring more than \$20 a day for souvenirs, but remember that money can be stolen and should be carefully guarded.

Should I get a gift for the host family?

It is customary when staying with a family to arrive with gifts. It does not have to be something big. Mugs or tee-shirts with a New York or Connecticut logo are great. Baseball caps or anything with English on it are often appreciated.

How much chaperone contact will my child have?

Each student will be assigned a chaperone. Chaperones will be leading activities, taking attendance at check points and checking rooms. A chaperone will be with the students at all times during the excursions and Paris part of the trip. During the homestay portion of the trip, when the students are not traveling on an excursion, the students will be able to contact the chaperone by phone through the family.

Will students have the opportunity to fundraise?

Yes. Students will participate in fundraisers. French students will do car washes and offer services such as leaf raking and snow shoveling. A raffle may also be organized. Parent volunteers may also organize fundraisers. All fundraising is voluntary, but many students find it helpful. Students raise money toward their own trip, not the group as a whole. The fundraising for each student will be subtracted from the cost of their trip.

What documents do we need to have for Canada?

Each student needs a permission slip. Each student needs a valid passport. The passport name must exactly match the name of the student on the airline ticket. No nicknames or misspellings. A list of medications is needed for each student. All medication and medical condition information must be discussed with Mrs. Trachtenberg and Mr. Beshi and the school nurse prior to the trip. All passports will be held by the students. A copy of the parent's health insurance card is required. Students and parents need to sign a Behavior Contract in order to participate in this trip.

What are the housing details for students and chaperones?

During the homestay portion of the trip, students will each have their own bed. They may be sharing a bedroom with someone of the same sex or sleeping on a pull-out couch / futon in another room. Many people in Quebec use futons. Beds tend to be singles and are narrower than beds we have here. Chaperones will also have their own bed or couch/futon. They may be sleeping in a bedroom or another room in the house.

What are the requirements for the students to attend this trip?

Students must not have any outstanding obligations – overdue library books, class dues, etc. Students must have a C average in all classes. Applicants for the program will be presented to a teacher and administrative subcommittee for final approval. Students need a valid passport. Students must turn in all documents in a timely manner and make all payments in a timely manner.

Will my child be able to shower every day and how long are showers there?

France is very conscious about water conservation. Some families shower daily and some shower every few days. Showers are often VERY short, just a few minutes. The French often tend to turn off water after they soap up. They may ask you to do the same and we would hope that you respect their wishes.

What will my child need to bring on the trip?

Students will receive a packing list several weeks prior to the trip. There will be a weight and size limit for suitcases that will be announced several weeks prior to departure. Try to pack as light as possible. Keep in mind that in France, people tend to wear an outfit several times.

What if my child does not like the food at the host family's house?

If you have things you really don't like to eat, you can let your family know. It is not a guarantee that they will not make them. If you are not allergic to something or do not have specific dietary restrictions (ie vegetarian, kosher..) you are expected to at least try it. You may discover that you like something you thought you wouldn't. Make sure to eat at meals as they do not snack and it is considered rude in Québec to help yourself to food in the refrigerator.

What is the dress code for the trip?

All school dress code rules apply. Students are representing Bethel High School when they travel and need to dress and act in an appropriate manner. Please see policy 5132 (a) in the Parent/Student Handbook and the Agenda Book.

How will you notify parents if the coaches are late coming home?

We will activate a phone tree.

What are the behavior expectations?

Students AND parents must sign a behavior contract in order to participate in this trip. This contract states that our France trip is a school-sponsored activity and all school policies apply. Students who break rules or disobey chaperones may be sent home at the parent's expense or confined to their room. All offenses will incur the appropriate consequences – please see the Agenda Book for the discipline policy. Please also see the Parent/Student Handbook for consequences of alcohol and drug use.

Students are expected to attend all meals and events during the trip. Appropriate behavior is expected at school. All students must adhere to the curfew. Students are not allowed into each other's rooms at any time. Students must check their room for damage upon entering and report damage immediately. Students are responsible for any damage they may cause (or fail to report from a previous guest). At no time will a student be allowed to leave the group. Students must be on time for every meal and event. Students and parents are required to attend a trip meeting with the chaperones prior to the trip.

Traveling with the host family.

The host family may take you out or on trips during your stay. Be polite, respectful and gracious and always say thank you.

Will my child have access to laundry?

While at the host family's house they will have access to laundry facilities.

Will my child have Internet access at the host family's?

This will vary from family to family.

SCHOOL LETTERHEAD
ADDRESS
PHONE NUMBER

Date:

RE: Bethel High School

To Whom It May Concern,

Bethel High School is a Student Group from Bethel, CT, USA. The group will be departing from Bethel, CT on April 4, 2014. The group will be returning from Quebec on April 11, 2014. The reason for their travel is to experience and learn about the culture and language of Quebec.

This cultural tour has been organized by Bethel High School and Chantal Gagné, Professor of English at the École Secondaire of Bromptonville, (819) 846-2738.

We appreciate any help you can offer in facilitating their travels.

Sincerely,

Alisa Trachtenberg
Group Leader

ENTÊTE DE LETTRE DE L'ÉCOLE
ADRESSE
NUMÉRO DE TÉLÉPHONE

Date:

RE: Bethel High School

À qui de droit,

Bethel High School est un groupe d'étudiants de Bethel, CT, Etats-Unis. Le groupe partira de Bethel, CT le 4 avril 2014. Le groupe reviendra de Québec le 11 avril 2014. Le but de ce voyage est de se familiariser à la culture et d'apprendre la langue de Québec.

Ce voyage éducatif est organisé par Bethel High School et Chantal Gagné Enseignante anglais École Secondaire de Bromptonville (819) 846-2738.

Nous apprécions l'aide que vous pouvez apporter afin de faciliter leur voyage.

Salutations distinguées,

Alisa Trachtenberg

Personne responsable du groupe

Procedures for dealing with student medications/illness, accidents, other travel emergencies

Student medication will be carried by a certified staff member. Students and parents will review medical information with chaperones prior to the trip. Arrangement for medicine doses will be made to accommodate the student. Any medication that a student may need must be accompanied by the proper forms, as stated in the Parent/Student Handbook. Students may not self-carry medication, unless accompanied by proper documentation. If a student needs medical attention, the student will be brought to the closest medical center in the area we are traveling in. A copy of the parent's health insurance card must be included as well as a detailed health form.

BHS Quebec Exchange

Packing and Preparing for Your Trip to Canada

- Make sure that your general health is ready for this trip – do you need to visit your eye doctor, dentist, family doctor?
- Place ID Tags on all luggage and label the inside with name, address & phone number
- Check the internet for up-to-date weather information www.theweathernetwork.com
- Try to pack as light as possible, unnecessary items will just weigh you down and not leave space for souvenirs!
- Arrange to share items with your roommates such as shampoo, toothpaste, sunscreen, hairdryer, dictionary etc.

ESSENTIALS

- Groups traveling domestically: Passport / Government issued Photo ID Card / Certified Birth Certificate
- Groups traveling between borders: Passport / Certified Birth Certificate & any applicable visa
Make a photocopy of your travel documents & leave them at home
- Airline Ticket (if applicable)
- Last Recommendation Sheet with emergency contact numbers & copy of Final Itinerary
- Hotel / Family list with addresses and phone numbers
- Pocket Money / ATM Card and PIN# / Credit Card & PIN #
- Essential personal items (prescription glasses / contact lens case & solution, etc.)
- Necessary medicine in original prescription container

NOTE: This list is for a typical 4-day trip - please adjust for the length of your visit and to suit the season you are travelling

CLOTHING

2 pairs of jeans or lightweight pants	1 - 2 pairs of walking shorts	WINTER TRIPS SHOULD ALSO INCLUDE	
2 - 3 short-sleeved shirts	2 long-sleeved shirts		1 winter coat
1 -2 skirts or dresses (weather appropriate)	Socks & underwear for each day		Waterproof pants
Sleepwear	1 sweatshirt or lightweight sweater		Waterproof boots
1 windbreaker- waterproof	1 swimsuit + 1 lightweight beach towel		Extra sweater
1 pair of comfortable walking shoes	1 pair of comfortable sandals		Extra socks
NO NEW SHOES			1 pair of long/thermal underwear
1 hat / sunglasses	Wallet & money belt/neck pouch		Warm hat, scarf & mittens/gloves

* **FAMILY STAY PROGRAMS** – Your host family may not provide you with a bath towel, bring one with you from home

TOILETRIES - Pack liquid toiletries in zip-lock bags

Toothbrush / Toothpaste / Dental Floss	Shampoo / Conditioner
Soap in a plastic container	Razor / Shaving Cream
Deodorant	Hairbrush / Comb
Anti-Bacterial (waterless) soap	Sanitary Napkins / Tampons
Band Aids / Neosporin (Travel First-Aid Kit)	Aspirin / Ibuprofen
Mosquito Repellent	Travel packs of kleenex
Waterproof Sunscreen / Chapstick / Sunburn Lotion	Small amount of toilet paper

MISCELLANEOUS

Camera / Film / Batteries / Recharger	Watch & Alarm Clock
Hairdryer	Adapter & Converter
Dictionary - 2nd Language to English	Refillable Water Bottle
Plastic Bags	Journal / Pens
Student ID Card	Playing Cards / Book

STAY WARM – TRAVELING IN WINTER CONDITIONS

It is important to know how to stay warm in winter. When your body is cold it pulls heat from the extremities (hands, head and feet) in order to keep the core of the body warm. **Keeping your hands head and feet warm will help keep you comfortable.**

BHS Quebec Exchange

Packing and Preparing for Your Trip to Canada

Layers of clothes trap air around your body that heats up and helps to insulate you. The more layers you have the warmer you will be. It is always better to have too many layers better to be too hot than too cold.

Before you go indoors always brush any snow off your clothing. Not doing this will mean the snow will melt, clothes will get wet and wet clothes will freeze when you return outdoors. Once indoors remove some layers so that you may have the benefit of their warmth when you return outside.

When you see the locals outside usually only their faces will be exposed to the elements. For this reason pharmacists sell more lip balm and moisturizer than at any other time of year. Keep some **lip balm** in your pocket and use it regularly.

Boots – should be lined for warmth. If they are not **waterproof** then it is advisable to treat them with a waterproofing agent before traveling. It is possible to buy thermal insoles; these will help keep feet warmer longer.

Socks – must be comfortable to wear with boots. Thick **thermal** socks over a regular pair of sports socks will retain extra heat.

Gloves – Preferably waterproof. If you are wearing woolen gloves these can get wet and will then freeze. **Synthetic** materials give best waterproofing. Again heat can be saved by layering a pair of thin thermal gloves under an outer glove will keep hands warmer longer.

Jacket - a warm jacket is a must! A ski or climbing style jacket is the best option. A **high collar** or a **hood** helps to keep the wind out. Cuffs that can be adjusted help stop snow or cold wind getting up the sleeves.

Fleece – wearing a fleece or thick sweater under your jacket will keep the heat in around your body. The most important quality in a fleece is not how fluffy and fleecy it is but how **windproof** it is.

Hat & Scarf – **30% of your body heat escapes through your head!** When outside keep your hat on at all times and make sure you can pull it over your ears. A warm scarf will help keep your face and neck warm. Wool, fleece or heavy cotton, are good insulators.

Pants – try to wear something **water-resistant** over your regular pants for snow based activities (e.g. golf waterproofs, ski pants or salopettes). **Layers** are warmer and if your regular pants get wet they will freeze.

Pack your **Sunglasses** – Extended exposure to bright sunshine in the snow can cause headaches and a sensation called snow blindness. When the sun shines on snow the world is a much brighter place! On bright days sunglasses will help stop squinting.

PROMÉTOUR

a class of its own



USA: 1-800-304-9446

CAN: 1-800-657-7754

INFO@PROMETOUR.COM

HAMDEN HALL COUNTRY DAY SCHOOL

TRAVEL DATES: FEBRUARY 17 – 20, 2012

IMPORTANT

Keep a copy of this document in your backpack for the duration of the trip

Leave a copy of the contact sheet back home with a family member

QUEBEC CITY

Chateau Laurier

1220 Place Georges V, Quebec

Friday February 17– Sunday February 19 (3 NIGHTS)

www.hotelchateaulaurier.com

Tel: (418) 522-8108

TO CONTACT PROMÉTOUR

NORTH AMERICA: Montreal Office: + 514 848 7292 (local)

24-hour Emergency Service: 1-800-657-7754 (Canada) // 1-800-304-9446 (USA)

Prométour Tour Project Manager: JENNIFER PAGE

Prometour Tour Director: LOUIS DORAN Cellular: 418-261-4467 (for Group Leader's use & emergencies only)

EMERGENCY: 911

INSURANCE

Emergency Medical Insurance covering the length of your stay is included in your tour price. Should an emergency occur and you are not in the company of your Prométour Tour Director immediately contact the Insurance Company for assistance. You may be required to pay on site for medical aid - keep all associated receipts & unused travel documents to submit with your claim.

Groups from USA: TRAVELGUARD ASSISTANCE SERVICES

Continental USA & CANADA (866) 385-4839 // (866) 878-0192

International

(715) 295-5452 // (416) 646-3723

LiveTravel® 24-Hour (800) 826-8597

To make a claim (866) 878-0191



USA: 1-800-304-9446 CAN: 1-800-657-7754 INFO@PROMETOUR.COM

TRAVEL DOCUMENTS www.getyouhome.gov/html/lang_eng/index.html

A passport is the only reliable & universally accepted travel / identification document available for the purpose of travel. Prométour is not responsible for participants who are not able to enter their destination

FOR MINORS (UNDER 18 YEARS OLD) REGARDLESS OF NATIONALITY or DESTINATION

In addition to travel documents & applicable visas, participants should have a Parental/Legal Guardian Travel Consent Form.

AMERICAN & CANADIAN CITIZENS – TRAVELING BY LAND

FOR SCHOOL GROUPS, RELIGIOUS GROUPS, SOCIAL OR CULTURAL ORGANIZATIONS, OR SPORTS TEAMS

Group Leaders must carry a "School Letter" printed on school letterhead

ADULTS (19+ YEARS)

- Valid Passport - All passports must be valid for at least six (6) months beyond the conclusion of your trip

CHILDREN & STUDENTS (18 YEARS OR YOUNGER)

- Valid Passport - All passports must be valid for at least six (6) months beyond the conclusion of your trip
- Original Birth Certificate (copies must be certified) – it is suggested that a piece of photo identification (such as a School Student ID Card) accompany the birth certificate

Travellers of other nationalities must check with authorities of all destinations on the itinerary (including flight entry points prior to final destination) as to what is an acceptable form of travel document including any applicable visas

Bring all necessary documents in order to re-enter your country of residence

LUGGAGE (Canada www.catsa-acsta.gc.ca/english/index.shtml / USA www.tsa.dhs.gov/311/index.shtml)

- One (1) small carry-on item (we suggest a small backpack)
- One (1) medium sized suitcase - Limit is 22.5 kg / 50 lbs per person
- All medications should be packed in their original container with affixed prescription & do not pack any medications that you may require before your first night in destination.
- Do not pack anything in your main luggage that you will require before your first night in destination

POCKET MONEY & CHANGING MONEY www.xe.com

- Check the internet for up-to-date exchange rates
- We recommend \$20 - \$25 in pocket money per day
- It is always wise to enter a destination with some local currency for first expenses
- It is best to have an ATM card that has been verified with your financial institution that it can be used in your destination. Advise your financial institution that you intend to use the card abroad to avoid a stop being placed on the card due to unusual activity
- Cash should be in small denominations - You can change money at the airport, commercial money exchanges, banks and hotels
- VISA and MasterCard are widely accepted

TIPPING

Tips for your Tour Director(s) + Driver(s) have NOT been included in your price

- It is customary to tip your Prométour Tour Director \$3 per day, per person
- It is customary to tip your bus driver(s) \$2 per day, per person

Tips for hotel porter or cleaning service & local guides at activities are also at your discretion.



USA: 1-800-304-9446 CAN: 1-800-657-7754 INFO@PROMETOUR.COM

HOTELS

Participants and parents / legal guardians must have the contact information for:

- Prometour Montreal
- The hotel(s) the group will be staying at during the touring portion of the trip
 - Hotel room phones, hotel laundry and in-room facilities are to be used at the participant's expense
 - Speak quietly in hotel halls and avoid disrupting the peace of the other guests
- Respect any curfew that is given by your Group Leader or Prometour Tour Director

WEATHER CONDITIONS www.theweathernetwork.com

- Check the internet for up-to-date weather information
- We will often be outdoors, dress wisely and comfortably (layers are best)
- Do not wear new shoes
- Bring clothes that would be suitable cold & wet winter conditions

TELEPHONING www.countrycallingcodes.com

- Personal cell phones: Verify with your service provider if your cellular phone is operational for your destination and all associated costs (per minute, long distance, etc.) NOTE: Normally this is VERY expensive
- It is generally easier & less expensive to purchase a Telephone Card in destination. Telephone cards are sold at newsstands and convenience shops
- Internet Cafés are widely available

AND

- Leave a photocopy of your passport / travel document at home
- If you hold a student I.D. card bring it with you
- Label your suitcase and camera with your name and address
- Participants are always to be seated as soon as they enter a bus and/or train, so attendance can be taken
- When the bus driver, Prométour Tour Director or chaperones give you information, stop talking, face front and listen to instructions
- Keep your bus clean
- Immediately report any illness or injury to the nearest chaperone or Prométour Tour Director
- This is a school trip and school rules apply

INFORMATION FROM THE GROUP LEADER (S):



USA: 1-800-304-9446 CAN: 1-800-657-7754 INFO@PROMETOUR.COM

HAMDEN HALL COUNTRY DAY SCHOOL
TRAVEL DATES: FEBRUARY 17 – 20, 2012

TO DO BEFORE YOU LEAVE

- Verify that the dates of your trip are correct
- Pay the Balance of your trip before
- Give each participant a copy of the Participant Last Recommendations & Packing List
- Give the family of each participant a copy of the hotel & Prométour contact information
- Go over the Final Itinerary with your Tour Project Manager
- Give your Tour Project Manager a cellular number that you can be reached at en route and/or in destination

FEBRUARY 17 – 20, 2012
Tuesday December 20, 2011

TO BRING ON THE TRIP IN YOUR TRAVEL FILE

- A copy of the Participant List
- A copy of all Reservation Forms - advise me immediately if you do not have a set
- Parental/Legal Guardian Travel Consent Forms
- A copy of the Participant Last Recommendation Sheet
- A copy of the hotel contact information & completed rooming list(s)
- A copy of the Final Itinerary
- School Letter in English & in the language(s) of your destinations(s)
- The Insurance Company contact information

BUS COMPANY

PREMIER LIMOUSINE
 Telephone: (860) 828-9111 / 1-866-885-5466

www.premierlimo.net
 Contact: Tim Zigmont

BUS DRIVER: CHRIS Cellular: 860-250-7652

- Contact the bus company to confirm the meeting point at the school, date and time of your departure (06:00)
- Ask for an emergency number to call should you need to contact the bus company outside of regular work hours
- Ask if your driver has been assigned and if he has a cell number
- Make sure the bus driver knows how to get to your pick-up location
- Ask if the bus has a DVD player

PROMETOUR TOUR DIRECTOR: LOUIS DORAN Cellular: 418-261-4467

- Your Prométour Tour Director will meet your group in Quebec City at MANÈGE MILITAIRE (tbc)
- Prométour Tour Director Cellular #s are meant for the Group Leader's use & for emergencies

TIPPING

Tips for your Tour Director(s) + Driver(s) have NOT been included in your price

- It is customary to tip your Prométour Tour Director \$3 per day, per person
- It is customary to tip your bus driver(s) \$2 per day, per person
- ✓ Tips for hotel porter or cleaning service & local guides at activities are also at your discretion.
- ✓ Group Leaders & chaperones are encouraged to tip if they appreciated the service provided on the tour

PROMÉTOUR
a class of its own



USA: 1-800-304-9446 CAN: 1-800-657-7754 INFO@PROMETOUR.COM

FUNDRAISING BASICS

For all too many teachers, going back to school means another year of fundraising. While district budgets finance some supplies and equipment, there are often needs that go beyond these small budgets. Whether you need new computer hardware and software, supplies for a new craft corner, or are planning a major field trip, you're going to need cash to get there. When parents just can't dig any deeper into their pockets, fundraising may be the only option.

Step 1: Contact your administration

Taxes may apply and your office should have the details. Plus, you don't want to start down a path only to be shut down over political reasons (like a competition with the PTA.)

Step 2: Put someone in charge

You will need an energetic contact person who can do good PR with students, parents, and faculty and be responsible for collecting money or order forms. They will organize the effort to get the word out about the fundraiser.

Step 3: Set a goal

If you're working toward a specific purchase or event, determine the amount of money you need to accomplish the task. Include every expense you may encounter in your final total. For instance, make sure to include the purchase of extra cables if you're buying a computer, and don't forget to figure in taxes.

Step 4: List your options

While having a car wash might be an option for bringing in the cash, it's probably not all that feasible if your first graders are the ones doing the washing. Make a list of every possible option you would want to look into. Take into account previous experience as well - if last year's wrapping paper sales flopped, you probably don't want to give it another go.

Step 5: Choose your fundraiser

Take into account the amount of money you need to raise. If you need a large amount of money, a car wash may not be your best option. Put it to a vote, or have the contact person make an informed decision on what will be best for the group. Factors to consider are: number of people available to raise funds, safety (door-to-door is not always an option), and perishability of product (like candy sales in the summer heat).

Step 6: Set a deadline

Having a deadline for the project is important if you're doing product sales. You will need to have all orders and money collected before you can place a catalog order, or return leftover product in the event of a candy sale.

Step 7: Keep them posted

For the duration of the fundraiser, keep the momentum going with regular updates using graphics like a bar graph to chart your success.

Step 8: Wrapping it up

Deliver ordered goods (if necessary) and total up your profits. Compare your totals with your goal and determine whether or not there is a need for more fundraising if you fall short, or how to spend your surplus if you've met with success.

Source: www.teachnet.com

Copyright © 1995-2002. All rights reserved.
Teachnet.Com
214 Commerce
Wichita, KS 67202
U.S.A.

PROMÉTOUR

a class of its own



USA: 1-800-304-9446 CAN: 1-800-657-7754 INFO@PROMETOUR.COM

50's & 60's Bash Decorate meeting hall to look like "Arnold's" from "Happy Days". Have your students dress up like car hops to serve. Play 50's and 60's music. Have contests like bubble blowing, hoola hoop, limbo, or what ever you can think of. Costume contests work well also. If you have access to a vintage car and a camera you can make a few \$\$ by selling pictures also. Charge an entrance fee and award prizes for all the games.

Auction Students as well as community members donate items or services that are auctioned to the highest bidder. Students can supply services for the community such as; baby-sitting, bedtime stories, yard work, tutoring, dog walking, house cleaning, etc.

Balloons Have people pay to burst a balloon to reveal what, if anything they won. Before inflating the balloons you insert slips of paper into them. On the paper is written a number relating to a prize. The prizes can be genuine or a "booby" prize. Depending on whether or not you can afford to buy or have donated lots of cheap prizes, you may have to have only a certain number of prizes and the rest of the balloons have a "Thank you for your support, please try again" slip.

Another idea is to run a cash balloon lucky dip. What you do is to insert paper money into the balloons. Decide what the highest denomination will be and how much prize money you can afford to offer. This way you can avoid asking for prize donations all together or simply ask a donor for the prize money amount. Again you will need to have "Please try again" notes. You will certainly get lots of attention if you announce that one of the balloons contains a \$100 note.

Band Festival In the HS parking lot, get amateur bands from the area to play for free but there is a \$5 cover charge + the concession stand (drinks and chips etc.)

Banana Split Social Schedule an evening for a Banana Split Social. Have each participant sign up to bring things. Set a price of "donation only" so nobody feels obligated to pay but maybe somebody else may pay more than you would have charged. Talk to a Dairy Queen or TCBY to donate banana split containers. Have a few kinds of ice cream (vanilla and chocolate). Include toppings like chocolate syrup, caramel syrup, whipped cream, chopped pineapple, strawberries, candied sprinkles, chopped nuts, etc. Have the teens serve and have fun making banana splits. See who makes the most unusual ones!

Bowl-A-Thon Find people to sponsor your participants a certain amount per pin. For example, if they were sponsored a penny per pin, and they knock down 200 pins altogether, they get \$2.00 from that sponsor. Kids can get as many sponsors as they want, and include information for the sponsors. (What the money is going towards, what the group is doing, and stuff like that). If everyone could get 10 sponsors for a nickel a pin, and got 200 pins, they could bring in a \$100 minus the \$5 it takes to play the game.

Car Wash By Donation. Sell doughnuts while the people wait. Lollipops can be sold for 25 cents to passing cars, which people usually give more. Have students hold small buckets asking for donations to passing cars - Have big posters advertising CAR WASH on the day of the event.

Coupon book Create a booklet of coupons for student and/or community services. Charge one price for the booklet, EXAMPLE: babysitting, lawn care, walk the dog, wash the car

Dances Sponsor a theme dance (night in the tropics, come as Groucho Marx or other famous characters, etc.) Sell refreshments and get donations for song requests

Face Painting A fun, simple, easy and low cost activity. Kids of all ages, (oh yes even those old enough to know better) love having their faces painted. Younger kids prefer flowers or superhero faces, older kids like the colours or designs of their favorite sports teams. Keep the designs as simple as possible and relevant to the area and event at which you have your stall. You only need one or two painters to have a successful stall, but many hands do more work. Organize your people and tables so you do not have to purchase too many paint bottles. Four painters can share a table, depending of course on the size of the table, the paint bottles and brushes. Your volunteers don't need to be artist of the first order, just careful and reliable. The charge for paintings can vary. Start at a dollar for the very simple or basic designs and raise the price to four or five dollars for really involved or intricate designs. Most designs should be for two dollars.

PROMÉTOUR
a class of its own



USA: 1-800-304-9446 CAN: 1-800-657-7754 INFO@PROMETOUR.COM

Halloween Insurance Offer Halloween Insurance \$2 per house. Take all members who are comfortable talking with the public and go to different neighborhoods. If anything such as toilet papering, shaving cream, soap on windows, etc. has been done they can call the number on the receipt you give them and your group will come clean it up. Make sure on the agreement they sign that it states you will not be responsible for fixing any damage done.

Jelly Beans in A Jar What you do is fill a vessel with some kind of a filler that can be counted, then you charge a set amount for a person to enter a guess of how many individual fillers the vessel contains to win a prize. People can enter as many times as they like, the more they enter the more you make

Kite Flying Contest Local parents would appreciate a structured day of supervised play for their children. How about a kite-flying contest out of home made kites? Charge an entry fee and give a new kite as a prize for the highest flyer.

"Non-Event" Send out invitations that say "THE XYZ SCHOOL is holding its first annual Black Tie Non-Event. The event will not take place on June 1, 1996. Cocktails will not be served at 6 p.m. with dinner not served at 7 p.m. No program will be held at 8 p.m. Then you itemize the money they will save by not having to attend your event -- tux rental, buying a dress, babysitting, parking, cost of the dinner, having your hair done, etc. Then you ask for a donation for that amount. If you're looking for less money you can make the event more casual (no tux rental, etc) to get the suggested donation down to an amount you want to request.

Pet Show Get the whole neighborhood involved. Charge an entry fee and get donated prizes for categories (best-dressed, cutest, pet, owner look alike). Try pet shops and vets for gift certificates.

Pizza & Bagels Students sell these popular items in the lunch room. Check with the cafeteria staff first then plan a bagel morning and pizza lunch. A local shop may even be willing to donate some of the food or provide it at a reduced cost

Powder Puff Football Junior girls/boys vs. Senior girls/Boys - Charge an admission fee

Raffles: Find local shops willing to donate items to be raffled off. Finding items that reflect what the money is being raised for is a nice touch. **Theme Baskets** "Garden", "Sports", "Arts and Crafts" etc. Cash and items are collected and large beautiful baskets are made. At the Raffle on Carnival Day for example...a can is placed in front of the item and at the end of the day one lucky winner will be selected from the can to win each basket.

Recycle Bottles and cans can be a source of quick cash. Students can go door to door asking for those cans and bottles piling up in basements and garages. With a bit of pre-planning a community can be notified and students can offer curb-side pick-up. Ask local restaurants to donate their empties to your cause and don't forget to be sure that your school has receptacles for recyclables. Ask the bus company that provides transport for the sports teams to collect the cans thrown away after games.

Rock-A-Thon (24-hour event) Each participant signs up sponsors for every hour he/she rocks on a rocking chair. Rules: 1.) Everyone provides their own chair. 2.) Each participant must rock for at least 4 hours in succession. 3.) Time breaks only allowed for trips to the bathroom. 4.) The chair must be moving at all times. Hold the event in a large room and provide movies/TV, tape recorders for music, Coke, cookies, juice, etc. Have supporters to help keep people awake and moving. Keep track of times and money raised and announces it to kids as they go along to help motivate them

Spare Change Collections Put out a 50 gallon pickle jar in front of the lunchroom or front office. Encourage people to drop their spare change. At the end of the day someone goes out and counts the money and marks a red line for how much money we collected in that day. Pretty soon the \$100 Line will be met then \$200, then \$300, etc. At each level (\$100, \$200, etc.) there is a different stunt a staff member or student has to do. (Dress up like Cheerleaders and do cheers, Do the Romeo & Juliet balcony scene, get hit in the face with pies, have to sing the "Multiplication Rap". Place containers in each classroom (similar to a piggy bank). On the 5th day of the month the students pitch in a nickel, the 10th day of the month, they give a dime and on the 25th it's a quarter.

Sponsors Ask businesses or individuals to act as sponsors for a student hoping to travel. Keep the sponsor up to date on details of the trip, send postcards during the trip (for example each \$10 donated equals one postcard sent home) and offer a slide show or photo viewing session afterwards with refreshments.

PROMÉTOUR
a class of its own



USA: 1-800-304-9446

CAN: 1-800-657-7754

INFO@PROMETOUR.COM

T-shirts Sponsor a contest for the best T shirt design. If your students are raising money for a trip to Canada, use Canada as a theme for the designs. Charge an entry fee and then sell the T-shirts

Talent Show Get together some really good acts. Audition them to make sure they're suitable for the general audience. Sell tickets for whatever you think is reasonable. Split the acts up like to allow an intermission. Have a bake sale at intermission.

Temporary Tattoos Have some made of your school logo, then sell them at all the home football and basketball games. Before using any type of temporary tattoo do some homework. Ask around to see what is available and what brands are best to avoid. To make sure that the type you will use is safe, test them on a few volunteers so that you know they will not cause rashes. Keep a list of the ingredients so that if a rash is caused the person can take this list to a doctor for proper treatment. Always warn your customers that in some cases it could result in a rash if the tattoo is applied. Have a sign so all know that children under a certain age need a parent or guardian's presence or you will not let them have a tattoo

Trivia Night Hold an evening of your own version of "Who wants to be a millionaire". Try to get teams of Seniors vs. Juniors vs. Staff. Offer prizes for the winner (whoever gets the most points). You can use the questions cards from a Trivia Pursuit game.

Window Washing Four weeks before your work date, schedule appointments to wash windows. Charge about \$2 per window. For safety, have the kids wash only first floor windows. Form groups of four. Have each group provide 2 buckets, a large sponge, a squeegee, a small ladder, a small bottle of dish-washing liquid and rags. Divide your appointments into work assignments. Each group can do six to eight houses in one day. Have kids wipe windows with slightly soapy water, rinse with clear water and squeegee the water off.

Yard Sale Help the neighbors clean out their basements and sponsor a giant yard sale.

Sources:

www.exploretravel.com

www.fund-raising.com

www.fundsraiser.com

PROMÉTOUR
a class of its own



USA: 1-800-304-9446

CAN: 1-800-657-7754

INFO@PROMETOUR.COM

An easy way to distribute important information (example: a flight delay) to families is to use a PHONE/EMAIL CHAIN.

Fill in the attached form with the names of your families. Give a completed copy to

- ✓ each family
- ✓ each chaperone
- ✓ a school administrator and/or school secretary
- ✓ a contact you trust back home
- ✓ your Prometour Tour Project Manager

and of course don't forget to bring a copy with you on your trip!

How the Phone / Email Chain* works:

- The group leader contacts family 1 in the phone chain
- Family 1 then contacts families 2a, 2b and 2c
- Family 2a then contacts family 3a; family 2b contacts family 3b; family 2c contacts family 3c, etc
- The last families in each column will contact family 1 to confirm that all families have been advised

* Though we live in a world of emails – in the case of an emergency, communication by phone is still the best method to assure that the information has been received and by the correct person.

NOTE the following scenarios

NO ANSWER: Continue the chain by calling the next family, and continue to call the original family until an adult is reached.

NO ADULT PRESENT: Leave a message with who ever answers; continue the chain by calling the next family, and continue to call the original family until an adult is contacted.

ANSWERING MACHINE: Leave a complete and detailed message and continue the chain by calling the next family.



USA: 1-800-304-9446 CAN: 1-800-657-7754 INFO@PROMETOUR.COM

GROUP LEADER CALLS:

Family 1:	
Home:	
Emergency:	
Cellular:	
Email:	

Family 1 calls: Families 2a, 2b and 2c
 Family 2a calls: Family 3a, who calls Family 4a etc.
 Family 2b calls: Family 3b who calls Family 4b etc.
 Family 2c calls: Family 3c who calls Family 4c etc.

The last 3 families (8a, 8b & 8c) call Family 1 to confirm that they received the message

Family 2a:	
Home:	
Emergency:	
Cellular:	
Email:	

Family 2b:	
Home:	
Emergency:	
Cellular:	
Email:	

Family 2c:	
Home:	
Emergency:	
Cellular:	
Email:	

Family 3a:	
Home:	
Emergency:	
Cellular:	
Email:	

Family 3b:	
Home:	
Emergency:	
Cellular:	
Email:	

Family 3c:	
Home:	
Emergency:	
Cellular:	
Email:	

Family 4a:	
Home:	
Emergency:	
Cellular:	
Email:	

Family 4b:	
Home:	
Emergency:	
Cellular:	
Email:	

Family 4c:	
Home:	
Emergency:	
Cellular:	
Email:	

Family 5a:	
Home:	
Emergency:	
Cellular:	
Email:	

Family 5b:	
Home:	
Emergency:	
Cellular:	
Email:	

Family 5c:	
Home:	
Emergency:	
Cellular:	
Email:	

Family 6a:	
Home:	
Emergency:	
Cellular:	
Email:	

Family 6b:	
Home:	
Emergency:	
Cellular:	
Email:	

Family 6c:	
Home:	
Emergency:	
Cellular:	
Email:	

Family 7a:	
Home:	
Emergency:	
Cellular:	
Email:	

Family 7b:	
Home:	
Emergency:	
Cellular:	
Email:	

Family 7c:	
Home:	
Emergency:	
Cellular:	
Email:	

Family 8a:	
Home:	
Emergency:	
Cellular:	
Email:	

Family 8b:	
Home:	
Emergency:	
Cellular:	
Email:	

Family 8c:	
Home:	
Emergency:	
Cellular:	
Email:	



BETHEL PUBLIC SCHOOLS
 Five-Year Capital Project Plan
Submitted November 2012

C	Code Compliance and Life Safety
B	Building Age, General Condition
I	Instructional

Location	Description of Project	Category	Status
Campus/ High School	To renovate the existing site light poles and underground wiring located in the junior parking lot behind the press box at the High School. This underground wiring was damaged over 8 years ago during the underground power line project by the utility company.	C B	Pending quote from electrical contractor. Rough estimate \$20,000.00.
Campus	To perform repairs on the broken underground wires for the parking lot lighting fixtures in order to restore power to a number of lighting poles that are not working at the Middle School. This wiring was also damaged over 8 years ago by the utility company.	C B	Estimated cost \$10,800.00
Campus/ Berry	To install a sidewalk along upper parking lot to accommodate Circle of Friends pedestrian traffic. This is a significant safety issue as currently pedestrians walk into oncoming bus and vehicle traffic.	C	Estimate pending.

Location	Description of Project	Category	Status
High School	To install an emergency standby generator to power the life safety emergency lights within the building, the computer server room that controls the student and staff data flow for the entire school district, and the cafeteria refrigerator and freezer. This capital improvement item is imperative to the safety of the school system as a contingency for business operations and communications of the school system during a power outage.	C I	\$81,200.00 Quote on file
High School	Expansion of the current closed circuit television system to include coverage of the additional areas such as parking lots and football stadium / out buildings and installation of buzzer entry system at main entrance of high school. This is a significant safety concern for the district.	C B	Requires detail quote from security contractor.
High School	The routes to all athletic fields, dugouts, bleachers, and viewing areas for both sides of the baseball and softball fields must be accessible to persons with disabilities. This should have been done in the high school project for Office of Civil Rights compliance. A landscape architectural study is currently underway. The Town of Bethel/BOE will be <u>required</u> to make these modifications.	C	Cost pending from Milone & Macbroom
High School	To renovate the existing theatrical lighting for auditorium stage to include upgrading the control board. The fixtures, wiring and control devices are 30 years old and have deteriorated and have become troublesome to maintain. They could become a fire hazard. This is a significant safety concern for the district.	B I	\$54,000.00
Middle School	To modify the existing standby generator to encompass the cafeteria refrigeration equipment. Note: this facility has been designated as an emergency shelter for the Town of Bethel.	C	\$25,000.00
Middle School	To re-pave and repair the rear service road including drainage located behind the school. This road provides essential access to the athletic fields and is a secondary means of emergency exiting for Johnson and Rockwell Schools in the event of a road closure.	B	Pending estimate from paving contractor.
Middle School	To upgrade the general lighting for the auditorium. Currently the expensive theatrical lighting is used to provide needed supplemental general lighting. Better lighting is needed to provide adequate light for safe movement within this space.	C B	Pending estimate from electrical contractor.
Johnson & Rockwell	To renovate or repair these older facilities per DRA Feasibility Study Report inclusive of site improvements. Please note that per DRA's October 2010 draft report, the cost of keeping the status quo (simply repairing what breaks) could cost \$15 million over the next 10 years.	C B I	Preliminary cost estimate per DRA report in process.