

# United Nations International School

*ECOLE INTERNATIONALE DES NATIONS UNIES*



*ANNUAL REPORT*  
*2010-2011*

# UNITED NATIONS INTERNATIONAL SCHOOL

## ANNUAL REPORT 2010-2011

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*We have made every effort to ensure that this annual report is accurate.  
Please notify the Executive Director's Office if there are corrections to be made.*

**ANNUAL REPORT**

**OF THE**

**BOARD OF TRUSTEES**

**2010-2011**

## **SCHOOL MISSION**

The United Nations International School provides an international education that emphasizes academic excellence within a caring community for kindergarten through twelfth grade students from families of the United Nations, as well as from other families seeking a similar education for their children. The School promotes the appreciation of the diversity of persons and cultures, provides an optimal environment for learning and teaching, and offers a global curriculum that inspires in its students the spirit and ideals of the United Nations Charter.

## **GUIDING PRINCIPLES**

The United Nations International School provides an environment for optimal learning and teaching in an international setting that fosters understanding, independence, interdependence, and cooperation.

**Within this context we believe that:**

**A. UNIS students are committed to the spirit of the UN Charter by:**

- Demonstrating respect for human rights
- Demonstrating respect for the principle of equal rights irrespective of race, sex, language or religion
- Developing skills for the peaceful resolution of conflict
- Practicing tolerance and living together in peace
- Understanding individual responsibilities within society
- Understanding the relationship between rights and responsibilities
- Acquiring knowledge of universal ethics
- Providing leadership that demonstrates awareness of ethical and moral issues

**B. UNIS students benefit from an international education whereby they:**

- Gain historic and contemporary knowledge and understanding of the world through intellectual endeavor
- Acquire international understanding through interaction with the uniquely diverse school community and by studying and experiencing other cultures and belief systems
- Maintain the fluency of their mother tongue while valuing the acquisition of other languages

**C. UNIS students strive for academic excellence by:**

- Learning how to learn
- Discovering the joy of learning

- Attaining depth and breadth of academic knowledge and understanding
- Acquiring the skills that support intellectual endeavor and academic success
- Solving problems independently and in cooperation with others
- Acquiring aesthetic appreciation
- Understanding modern technologies and using them wisely and effectively
- Preparing themselves for the demands of higher education

**D. UNIS students must be part of a caring community which encourages them by example to:**

- Share, cooperate, and contribute responsibly to a global society
- Develop sensitivity to appropriate work and social relationships consistent with the principle of equal rights, including gender equality
- Display sound decision-making skills by reflecting on choices and consequences
- Think and act critically, creatively, and independently
- Lead a positive, healthy life
- Care for others, as they would have others care for them
- Share resources
- Build understanding and trust

**E. UNIS students, being individually and culturally diverse, appreciate the significance of:**

- Developing personal values
- Respecting the values of others
- Valuing one's own culture
- Understanding and demonstrating respect for the culture of others
- Understanding multi-culturalism within a global society
- Being able to make a difference

## **BOARD OF TRUSTEES ANNUAL REPORT 2010-2011**

The present report covers the academic year 2010-2011. Annexed to this report is the Executive Director's report, which provides an account of the activities undertaken by the school during the same period.

### **COMPOSITION OF THE BOARD**

According to the UNIS By-Laws, adopted May 10, 2001, the Board was composed of eighteen Trustees appointed by the Secretary General of the United Nations. Trustees are drawn from the parent body, the United Nations, the international community, the business community, and from persons competent in the fields of education, administration, law, finance or any other field of expertise needed by the Board of Trustees.

The Board, as fully constituted for the 2010-2011 School year, consisted of the following members:

Dr. Bornali Basu	Canada
Ms. Katherine Kai Sun Chia	USA
Mr. Stephane Dujarric	France
Mrs. Sylvia Fuhrman	USA
Ms. Stephanie Gelb	USA
Mr. Peter Greenwald	USA
Ms. Pearl Rock Kane	USA
Mr. Colm Lanigan	Canada
Ms. Jennifer Lemaigre	USA
Mr. Peter Maddens	Belgium
Ms. Joan McDonald	United Kingdom
Ms. Asha-Rose Migiro	Tanzania
Mr. Christopher Moran	USA
Mr. Satya N. Nandan	Fiji
Mr. Uren Pillay	South Africa
Mr. Shaaban M. Shaaban	Egypt
Ms. Caryl Stern	USA
Ms. Patricia Velasco	Mexico
Ms. Elaine Yaniv	USA

## **UNIS BOARD COMMITTEES 2010-2011\***

### **EXECUTIVE COMMITTEE AND BOARD OFFICERS**

**Chairperson:** Satya N. Nandan  
Vice-chair persons: Shaaban Shaaban – trustee, parent  
Peter Greenwald – trustee, former parent  
Stephane Dujarric –trustee, parent

Secretary: Joan McDonald – trustee, former parent  
Treasurer: Peter Maddens- trustee  
Special Rep of the Secretary -General: Sylvia Fuhrman – trustee, former parent

### **COMMITTEE ON TRUSTEES**

**Chairperson: Satya Nandan**  
Stephane Dujarric - trustee, parent  
Sylvia Fuhrman - trustee, former parent  
Peter Greenwald - trustee, former parent  
Patricia Velasco - trustee, former parent

### **BUILDINGS, GROUNDS AND SECURITY COMMITTEE**

**Chairperson: Stephanie Gelb** – trustee, former parent  
**Co-Chairperson: Christopher Moran** - trustee, parent  
Katherine Chia – trustee, parent  
Joan McDonald– trustee, former parent  
Stephane Dujarric – trustee, parent  
Laura James – UNIS Director of Development and Communications

#### ***SUB-COMMITTEE OF BG&S COMMITTEE:***

##### **HEALTH & SAFETY**

**Chairperson:** Dr. Bornali Basu – parent, trustee  
Stephane Dujarric – parent, trustee  
Dr. Suellen Carney – parent  
Dr. Peter Bach - parent

### **FINANCE AND AUDIT COMMITTEE**

**Co-Chairpersons: Peter Maddens (Treasurer)** – trustee, finance  
**Co-Chairpersons: Colm Lanigan** – parent. finance  
Sylvia Fuhrman – trustee, former parent  
Uren Pillay –trustee, parent  
Satya Nandan – trustee, Board Chair  
Stephen Roache - UNIS Director of Business Operations

#### ***SUB-COMMITTEES OF FINANCE COMMITTEE:***

##### **INVESTMENTS**

**Chairperson: Colm Lanigan** former trustee, parent  
Uren Pillay-trustee, parent  
Christopher Moran - trustee, parent

## **CONTRACTS**

**Chairperson:** Uren Pillay- trustee, parent  
Sylvia Fuhrman- trustee, former parent  
Yavar Khan

## **DEVELOPMENT COMMITTEE**

**Chairperson: Elaine Yaniv- trustee, former parent,**  
Stephane Dujarric – trustee, parent  
Caryl Stern –trustee, parent,  
Joan McDonald – trustee, former parent  
Jennifer Lemaigre – trustee, parent,  
Laura James – UNIS Director of Development and Communications

## **ACADEMIC POLICY COMMITTEE**

**Chairperson: Pearl Rock Kane –trustee**  
Satya Nandan – Trustee, Board Chair  
Patricia Velasco – trustee, parent  
Katherine Chia – trustee, parent  
Bornali Basu – parent, trustee

## **STRATEGIC PLANNING COMMITTEE**

**Chairperson: Jennifer Lemaigre, trustee, parent**  
Shaaban Shaaban- trustee, former parent  
Joan McDonald - trustee, former parent  
Asha-Rose Migiro – trustee, parent  
Patricia Velasco- trustee, parent  
Susan Avery - parent  
Kamran Bayegan - faculty  
Pat Doyle - faculty  
Judy Gross - parent  
Andrew Hand - administration  
Judith Honor - administration  
Maggie Lacsny-Jones - administration  
Dominique Lap - administration  
Amelia Rattew - administration  
Stephen Roache - administration  
Len Schwartz - parent  
Tony Simone - administration  
Kenya Washington - faculty

**\* George Dymond – UNIS Executive Director**  
**EX OFFICIO Member of Board of Trustees and All Committees**



# **BOARD OF TRUSTEES' COMMITTEE REPORTS**

## **COMMITTEE ON TRUSTEES REPORT**

The Committee on Trustees coordinates the identification, cultivation, recruitment, and orientation of new Trustees. It recommends to the Board sitting Trustees and Honorary Trustees. It establishes a process to recommend officers of the Board, and it facilitates Board self-assessments.

In the spring of 2011, the principal work of the committee was the recruitment, consideration, and recommendation of potential candidates to serve on the Board of Trustees for the coming term. The committee used a detailed set of internal guidelines reflecting the criteria and procedures used in carrying out this process.

In accordance with Article 4, Paragraph 2 of the By-Laws of UNIS, adopted on 10 May 2001, the two-year term of office of seven of the eighteen Trustees expired at the end of June 2011.

The Committee identified a critical skill list and then reviewed all nominations received, including the incumbent Board members, and conducted a series of interviews of all the potential candidates. The committee recommended the following candidates to the Board:

New Members:

**Ms. Patricia O'Brien** – Ireland; Under Secretary-General for Legal Affairs and UN Legal Counsel

**Mr. Theodore Wint** – Jamaica, Charles Rutenberg Realty

**Mr. Thomas Sakmar** – USA; Richard M. and Isabel P. Furlaud Professor and Head of the Laboratory of Molecular Biology and Biochemistry at The Rockefeller University

**Mr. Thomas Stelzer** – Austria; United Nations Assistant Secretary-General for Policy Coordination and Inter-Agency Affairs and Secretary of the United Nations Chief Executive Board

**Mr. Peter Sorrentino** – USA; Managing Director, Perella Weinberg Partners

Renewed Members:

**Mr. Uren Pillay** - South Africa; Special Assistant to the Under Secretary-General for Internal Oversight Services, United Nations

**Mr. Shaaban Muhammad Shaaban** - Egypt; Under Secretary-General, Department for General Assembly and Conference Management, United Nations;

**Ms. Caryl Stern**- USA; President, US Fund for UNICEF

Continuing Members:

**Dr. Bornali Basu** - Canada; Clinical Psychologist

**Ms. Katherine Chia** - USA; Principal, Desai Chia Architects

**Mr. Stephane Dujarric** - France; Spokesman and Senior Advisor, UN Development Programme

**Ms. Stephanie Gelb** – USA; Vice President of Planning and Design, Battery Park City Authority

**Mr. Peter Greenwald** - USA; Attorney; Member, Board of Directors at Penzance

**Dr. Pearl Rock Kane** - USA; Professor and Director of Klingenstein Center for Independent School Leadership, Teachers College, Columbia University

**Mr. Peter Maddens** - Belgium; Ambassador; Member of ACABQ

**Ms. Joan McDonald** - United Kingdom; Programme Director & Deputy to Executive Director, UN Capital Master Plan

**Mr. Christopher Moran** - USA; Partner, du Pasquier & Co., Inc., International Investment Bank

**Ms. Patricia Velasco** - Mexico; Senior Consultant for English Language Learners and Literacy, Teachers College, Columbia University  
Continuing Members:

**Ms. Jennifer Lemaigre** - USA; Senior Resource Manager, Misys; Master Plan, United Nations

**Ms. Asha-Rose Migiro** - Tanzania; Deputy Secretary-General, United Nations

**Mr. Satya Nandan** - Fiji; Former Secretary-General, International Sea Bed Authority; Chairman, UNIS Board of Trustees

**Ms. Elaine Yaniv** - USA; Executive Director, American Committee for the Weizmann Institute of Science

**Mr. Michael Adlerstein** – USA, Assistant Secretary-General for the UN Capital Master Plan, is appointed Special Representative of the Secretary-General for UNIS to become effective 1 July 2011.

The list of new and returning candidates was submitted to the Secretary-General, who made the formal appointments on 22 June 2011 of all those recommended.

The Secretary-General reiterated his recommendation of 24 May 2011 that in accordance with Article 7 (1) of the UNIS By-Laws, Ms. Patricia O'Brien be elected by the Board of Trustees as Chairperson of the Board for 2011-2012.

Mr. Sylvia Fuhrman's tenure as Special Representative to the Secretary-General for UNIS ended on 30 June 2011. The Board recommended that she continue to serve as a lifetime honorary member of the Board of Trustees in accordance with Article 4 (7) of the By-Laws. The Secretary-General wrote that he was pleased to concur with this recommendation.

## STRATEGIC PLANNING COMMITTEE REPORT

<i>Chair:</i>	Jennifer Lemaigre
<i>Committee Members:</i>	
Kenya Washington	Judith Honor
Amelia Rattew	Maggie Lacsny-Jones
Tony Simone	Susan Avery
Andrew Hand	Len Schwartz
Kamran Bayegan	Judy Gross
Dominique Lap	Stephen Roache
George Dymond	Pat Doyle

Four subcommittees of the Strategic Planning Committee undertook important work this academic year; these are:

- Welcoming New Families
- Internationalism
- Information and Communication Technology
- Sustainability

A summary of this work follows.

Many, many thanks to the committee members for their dedication, hard work and good humor in support of the students and school!

### WELCOMING NEW FAMILIES

*Amelia Rattew and Kenya Washington, co-chairs*

GOAL: UNIS will continue to provide resources to help acclimate new students and families to the school; find more ways to build lasting connections and networks amongst current and new UNIS families, and use our knowledge of Third Culture Kids/Families to support their overall adjustment to the school and to the culture of New York City.

This committee has completed its two-year plan in support of the above goal.

Accomplishments include:

- Creation of the new parent “New2UNIS” group and website:  
<http://new2unis.com/>
- Completion of New Parent Survey (to be conducted annually)
- Update of New Parent Guide (as based upon above survey results)
- Addition of video clips to the Admissions pages on the UNIS Portal
- Expansion of new student Net in Tut House
- Completion of New Student Survey (to be completed annually)
- Upgrade of New Student Orientation

- Interviews of principals and counselors to identify best practices and areas of improvement

**Best practices** from these interviews include: new students are integrated quickly and within their first semester of joining; new students benefit from the new student orientation and the NET.

**Recommendations for improvement** include: decrease the number / volume of new students to the Middle School and Tut House paying special attention to decreasing the number of students admitted conditionally / on probation; expand and increase the number of learning support resources to help identify academic needs and learning gaps in new students; create structured programs to address the academic needs and learning gaps of new (and all) students; require further teacher differentiation in instruction; revisit guidelines of academic watch / probation and agree “go forward” formal process for defining goals and timeline for progressing student off probation status; improve the buddy system for new students; expand the NET to the Middle School; and increase the homeroom / mentor teacher involvement in the new student orientation.

*It was highly recommended that the administration recreate a history that looks at the number of new students by year and by house, differentiating international / host country / UN students and including probation / conditional admits and the success of these admits – including IB outcome.*

## INTERNATIONALISM

*Judith Honor and Maggie Lacsny-Jones, co-chairs*

GOAL: UNIS will draw on the riches of the community to foster the knowledge, understanding, and love of the different peoples, places, and creations of our world. Our curriculum should reflect in its design the international nature and mission of the school.

An Internationalism Committee met for two years from 2007 through 2009. The Committee’s recommendations formed several Action Plans as part of the current Strategic Plan. The goal of this Action Plan is to establish the place of internationalism at the core of teaching and learning in the school.

A specific outgrowth of this committee is the establishment of the **Teaching and Learning Committee** that, in support of this Action Plan, developed the School’s **Teaching and Learning Policy**. This policy forms part of the faculty 3<sup>rd</sup> year self-appraisal process. In addition, the **International Lens** was created; this provides guidelines to be considered during curriculum development at both curriculum office and division level. Both of these documents are established as an integral part of the UNIS education program.

The Teaching and Learning Committee is a valuable committee that will continue working on the development of curriculum, assessment strategies, and professional development.

### INFORMATION AND COMMUNICATION TECHNOLOGY

*Kamran Bayegan and Dominique Lap, co-chairs*

GOAL: UNIS will prepare a roadmap for the school with the view of positioning it in the forefront of technology use and supporting its educational and organizational needs.

The ICT Committee focused their work on integration and tools and support.

The “integration” accomplishments include:

- Ensure the systematic teaching of ICT skills and concepts in all subject areas – achieved through the creation of a database that catalogues and creates an inventory of all integration activities taking place school-wide; full implementation of ICT into subject areas was completed in the Middle School;
- Devise the means to ensure that all students graduating from UNIS have reached the level of ICT competency needed for college preparation – achieved through the creation of the ICT Skills and Outcomes document to ensure appropriate horizontal and vertical articulation of skills; exit criteria guidelines were created for all houses; a pilot online course was devised to test the feasibility of using this method to deliver a Tut House course and proved very successful; plans for more integration in the Tut House will be devised in 2011-12.

The “tools and support” accomplishments include:

- Identify the human and material resources necessary to support the expansion and integration of ICT courses and teaching – provisions were made of new small devices such as iPads, cameras, camcorders, microphones, etc. and software purchased to support integration activities; teachers supported through on-site professional development days; added two integration specialist teachers (one in JS and one in MS/TH).
- Installation of a new Cisco VOIP system; servers being replaced; equipment being upgraded.

A three-year ICT Plan is created and reviewed annually with the School’s administration to ensure critical resources are in place in support of the teaching of the curriculum. The Committee has determined that the ICT Committee will remain a part of the Strategic Planning Committee for the foreseeable future.

### SUSTAINABILITY

*Andrew Hand, Chair*

GOAL: UNIS will prepare our students to sustain our social, physical, and ethical world and protect the local environment both inside and outside the school.

This committee was re-launched in earnest this year after several “starts and stops” under prior administration; a committee of 12 members is focusing on defining school-wide identifiable, measurable actions, beginning with recycling. This committee is an amalgamation of the various “green” committees at the school.

Accomplishments to date include:

- in support of reducing energy consumption at the school, the school undertakes periodic energy conservation programs i.e. Tuesday 15 February from 3-4 pm the school was asked to cut lighting and any other electrical usage wherever possible – it is thought that the school should do this on a regular basis to remind the community of the need to limit energy consumption
- the committee has made a proposal for the improvement of recycling at UNIS beginning with the location and purchase of new recycling bins
- a visit to a recycling center on Staten Island following by discussion of possible ways in which the school can partner with the center

## **FINANCE AND AUDIT COMMITTEE REPORT**

The 2010-2011 Board of Trustees commenced its term with the School in good financial health. The Board continues to monitor internal and external pressures imposed on our operating expenses, endowment, and operating funds and our community of parents, staff, and teachers. These pressures include financial market returns as well as the cost pressures associated with operating a first-class educational institution. The Board continues to adopt a cautious attitude towards investments and the budgeting process.

For the school year ended June 30, 2011, operating revenue and expenses were \$42.1 million and \$41.4 million, respectively, resulting in an operating surplus of \$743 thousand. Total Revenues, Contributions and Other Changes, and Net Investment Income were \$44.5 million. Total Expenses including capital items were \$43.8 million resulting in a total surplus of \$664 thousand. At June 30, 2011 the market value of the school’s endowment was \$14.1 million and operating and capital funds were \$5 million.

The tuition and fee schedule established by the Board for the 2010-2011 school year provided for tuition levels of \$24,350 (Junior A to Junior 4), \$25,250 (Middle 1 to Middle 3), \$25,600 (Middle 4), and \$26,450 to \$27,100 (Tutorial 1 to Tutorial 4). The UNIS fee schedule and annual increases continue to compare favorably with those of the other comparable New York area independent schools. The approved budget included a provision of approximately \$1.2 million for financial assistance. This figure does not include assistance provided directly to certain students by the United Nations or third parties. Approximately 45% of UNIS families receive financial assistance based on need from the School or tuition reimbursement from external sources.

In the 2011 fiscal year, work was essentially completed on the first phases of the Master Plan project. In fiscal 2011, expenditures were mainly for completion of new cafeteria

space, lobby, administrative and business offices on the main floor as well as the technology infrastructure upgrade.

## **DEVELOPMENT COMMITTEE REPORT**

### **CAPITAL CAMPAIGN (from campaign start date of July 1, 2007)**

Building Fund Total: \$3,351,941

Annual Fund Total: \$1,532,927

Comprehensive Campaign Total: \$4,884,868

(Includes \$564,975 raised to date in current fiscal year -- \$469,238 for the annual fund and \$95,737 for the capital campaign)

The firm of Beckelman + Capalino has been retained as campaign consultants and will commence their work this summer. A primary objective is to analyze current prospects and strategies and develop an action plan that will build on the efforts of the past four years. New prospects continue to be identified which include individuals, foundations and corporations.

Since the commencement of the campaign in 2007, over 200 prospects have been identified as capable of making a gift of at least \$50,000 or more. These include alumni, parents, select foundations, and others who can potentially be cultivated through a UNIS connection.

Two single gifts of \$1 million each, and a single gift of \$500,000 represent the largest gifts to date. Many gifts to the campaign represent first-time commitments from individuals, which augurs well for their development as longer-term donors.

Members of the Development Committee have taken an active role in bringing prospects to the table. In addition to individuals, several foundations have been identified for approaches including:

- Skanska – conducted pro bono energy audit, with results to be shared with Clinton Climate Initiative
- Hilfiger Foundation; Ueberroth Foundation; Kresge Foundation; New York Community Trust.

Senior Board leadership has reached out to United Nations entities, and discussions are in process with the Fifth Committee and select Member States.

Several Trustees graciously hosted receptions which effectively serve to build the UNIS community and introduce prospective donors to the goals of the campaign. The committee extends special thanks to Kathy Chia, Peter Greenwald, Jennifer Lemaigre,

Chris Moran, and Patricia Velasco. Special thanks are offered to Les and Ann Chao for hosting events and serving as special campaign volunteers.

### **ANNUAL FUND**

July 1, 2010-June 30, 2011: \$504,724 – 570 gifts

The \$350,000 goal set for the current fiscal year has been exceeded by \$154,724. This year's total represents a 172% increase over the \$293,981 raised last year

Gifts from alumni and parents represent the largest growth over prior year totals. 160 alumni have contributed \$44,841 and 298 parents gave \$154,281. Growth can be attributed to consistent mailings, ease with online giving, regional alumni events, and the creation of events to celebrate new junior school arrivals and Tut 4 graduates. Below is a compendium of all development-related activity for 2010-2011.

### **DEVELOPMENT ACTIVITIES**

September 2010:

Ribbon cutting ceremony with Secretary-General to open new lobby and cafeteria

October 2010:

First Annual Fund Appeal mailed to all parents

Washington, D.C. reunion hosted by Drew Deutsch IBNA

- 25 Alumni from the DC area in attendance
- Friendraising event that reconnected a number of potential alumni donors

JA Cocktail Reception hosted by Carlos Corona and Valeska von Schirmeister

- Friendraising event to engage parents from JA

December 2010:

Holiday Donor Appreciation Reception at the Hoffman Gallery

Year End Appeal sent to all parents and alumni

January 2011:

Young Alumni Reunion

- 130 alumni, faculty & staff came back to UNIS.
- Opportunity to reconnect to the school

February 2011:

“Show Your Love for UNIS” campaign sent to alumni, former faculty and staff

March 2011:

Los Angeles Alumni reunion

- 30 alumni attended this second annual event



Spring Appeal sent to all parents

April 2011:

Boston Alumni Reunion

- 25 alumni gathered in the home of Pia Chesnais '74
- Friendraising event that reconnected a number of potential alumni donors

Tut 4 Cocktail Reception hosted by Ambassador Menon at the Singapore Mission

- 2<sup>nd</sup> Annual Tut 4 Cocktail reception to celebrate end of UNIS career and inspire Tut 4 family giving

Tut 4 appeal mailed

May 2011:

All Alumni Reunion Weekend

- Over 200 alumni spanning the class of 1967 to 2009 met at UNIS
- Several milestone events took place over the course of the weekend
- Over \$1600 was raised

Cultivation and continued outreach to all alumni, former faculty & staff:

Jazz Concert – fundraiser for UNIS Music Study Program

- Raised approximately \$3000

Queens Fundraiser hosted by Congressman and Mrs. Meeks

- Raised approximately \$20,000 for the Queens Capital Campaign

June 2011:

Final appeal and email countdown to June 30<sup>th</sup>

## **BUILDINGS, GROUNDS, AND SECURITY COMMITTEE REPORT**

The Buildings, Grounds and Security Committee formed a subcommittee: Health and Safety. Bornali Basu, the chair of this committee will submit an end-of-the-year report.

Phase One of the Manhattan Master Plan was completed in September 2010 in time for the school opening. It included a new lobby and entrance sequence, enlarged cafeteria and offices. The school has been working out the kinks of the construction project and completing punch list work. The project has been well received.

As part of the work effort, and working with the schools project manager, Gilles Depardon, the school compiled a list of building code issues, and systematically eliminated the violations. Most of the violations consisted of paperwork either not filed or not signed off with the Buildings Department. Nonetheless it was a major accomplishment.

The firm of Skanska, a consultant for the United Nations, did a pro-bono energy audit of the Manhattan facility, identifying areas where energy and therefore funds could be saved in the building. The committee identified three areas to push forward:

- Items that could be done now within monies already allocated for on-going maintenance such as solar-powered lights in the playground.
- Items that could be and should be part of the next phase of the Master Plan. The school has shared the report with our consultants
- Items that could be identified as donor opportunities. The Buildings and Grounds Committee will work with the Development Committee on developing materials.

The Buildings and Grounds Committee evaluated several options for the Queens' facility's use of the neighboring house that the school purchased. Given the condition of the house, the needs of the school and the zoning and code requirements, the Committee recommended razing the house. Eliminating the structure would allow use of the grounds for recreation or educational purposes in September and would allow the realization of the Queens Master Plan in the future should the school decide to move forward with it.

## **HEALTH AND SAFETY SUB-COMMITTEE REPORT**

This is a summary of the accomplishments on major initiatives undertaken during the 2010-2011 academic year by the Health and Safety Sub Committee (H&S). Detailed action plans related to specific initiatives can be obtained upon request.

As this is a new sub-committee, the year was spent largely on establishing policy, process and action steps. Major accomplishments are listed below.

- Crafted a mission statement.
- Established a committee comprised of members with expertise in the field of health and wellness.
- Performed a needs assessment prior to determining the goals for the year: Interviewed the heads of the school to gain information on health and safety topics important to consider, obtained similar information from the counseling department, the Executive Director and the Chair of the Board of Trustees as well as H&S committee members.
- Identified specific issues in keeping with the mission and based on the above needs assessment requiring policy development and discussion including:
  - Safety during drills and evacuation at UNIS
  - Health pandemic readiness: H1N1, bedbugs, pediculosis, food allergies
  - Development of social/emotional resilience: safe school policy, substance abuse prevention policy, suicide prevention policy
  - Development of global citizenship: community building initiatives
  - Communication of all health and safety related policy to the UNIS community

Of note: every issue identified during the needs assessment was addressed during the course of the year.

- Recommended a review of procedures during fire drills/lockdown process since the school has undergone an extensive renovation. Also recommended taking into account the particular needs for physically challenged students and ensuring all faculty members, even those without a homeroom are safely accounted for during emergency procedures.
  - *Accomplished*
- Explored best practices related to health pandemics (recommendations from the CDC, NYC Department of Education, other NYC independent schools as well as expert opinion from physician member on the committee) in order to refine existing health policy.
- In keeping with our mission statement regarding communication, the committee recommended that all health related policy, procedures and student forms be centralized in one location on the portal. In addition, it was recommended that the school nurse make bi annual presentations to the PA, and send policy/procedure information out to parents via email twice a year.
  - *This will be implemented Fall 2011 with the new portal.*
- Reviewed the existing UNIS safe school (anti-bullying policy). Identified ways to improve communication regarding the policy to the community.
  - *A reminder message regarding the policy was sent out the community by the Executive Director.*

*The policy is posted on the portal.*

*In the next academic year, the policy will be summarized in developmentally appropriate language for children in JS, MS and Tut House.*

- **Reviewed existing substance abuse prevention education** efforts at UNIS.
  - *Identified a need for increased funding and obtained Board support for this in collaboration with the Finance Committee. The counseling department will now have earmarked funds for related educational activities since state support has decreased.*
- **Reviewed best practices for school based suicide prevention policy/procedures.** Recommended that UNIS establish a suicide prevention team comprised of multi-disciplinary faculty and members of the counseling department to design policy and procedures.
  - *To be implemented in the 2011-2012 academic year.*
- **Reviewed strategies for developing global citizenship and community building** at UNIS

*Of note, a faculty member on the committee will be spending her sabbatical exploring how to further implement and develop a positive psychology approach for the student support services at UNIS.*

Goals not realized:

- While there was much discussion related to allergy policy at UNIS, a definite decision has not been taken related to being a nut-free versus allergy aware school. This reflects the committee's stance to allow for thoughtful discussion taking into account best practices (many NYC independent schools are nut-free) as well as the specific needs of the multicultural UNIS community. This topic will be a priority next year.
- The committee has prepared a document outlining a summary of who we are and what we do in keeping with our mission for improved communication with the UNIS community. This document has not been posted on the portal in order to be consistent – it will be available for all once other board committees have prepared similar documents.
- The efforts to hire a school psychologist are still underway to head the counseling (pastoral care) component of student services.

**REPORT OF THE**

**EXECUTIVE DIRECTOR**

**TO THE**

**UNIS BOARD OF TRUSTEES**

**FOR THE SCHOOL YEAR**

**2010-2011**

## **JUNIOR SCHOOL – MANHATTAN CAMPUS**

### **A PLACE OF PEACE**

The 2010-2011 school year provided many opportunities for students in the Junior School to continue their quest to be in-depth thinkers and burgeoning philosophers as they (and their teachers and parents) searched for ways they could ‘stand up and make a difference’, which was the year’s theme.

Highlights from each month remind us of events of the 2010-2011 school year:

- Our first assembly in September introduced our Junior School theme for the year: “Stand up and make a difference”. The children were shown a slide show of photos taken by a parent where each child held a sign with a message of believe, dream, I can do it, make a difference and other quotes which related to the theme. They were then shown a video of a child in India, who makes a difference to his community through one small act. The children returned to their classes to work together on a brainstorm session about how best to make a difference in our school, our community and in the world. It was a wonderful way to launch the year.
- September back-to-school curriculum evenings offered parents the opportunity to meet with their children’s homeroom teachers and to learn about opportunities and expectations at each grade. At the end of the month, a specialist curriculum evening provided time for parents to meet French, Spanish, and English teachers, the learning specialist, and teachers of physical education, science, computer, music, and art.
- On the International Day of Peace, Monday, September 21, parents joined Junior School homerooms to pause for a moment of silence, a moment of peace. In each homeroom, circles of peace were formed, and students, parents, and teachers reflected on their hopes for peace in our school and for our world.
- During the month of September, each Junior School class gathered around the world map near the Junior School office. Each student put a pin on their country—“this is my country and I will bring it peace”.
- In October, United Nations Day brought the annual peace parade of nations and a particularly festive look to the Junior School. All around the School and particularly in the library, students and teachers organized amazing displays to honor the United Nations and to emphasize the theme for the year: “stand up and make a difference”. Each class gathered in the second floor garden and built a peace mandala. During the ceremony, students laid down roses (one color per grade) one by one, as a discussion took place about how to be peacekeepers and how to say messages of peace in a variety of languages. In addition, the languages learned at UNIS were celebrated at this special time of year as students gathered in the peace garden to share songs in French, Spanish, and English—the languages taught at the Junior School. During the assembly in the afternoon, the United Nations Charter was read in all six languages of the United Nations.

- At the end of October, the Junior School began its iPad pilot, with funds generously provided by the Parent Association. Five iPads were placed in each grade level to be used in a center modeled approach. Professional development from Apple was provided for teachers as well as the creation of a blog for sharing of our experiences and funding for apps.
- The month of November highlighted several service learning opportunities in the Junior School:

During the first week of the month, students proudly turned in their Trick or Treat for UNICEF boxes. At the Harvest assembly, the students were thrilled to learn that, the Junior Council members were invited to ring the opening bell at the New York Stock Exchange on Halloween. They were also excited to hear that UNIS as a whole raised more than \$10,000 for UNICEF; a significant contribution from the Junior School!

As well, the students were proud to hear about their City Harvest donation. Boxes of food were sent to City Harvest from UNIS, with the whole school collecting a remarkable 6800 pounds of food donated. The food was sent that day to shelters and food banks around the city.

Project Cicero is a non-profit book drive to develop libraries in under-resourced New York City public schools. New and gently used books for children and young adults were collected by the Junior School. Thanks to everyone's support and generous and ample donations of books, a phenomenal 70 boxes of books were donated in just five short days!

Each year the Junior 4 students take part in a school supply outreach to a needy school somewhere in the world. This year, with the help of a Senior Education Specialist at UNICEF and UNIS parent, the children reached out to a school in Bolivia. The J4 students did many chores around their homes for several weeks, earning money to buy a variety of school supplies, such as glue, pencils, markers, pens, etc. The students then "handed over" the huge stock of school supplies to our UNICEF friends. The ceremony took place in Mr. Lohmeyer's room, and the students were thanked by UNICEF representatives for their willingness to reach out to other students around the world. The supplies were delivered to the Bolivian school and photos returned of the children's reactions and pleasure.

- Junior 4 students always look forward to December because it brings the annual gingerbread project. Art teacher Barbara Mattson and many Junior 4 parents spent a day in the art room working with each Junior 4 class as they decorated gingerbread cookies destined for the yearly display. The 2010-2011 JS theme, "stand up and make a difference" was wonderfully reflected in an amazing piece of gingerbread artwork and display of the UNIS logo, and biome representation. Junior 4 students and parents outdid themselves with this colorful (and delicious looking!) 3-dimensional tableau.

- Organized by Ms. Turner (Junior 2 teacher) with help from her colleagues, the first assembly in January 2011 honored the work and life of Dr. Martin Luther King, Jr. and others who have made a difference through their actions; with songs, poetry, and information. As students learned more about Dr. King and Aung San Su Kyi and their quest for equality and dignity for all people, they also were asked to consider how they could each make a difference in bringing about world peace.
- What fun the J1 students and their families had at our “J1 Family Sing-a-long”, thanks to our music teachers, Ms. Boekholt-Daly and Ms. Tan! Everyone sang favorite J1 songs and shared in the fun of music and movements to the music. Many parents didn’t want the session to end, and certainly everyone left with some great music to begin the day!
- Mr. Anthony Brown, UNIS MS principal, and MS counselors met with J4 parents in the theater in early February. This meeting for parents was an informational meeting about Middle School. The Middle School planned many other opportunities for J4 students during the spring to help students transition into the middle school grades.
- As we left school one February afternoon, we were all smiling – what a wonderful day celebrating “La Chandeleur”. Thank you to all the parents of French students who spent the evening before making delicious crêpes or who sent in the special toppings and juice to go with them. It was a lovely celebration and very tasty! Thank you also to the French teachers who spent their day cooking for all of us!
- The second week of February in Junior School was a busy one, with 100<sup>th</sup> Day activities and Friendship Day activities. On Tuesday, 10 February many of the younger classrooms celebrated the 100<sup>th</sup> day of school. Many math-related activities happened throughout the day centering around 100, including counting, estimating, predicting, and the sharing collections of 100 objects. On Thursday 12 February parents organized the much anticipated Friendship Day Bake Sale.
- The end of February brought the annual Junior School talent show, which showcased the special gifts and talents of many students. The talent was varied, interesting, and quite professional. There was clearly a sense of community about the evening, and it was wonderful to see so many people in the audience enjoying the show.
- UNIS is a learning community, passionate about developing, inspiring and guiding each child on his/her journey to adulthood. One of our purposes is to develop young men and women prepared to serve and care for our community with confidence, compassion and responsibility. This year the Junior School has accomplished this in so many ways. Haiti is a fine example and we are so appreciative of all the support from parents and friends. Our goal was to help the 300,000 children in the US who suffer from the crippling auto immune disease called juvenile rheumatoid arthritis (JRA). Our Junior Council organized a pajama day on 19 March so that children can show their support for the Jeffrey Gottfurcht Children’s Arthritis Foundation – [www.jgcaf.org](http://www.jgcaf.org) which grants dreams to children with JRA. ‘Dream’, or wish requests,



to the Foundation have so far included computers, college funding, wheelchairs and celebrity visits. The day was inspired by Tut House student, Joseph Lebowitz and his father, Dr. Richard Lebowitz, serves on the Board of the Foundation. Celia Plimsoll (J4M) thought of the 'catchy' name. Students raised an amazing \$2068.19 for our "PJs for Painful Joints Pajama Day" event.

- Our Junior School children are to be commended for their incredible efforts in our "origami paper cranes for Japan" project. It was amazing to see the cafeteria full of families folding paper cranes in an effort to reach out to families and children affected by the Japan Tsunami. The children continued making cranes during their free time and as a result, the Junior School was able to send more than 1000 paper cranes to Students Rebuild, an organization that was donating \$1 per crane to Habitat for Humanity in Japan. The children showed during this event how they are able, each and every day, to stand up and make a difference.
- Spring brought a celebration of Earth Day in April. Our Earth Day observances went well, thanks to many people who helped organized the various activities. The day culminated with a whole school assembly where Kevin Locke, a native American hoop dancer, spoke about the need to care for the earth and performed traditional hoop dances. It was a fascinating performance for both children and teachers.
- Did you see the wall of dreams in the stairwell? We were so pleased to have our students share their dreams for the future, as they showed support for the Jeffrey Gottfurcht Children's Arthritis Foundation. Our wall of dreams stayed up throughout the spring, hopefully inspiring others to dream and to become involved.
- One of the most amazing aspects of the international book and craft fair 01 May was the authors' readings. Each student wrote an original story or poem and then read it to an appreciative and very proud audience at the book fair—their parents! Our students had practiced well and were very proud of the magnificent presentations that they did in front of their families and friends. We are very proud of our young authors! The annual International Book and Craft Fair was again an amazing success, thanks to all the wonderful efforts of all parent volunteers!
- The Storybook Parade took place in early May. We hold this event every year, and it is a wonderful time for students to come to school dressed up as their favorite storybook character. The students paraded through school and enjoyed sharing their favorite books.
- May and June also brought beautiful performances by our Junior School chorus and offestra! Our Junior 4 students thrilled their parents with their poetry readings and dance choreography as a last assembly in celebration as they passed from the Junior School into the Middle School. The performance of each group and ensemble was a clear testament to the quality and dedication of the UNIS music department and the members of the ensembles.

- Also in June, all Junior School students participated in two day long Sports Days organized by the PE teachers. Students enjoyed the many different fitness and activity programs that were set-up around the school.

The Junior School is a special place of peace and friendship for all, and we appreciate the support and interest shown by all as we endeavor to help our students become the future peace ambassadors of the world.

Jacqueline Jenkins  
Junior School Principal  
Manhattan Campus

## **MIDDLE SCHOOL – MANHATTAN CAMPUS**

### **A PLACE OF RESPECT**

Highlights from each month remind us of events in the 2010-2011 school year:

- In September there was a high parent turnout for the curriculum evenings. The M1 and M2 evenings presented outlines of the curricula in the main subject areas followed by presentations by the homeroom teachers in their classrooms. For M3 and M4 we had the parents follow a mini-schedule, going from room to room to hear presentations by the homeroom and subject teachers. The first in a series of M1 parent evenings with the Guidance Department was held.
- Student auditions for the middle school musical “Hairspray” got underway. Sports teams were selected and practices and games scheduled. As part of our outdoor environmental camp program M3 students attended Camp Greenkill.
- Also in September, Middle School students greeted Mr. Ban Ki-moon when he visited UNIS to dedicate our newly renovated first floor. We also raised \$ 2,746 for the Pakistan Flood relief effort.
- October saw the M1 Well-a-Thon, UN Day celebrations, the M2 trip to Camp Mason, and the first student parties of the year. On October 7 our M1 students participated in the Well-a-Thon, reaching the goal of raising \$11,000 for building two fresh water wells in Africa. The students sought sponsorship for their walk of a mile with gallon jugs of water, symbolizing the hardships faced by so many people across the world in seeking fresh water.
- The ICT Department presented on the integration of technology into the curriculum and provided some useful “tech tips” for parents at our first MS Parent Coffee of the year. The parents hosted a wonderful parent / faculty social.
- Our UN Day celebrations involved special assemblies for M1/M2 and for M3/M4 in the theater. The assemblies focused on the preamble to the United Nations charter, a “Parade of Nations” celebrating our differences and diversity as a community and musical and multimedia presentation by our students. Ms. Caryl Stern, President and CEO of the US Fund for UNICEF addressed our students and initiated our middle school Trick or Treat for UNICEF campaign. We encouraged our students to come to school wearing traditional dress from their culture or the colors of their nation. The atmosphere was happy and energetic throughout the assemblies and during the course of the day. Students were vibrant in their national dress. We also brought in a metal sculptor who produced fascinating works of art in the lobby captivating students’ imaginations. This project was made possible by the Parents Association.

- The M2 class very much enjoyed their outdoor environmental educational trip to Camp Mason.
- Student Council did a great job in organizing the student parties, with three separate events for M1, M2, and M3/M4. There was music, pizza, drinks, and time to mingle with friends.
- MS collect over \$ 4000 for UNICEF.
- During the month of November MS Student Council support “City Harvest” an organization that provides food for New York’s hungry. The students did a fantastic job of donating, collecting, and boxing the food for pick up by City Harvest.
- Our MS Girls’ Volleyball Team won the NYC Independent School Championship.
- The second annual Arabian Nights event took place on the evening of December 9. The M3 students worked hard in English, humanities, art, and music to put together this evening. They told stories based on the oral traditions in *1001 Arabian Nights* and exhibited their research projects on the Islamic Empire. There was recorded music performed by the students in music class and artwork created around the theme of Islam.
- On December 15 our M1 Vocal Ensemble and M4 Chorus joined the J4 Chorus and Tut House Chamber Ensemble to celebrate the season with a varied musical performance of holiday songs.
- The Middle School has been working with Hamilton Madison Settlement House for more than ten years. Over the years we have helped establish a library in their day care center, provided teddy bears for their young students after 9/11, and held a fashion show that provided brand new clothes for some of their students. We also work with Knickerbocker Village, the senior center of Hamilton Madison House. In December, for the holiday season, students brought gifts to about sixty seniors, and sang some favorite holiday songs with them. They brought poinsettias to decorate the room and ate lunch with the seniors. Our student council also collected over 100 pairs of new gloves for the 50 Madison Street Center as well.
- Additionally, students paid a visit to an outreach center of Covenant House where they read stories, sang holiday songs and enjoyed hot chocolate and cookies with the homeless mothers and children who were residents of the center at that time. The class also raised enough money to bring a gift to each mother and child and purchased a Karaoke machine for the center.

- Our Chinese classes visited the Knickerbocker Senior center and read poems they had composed in Chinese, sang songs, chatted, and ate lunch with the Chinese members of the senior community.
- The M3/M4 ice skating party sponsored by the MS Parent Association was a great success as was the “I Love New York Spirit Day” organized by the student council.
- February is always a big month in the Middle School because it brings the musical extravaganza. This year we did *Hairspray!* The students’ performances were breathtaking. We were delighted that the musical sold out for all four performances.
- The second wave of student parties, organized by Student Council, was well attended during February.
- Once again this year in M1, the students took part in our annual fundraising event, Mathathon. This event raises money for the St. Jude Children’s Research Hospital, the world’s largest childhood cancer research center. This year the students raised over \$10,000.
- Our third International Food Day on March 4 was a great success. All the students ate and drank to the sounds of international music. The menu was truly international and plentiful. The dessert table was stacked sky high with delicious treats from all over the world. This has become a wonderful community-building event.
- The M2 bowling party sponsored by the MS Parent Association was well attended and fun for all.
- A representative from Phoenix House spoke to parents at our April 14<sup>th</sup> parent coffee. Since 1967, Phoenix House has been helping people of all ages from all walks of life lead fulfilling, drug-free lives.
- A group of senior citizens from Knickerbocker Village visited UNIS and were entertained by the cast of *Hairspray* with some renditions from the show. Accompanied by Ms. Lerner students and seniors together sang some old New York tunes. The theater event was followed by a tour of the school and lunch for the seniors.
- The MS Jazz Band and Chorus performed in April to the delight of all who attended.
- In May, M1 students participated in a “Living Museum” about Ancient Egypt. There was a huge parent turnout for the event. It was so pleasing to go around seeing the students’ displays, but what was really impressive was the enthusiasm

shown by the students in speaking about the area of research they had been involved in. They clearly learned a lot from the experience.

- The M4 class had their science fair exhibition on May 5. Not only did the students do a great job in presenting their work, but also the approach, based on the process of scientific investigation, meant that they really got a lot out of it educationally.
- May was a busy month with the M1 and M4 camps. The M1 outdoor environmental education program at Camp Mason and the M4 French language immersion camps were both successful.
- June saw our third annual Middle School Sports Day, which again went well. The students spent the day outside the school enjoying a whole range of sports activities. Once again we were fortunate that the weather held up and the students had a great day.

Anthony Brown  
Middle School Principal  
Manhattan Campus

## QUEENS CAMPUS

This year heralded the beginning of a significant change in communication and information technology that affects us now and will increasingly do so going forward.

At the beginning of the year the summer packet was no longer mailed to all parents, rather information pertaining to the upcoming year was posted on the UNIS website. In addition to finding information on the website, parents were required to update their personal information on the parent profile page. The information enabled school to easily contact parents and caregivers and ensured the free-flow of information between home and school. It also enabled report cards to be posted on the UNIS website, a welcome change from previously mailed hard copies.

In addition to the UNIS website, teachers had their own websites posting homework, reminders, and details of upcoming events for students and parents to access daily at home. Other websites supporting specific curriculum areas such as *linguastope.com* and *Mathletics.com* provided opportunities for modern language and math enrichment and skills practice at home.

A revised Technology Use Agreement for all students was designed to support their increasing use of information technology and the social media. The Agreement included guidelines for respecting intellectual property, respecting the rights and privacy of others, and identity protection. As we increase our use of computers and other electronic devices an understanding of responsible use is essential. All IT classes for middle school students at the Queens Campus were integrated with other subjects this year. Students spent many hours producing brochures for science and humanities, Power Points and videos to support hands-on projects, and digital portfolios to record their work in English. An After School Program introduced the world of graphic design to students through GIMP (GNU Image Manipulation Program) to spark the students' interest in the field.

In addition to IT focused activities, other exciting projects figured highly in our students' lives. They engaged in The Broadway Classroom program funded by the Parents Association allowing students to attend Broadway workshops followed by live Broadway shows. Students were involved in fast-paced improvisation classes with actors from the shows. The focus was on team building, listening skills and quick thinking. Students in the junior one class re-lived the classic tale of Jack and the Beanstalk, middle three and four students attended etiquette classes culminating in a formal dinner to practice what they had learned, and they worked with French author Clement Baloup to explore the multiple facets of the genre of the comic book. The musical theatre groups performed their rendition of Peter Pan and Phantom of the Opera, and juniors danced with the dragon for Chinese New Year.

The fund raising efforts of the Campus community continued with the annual Project Cicero book donation, and the toy and food drives. The UNICEF and Pennies for Patients collections broke previous records raising over \$1,000, for each campaign. Additionally, the proceeds of the French breakfast, almost \$3,000 was donated to an orphanage in Vietnam and delivered personally by one of our French teachers. At the end of the year, an additional campaign to help children in Haiti focused on specific items such as school supplies, school equipment and furniture, and children's clothes. The response was amazing resulting in a truckload of items taken for shipping to Haiti in the near future.

Annual events such as the Math Science Fair, UN Day and Winter Concerts, the May Day celebration, and sleep-away camps at Greenkill, Mason, Washington, Valle Verde (Mexico) and Jouvence (Canada) continued to provide valuable learning experiences of our students.

During the Spring Break we received the sad news that our J4 teacher Mr. John Borlotti died while visiting his home and relatives in London. A memorial service was held at the Campus for the Queens community to celebrate the life of our much loved friend and colleague. A tree was planted in the Quiet Garden to always remember John's contribution to UNIS, Queens. The Campus was united in its sorrow and in its commitment to continue the wonderful education that John and the faculty and staff provide for our students.

Dr. Judith Honor  
Principal, Queens Campus



## TUTORIAL HOUSE

The Tutorial House students enjoyed an academically challenging year, filled with enriching co-curricular experiences.

In the thirty-fifth year of UNIS-UN, the students successfully organized and ran the annual, two-day UNIS-UN conference with the theme *The Web: Wiring Our World*, covering such topics as, Politics and the Internet, E-commerce, Responsibility on the Internet and Cyber-bullying. Our students helped organize and host the annual conference on Human Rights at the UN: the topic was *Human Rights Education*.

UN Day celebrations included the viewing and discussion of the documentary *Children of War*, a presentation by alumnus author Ishmael Beah, an international lunch in the cafeteria, a cultural showcase and a volleyball game.

UNIS students' impressive musical talent was showcased in winter and spring concerts and the year's highlight was the concert in Carnegie Hall. Drama performances for the year included the UNIS Theatre Workshop production of Dennis Potter's *The Singing Detective* involved 40 actors, musicians and stage crew from T1-T4. T2 drama classes performed *Never Mind the Ballyhoo—Here's the T2 Drama Show!* which included the works of David Ives, Christopher Durang, Monty Python, and Arthur Kopit. Japanese language students performed *Wagahai wa soseki dearu* (I am Soseki) by Yasushi Inoue.

Tutorial House students raised many pertinent issues and exhibited responsible journalistic skills in the student newspaper *UNISVERSE*, and they celebrated their literary and artistic talents in the student-edited magazine *WORD*.

The Tutorial 1, Tutorial 2, and Tutorial 3 students had the opportunity to participate in career exploration lunches with parents and the Tutorial 3 students with alumni. Parents and the alumni described their experiences and shared their knowledge in fields such as recruitment, various aspects of medicine, catering, law, private equity investment, film and photography, journalism, architecture and research science. The parents of each of these grades organized these lunches.

The Tutorial 1 students had their annual canoe and camping trip along the Delaware River, while the Tutorial 2 students had a winter outdoor environmental educational experience at Frost Valley in the New York Catskill Mountains.

One hundred forty-six students in grades 11 and 12 participated in the May 2011 session of the International Baccalaureate examinations, taking a total of 815 exams. UNIS registered ninety IB Diploma candidates, and of these, eighty-four students earned the IB Diploma. Candidates wrote extended essays in seventeen different subject areas. Examinations were taken in fifty-six subjects, and in more than half of these subjects UNIS students scored above the worldwide average for that subject.

Andrew Hand  
Principal, Tutorial House  
Manhattan Campus

## COLLEGE ADMISSIONS

### College Counseling Program

Helping students prepare for college is ongoing throughout the high school years at UNIS. Our extensive program consists of numerous individual and group guidance activities for students and parents from ninth through twelfth grades. The college office works closely with the administration, guidance department, faculty, and International Baccalaureate coordinators in assisting students in curriculum planning, course selection, and planning summer activities. Our continual involvement ensures that parents and students will know the requirements of university systems throughout the world and have the necessary credentials for entrance. The college office also manages the graduation ceremony.

### Summary of Activities of the College Counseling Department 2010-2011

#### Programs Offered at UNIS

- **Senior Retreat** (September) – This is a chance for the senior class to have fun, bond, and set goals for the year ahead. It is held at Club Getaway in Kent, Connecticut.
- **Breakfast with Admissions** (September) – This event for Tutorial 4 students and parents provides a chance to discuss pertinent admissions issues and get tips from admissions officers in small groups. Presenters were admissions officers from CUNY/MaCaulay Honors Program, Connecticut College, University of Chicago, George Washington, Occidental, University of Pennsylvania, University of Rochester, Union, Vassar, University College London, University of St. Andrews.
- **Financial Aid Information Program** (October) – This offers an update and strategies for Tutorial 4 parents on applying for aid at colleges in the United States.
- **Tutorial 1 Looking Ahead to College** (November) – This program introduces students and parents to the various facets of the college selection process and provides advice to younger students as to how they can develop academic and personal strengths related to college admission. An overview of financing college, explanation of the American system of higher education, visiting colleges, and factors influencing admissions decisions are among the topics covered.
- **Introduction to College Planning** (February) – This is a panel discussion for Tutorial 3 students and parents led by deans of admission from New York University and University of Virginia.
- **Future Planning Seminars** (March-May) – This is a series of informal, interactive workshops scheduled on a bi-weekly basis for all Tutorial 3 students, covering topics such as visiting colleges, testing for college, writing college essays, using electronic resources, preparing résumés, etc. During these seminars, students were introduced to the Naviance program.
- **Parents Support Group** (April-May) – This is a series of breakfast meetings for Tutorial 3 parents on varied issues and concerns.

- **College Fair at UNIS** (April) – This annual event co-sponsored with four other high schools brings over 180 admissions representatives from colleges in several countries to UNIS to meet with students and parents.
  - **Interview Workshop** (May) – Tutorial 3 students were given an overview of what an admission interview is about through video simulation. The workshop was led by Amy Abrams, Dean of Admission at Sarah Lawrence College.
  - **Senior Seminars** (May) – Designed and led by the college office staff and guest speakers for Tutorial 4 students, these workshops cover a variety of practical and personal topics relating to the transition to college and independent living. Featured speakers were Mr. Charles Scott, UNIS parent and Elisabeth Philippe from the United Nations Federal Credit Union.
- Letting Go** (May) – This program provides insight for parents on various transition topics. It was led by Karen Coburn, Vice Chancellor at Washington University and author of *Letting Go: A Parent's Guide to Understanding the College Years*.
- **T3/T4 Awards Program** (June) – This annual event is coordinated by the college office staff.

## HIGHLIGHTS OF THE CLASS OF 2011

*College admissions results for the Class of 2011 continue to bring distinction to our students and their families and to us as a community. 111 students in the Class submitted 935 applications to 218 universities in 9 countries. 47% of the completed applications resulted in offers of admission (US and Canadian colleges). 14 Students were admitted Early Decision. For those students who applied "regular action" 25 were admitted to all of the colleges to which they applied, 9 were admitted to all but one.*

**111** students representing **43** nationalities

**24** students have two or more national backgrounds

**32** language groups represented

**60** students are bilingual or speak a language other than English at home

**40** students attended UNIS since kindergarten

**71** students attended UNIS for six or more years

**110** students will enroll in **75** colleges and universities in the United States and abroad

**33** students will remain in New York State and **12** will remain in New York City

**94** students will enroll in **60** colleges in the United States; **19** students will enroll in **14** public universities

U.S.: California (2), Connecticut (6), University of Colorado (2) District of Columbia (6) Florida, Georgia, Hawaii, Illinois (4), Massachusetts (19), Minnesota (2) Missouri,

New Jersey, New York (33), North Carolina (2), Ohio, Pennsylvania (7), Rhode Island (2) Virginia (3).

**16** students will enter **13** universities in **8** countries outside of the United States.

Canada (4), France (2), Italy, Japan (3), Netherlands, Democratic People's Republic of Korea, South Africa, United Kingdom (3).

**2** students are doing Military Service (Finland and Singapore)

**3** students are taking a gap year

**21** students will enroll in specialized or technical programs: Business/Management (4) Computer Science, Engineering (5), Law, Nursing, Sports Management, Veterinary Medicine and Visual Arts (including Film & New Media (7)

**Colleges at which two or more UNIS students have enrolled:**

Barnard College, Boston College, University of Chicago, University of Colorado, Columbia University, Cornell University, George Washington University, Kings College London, McGill University, Mount Holyoke College, New York University, Northeastern University, Syracuse University, University of Pennsylvania, University of Rochester, Sciences Po, Skidmore College, Trinity College, Wesleyan University, Wheaton College.

**National Merit Scholarship Program: 5 Commended Students**

**National Hispanic Recognition Program: 1 Finalist**

**Morehead Cain Scholars Program at University of North Carolina: 1 Finalist**

## COLLEGE ATTENDANCE FOR THE CLASS OF 2011

Amherst College  
Babson College  
Bard College  
Barnard College (3)  
Boston College (4)  
Boston University  
British Columbia, University of (Canada)  
Bryant University  
Carleton College  
Carnegie Mellon University  
Chicago, University of (4)  
City College - CUNY  
College of William and Mary/ Univ. of St. Andrews (UK)  
Colorado, University of - Boulder (2)  
Columbia University (2)  
Connecticut College  
Cooper Union  
Cornell University (5)  
Dickinson College  
Emerson College  
Emory University  
Eugene Lang College -The New School/Parsons School of Design  
Full Sail University  
George Washington University (5)  
Georgetown University  
Harvard University  
Harvey Mudd College  
Haverford College  
Hawaii, University of at Manoa  
Hobart and William Smith College  
Hunter College - CUNY  
International Christian University (Japan)  
Iona College  
Kim Il Sung University (Democratic People's Republic of Korea)  
Kings College London (UK) (2)  
Macalester College  
Marist College  
McGill University (Canada) (2)  
Mount Holyoke College (2)  
New York University (2)  
North Carolina, University of-Charlotte  
North Carolina, University of-Chapel Hill  
Northeastern University (3)  
Oberlin College  
Pennsylvania State University  
Pennsylvania, University of (2)  
Pitzer College  
Polytechnic University of NYU  
Purchase College - SUNY  
Rhode Island School of Design  
Richmond, University of  
Rochester Institute of Technology  
Rochester, University of (2)  
Royal Veterinary College (UK)  
Rutgers University  
Sciences Po (France) (2)  
Skidmore College (2)  
Smith College  
Sophia University (Japan)  
Swarthmore College  
Syracuse University (6)  
Toronto, University of (Canada)  
Trento, University of (Italy)  
Trinity College (2)  
Tufts University  
Vassar College  
Virginia Polytechnic Institute  
Washington University  
Wesleyan University (2)  
Wheaton College (2)  
Yale University  
University in Italy  
University in Japan  
University in The Netherlands  
University in South Africa

## COLLEGE ACCEPTANCES FOR THE CLASS OF 2011

<b>Colleges in the U.S.</b>					
American University	1	Loyola University New Orleans	3	Syracuse University	16
Amherst College	1	Lynn University	1	Temple University	1
Arizona State University	1	Macalester College	3	Trinity College	8
Babson College	1	Macaulay Honors College at CUNY	3	Tufts University	3
Bard College	6	Manhattan College	1	Union College	1
Barnard College	5	Manhattanville College	1	University of California at Los Angeles	1
Bates College	3	Marist College	1	Vassar College	4
Bentley College	1	Maryland, Univ. of -College PK	2	Vermont, University of	3
Boston College	8	Marymount Manhattan College	1	Virginia Polytechnic Institute	1
Boston University	19	Massachusetts, Univ. of at Amherst	1	Virginia, University of	3
Brandeis University	4	Massachusetts Inst. of Technology	1	Washington University in St. Louis	1
Bryant University	2	Mercy College	1	Wesleyan University	3
Bucknell University	1	Miami, University of	8	West Virginia University	3
Carleton College	1	Michigan, University of	5	Westchester Community College	1
Carnegie Mellon University	2	Michigan State University	1	Wheaton College MA	5
Chicago, University of	6	Mississippi, University of	1	Williams College	1
Clark University	1	Mount Holyoke College	4	Wisconsin, University of -Madison	1
Colby College	1	Muhlenberg College	1	Wooster, College of	1
Colgate University	1	New England Institute of Art	1	Wittenberg University	1
College of William and Mary	2	New York University	13	Yale University	2
Colorado, Univ. of - Boulder	2	North Carolina, Univ. of - Chapel Hill	4	<b>Outside the U.S.</b>	
Columbia University	3	North Carolina Univ. of - Charlotte	1	Dalhousie University (Canada)	1
Connecticut College	4	Northeastern University	9	International Christian Univ. (Japan)	3
Connecticut, University of	1	Northwestern University	1	King's College London (UK)	2
Cooper Union	1	Notre Dame, University of	1	London Metropolitan Univ. (UK)	1
Cornell University	7	Oberlin College	1	London School of Economics (UK)	1
CUNY/ Baruch	1	Occidental College	1	McGill University (Canada)	6
CUNY/BMCC	1	Ohio State University	1	Newcastle University (UK)	1
CUNY/City College	2	Pace University, New York City	4	Queen's University (Canada)	1
CUNY/Hunter	2	Parsons The New School for Design	1	Royal Holloway University (UK)	1
Delaware University of	1	Pennsylvania State University	2	Royal Veterinary College (UK)	1
Dartmouth College	1	Pennsylvania, University of	3	Sciences Po (France)	2
		Pitzer College	1	Sophia University (Japan)	1
				University College Utrecht	
Dickinson College	2	Polytechnic Institute of NYU	2	(Netherlands)	1
Duke University	2	Pratt Institute	1	University of Aberdeen (UK)	2
Emerson College	3	Quinnipiac College	1	Univ. of British Columbia (Canada)	2
Emory University	4	Rensselaer Polytechnic Institute	2	University of Durham (Canada)	1
Eugene Lang College	1	Rhode Island School of Design	2	University of Edinburgh (UK)	1
Fordham University	6	Richmond, University of	5	University of Guelph (Canada)	1
Full Sail University	1	Ringling College of Art and Design	1	University of Kent (UK)	3
George Washington Univ.	14	Rochester Institute of Technology	2	University of Leeds (UK)	1
Georgetown University	2	Rochester, University of	10	University of Manchester (UK)	2
Gettysburg College	1	Rollins College	1	University of St. Andrews (Scotland)	3
Goucher College	4	Rutgers University	1	University of Toronto (Canada)	4
Green Mountain College	1	San Francisco, University of	2	University of Trento (Italy)	1

Hamilton College	2	Sarah Lawrence College	4	<b>Total Offers</b>	<b>413</b>
Hampshire College	1	Savannah College of Art and Design	2		
Hartford, University of	1	School of the Art Institute of Chicago	2		
Hawaii, University of at Manoa	1	School of Visual Arts	2		
Harvard University	1	Simon Fraser University	1		
Harvey Mudd College	1	Skidmore College	4		
Haverford College	2	Smith College	2		
Hobart & William Smith Colleges	2	Southern California, University of	4		
Illinois, University of	1	Suffolk University	1		
Indiana University	1	SUNY/Albany	2		
Iona College	2	SUNY/Binghamton	7		
Ithaca College	4	SUNY/ Geneseo	1		
Johns Hopkins University	3	SUNY/ Purchase	5		
Lafayette College	1	SUNY/Stony Brook	3		
Lesley University	1	Swarthmore College	1		



## STUDENT AWARDS

List of Awards given in 2011:

- U Thant – Sarah Bernstein-(T3)
- Belle-Isle – Elliot Chang-(T3)
- ECIS– Angelique Ray – (T4)
- Sylvia Fuhrman – Julian Rosow – (T3)
- UNIS Community Award – Charlotte Desplan – (T4)
- Student Council Club Recognition Award
  - Epilepsy Awareness Club – Aaron Coven (T3)
- National Merit Scholarship Program - Commended students:  
Jackson Akselrad (T4), Lucas Duffy (T4), Jean Gagne (T4), Avani Mehta (T4), Ratan Sur (T4)
- National Hispanic Recognition Program – Eve Farrat (T4)
- Tutorial House Art Awards - Anna Tia Buss (T3), Thomas Ndiaye (T4)
- English Department Award
  - Written and Spoken English – Madeline Pron (T3), Leslie Glotzer (T4)
- English As A Second Language Award –Shrabya Baral (T4)
- Martha Byrum Memorial Book Award – Isabel Farias –( T4)
- New York State Comptroller’s Award – Rahul Khanna (T4), Nicolas Wint – (T4)
- New York City Comptroller’s Award – Ariana Palombo (T4)
- Susan Lachman Humphrey Book Award – Jacqueline Painter (T4)
- Mathematics Department Award - Paul Change (T3), Yaniv Azar (T4)
- American Mathematic Contest Award – Kiju Kim (T3), Rikesh Thapa (T4)
- Modern Language Department Awards
  - French Francophone and Foreign Language - Jackson Akselrad (T4), Melissa Fundira (T4)
  - Spanish Mother Tongue Award- Isabel Farias (T4)
  - Spanish Foreign Language Award – Lissa Soares (T4)
  - Japanese American Scholarship Award – Emiri Matsuda (T4)
  - Japanese Foreign Language Award – Alejandro Dale-Figeman (T4)
  - Japanese Mother Tongue Award – Emiri Matsuda (T4)
  - Spanish Government Grant – Anna Pyregov (T4)
- Douglas Fairchild Music Award
  - Camerata – Elliot Chang (T3), Andres Abenante Rincon (T3)
  - Senior Chorus – Steven Eisinger (T4)
  - Senior Wind Ensemble – Danny Frank (T3)

- American Chemistry Society Award (NY Section) – Mishel Skenderi (T4), Angelique Ray (T4)
- Rensselaer Science Award – Allison Gadsden (T3)
- Rochester Institute of Technology Innovation and Creativity Medal – Soraya Fouladi (T3)
- University of Rochester
  - Bausch & Lomb –Ascanio Guarini (T3)
  - Frederick Douglas & Susan B. Anthony – Aaron Coven (T3)
  - George Eastman Young Leaders – Janou Hooykaas (T3)
  - Xerox Award for Innovation and Information Technology – Brian Xu (T3)
- Bryn Mawr Book Award – Kate McCurdy (T3)
- Dartmouth Book Award – Abdullah Hanif (T3), Janou Hooykaas (T3)
- George Washington Book Award – Phoebe Fico (T3)
- Saint Lawrence University Book Award – Geraldine Nabeta (T3)
- Smith Book Award – Purba Tyagi (T3)
- Wellesley Book Award – Sarah Bernstein (T3)
- Lea Rangel Ribiero Award – Jacqueline Painter (T4)
- David Lang Berek Sportsmanship Award - Elijah Turner (T3)
- AAA Drivers Education Award – Tuna Unalan (T4)

## UNIS-UN CONFERENCE

UNIS-UN 2010 - 2011

*“The Web: Wiring our World”*

March 3-4, 2011

The successful conclusion of the 2010 UNIS-UN Conference: *“Bio Ethics: Striking a Balance”* gave way immediately to the start of the 2011 conference preparation. The following is an attempt to give an idea of what it takes the students on the UNIS-UN committee to bring to fruition what has been a palpable part of UNIS.

The commitment and dedication of the UNIS-UN committee members throughout the year of conference preparation were just admirable.

In the search for the 2011 conference topic, many ideas were put forth, including science and ethics, youth violence, globalization, the first decade of the new millennium, children and war, drug and human trafficking. We left for the summer break leaning strongly towards the internet and our world today.

### September – December 2010

Over twenty-five members attended the first meeting of UNIS-UN on the opening day of school. The agenda called for recruiting new members and for coming up with a theme and title for the 2011 conference. *“The Web: Wiring our World”* was ultimately approved. Subsequent meetings were dedicated to forming the committee at large and to constituting the new EX-COMM. Planning of sub-themes, article headings, and work distribution to members commenced. Commission and coordinators were assigned for committees on: editing, visiting schools, hosting, speakers, and technology.

Membership swelled to reach about 90 (our number for the past few years). Work was spread among all. Members of EX-COMM met twice a week at least. Editing pushed hard for members to write and meet the deadlines set for articles. Tech worked on upgrading our website and improving the access to and flow of information among members. Visiting schools sent out invitations. A press release about the conference was produced. Speakers prepared to solicit high caliber individuals to address the conference.

### January – February 2011

EX-COMM met with Mrs. Fuhrman and her assistant to review the agenda for the coordination meeting at the UN in February. In February, UNIS-UN sponsored a special half-day program for students, which included student debates and a film showing. A student panel, where students are given an opportunity to speak in detail about a particular aspect of the conference topic, was also assembled. The aim of the panel is to provide a personal insight into the conference topic. Students were asked to describe what they think the Internet's greatest impact on their own country, community, society or

culture has been. It allows students to give a firsthand account of how the Internet has affected different parts of the globe.

On February 16, eighteen EX-COMM members met with Mrs. Fuhrman, her assistant, and various department heads/representatives connected to the running of the conference: security, General Assembly, public information, technical and audio-visual, food services, etc.

The working paper, printed in a new slightly smaller, more practical format, arrived on March 2.

Having been inspired by the UN-UNIS Human Rights Conference 2009 badge design, our tech team designed and executed a new badge to show at a glance the conference title, date, place, name of participant, and group assignment. The team also put in place a system that made it easier to match, connect, and inform students and UNIS hosting families; a new redesigned UNIS-UN website allowed hosting families to interact with visiting students.

### March 2011

On March 2<sup>nd</sup>, visiting students joined UNIS for a visit and took part in an afternoon of cultural exchange: a new feature of UNIS-UN. Visiting students were treated to a lunch and dinner provided by the parents, for which UNIS-UN is grateful. Day one of the conference opened with a message from Mr. Ban Ki-moon. Among the speakers were Mr. Kamran Elahian, Ms. Judith Donath, and Mr. Marc Rotenberg who examined issues such as “*The Internet: Digital Gandhi?, Data Portraits/Data Shadows, and Promoting Freedom, Protecting Privacy.*” Student debates explored the students’ views on the conference topic.

Day two opened with remarks from Mr. Clay Shirky about the Overlap of the Social and Political Online, plus another round of student debates.

The conference was a success thanks to the dedication, sacrifice, and support from many: the students, parents, Parents Association, administration, faculty and staff, Mrs. Fuhrman, her assistant, the Secretary-General and Mrs. Ban, the UN, and the Board of Trustees.

## DEPARTMENT HIGHLIGHTS

### Art

#### **Events and Special Projects:**

“Heart in the Middle of the World” A mosaic installation originally designed and created by UNIS students for the Kofi Annan Peace Garden at the American Cancer Society was reinstalled at the UNIS entrance on the completion of Phase One of the Master Plan.

For UN day celebrations in October the Art Department, with the support of the Parents Association, invited guest artist Steve Heller to demonstrate for students how he creates re-purposed sculptures from old car parts.

22 students completed the International Baccalaureate Art program and exhibited their work during April and May. Parents and friends viewed the exhibition and workbooks at the closing in May.

IB Art Students Kimberley Oldford and Kate McCurdy received awards for their work from the Scholastic Art program

IB Art students displayed their work at the Nancy Hoffman Gallery for a UNIS fundraising reception.

JoAnn Acey returned from her productive Sabbatical. Jim Richards was on Sabbatical. Christina Fernandez served the Art Program well as their replacement over the past two years.

The Department has started working with Sandra Lipkind on IT integration.

All Sections of M3 visited the Global Africa exhibit at the Museum of Arts and Design.

#### *Randy Globus*

#### **Conferences and Workshops:**

Randy participated in educator workshops at The Museum of the City of New York, The Museum of Arts and Design, and the Mount Vernon Hotel Museum.

#### **Exhibitions:**

Randy’s work was included in two fund raising events for Japan Earthquake Relief at Gallery 57 in Manhattan and at the Historical Society in Williamsburg, Brooklyn. She also exhibited in New York City at The National Arts Club in October and The Salmagundi Club in April, and The North East Watercolor Society in Kent, Connecticut in November.

*Gail Shaw-Clemons*

**Exhibitions:**

Gail exhibited at The Casa Frela Gallery in NY in October, The artHarlem Open studio in October, and The Bob Blackburn members exhibit in NY in December.

**Summer Printmaking workshops:**

Gail participated in a MacBook workshop at Apple, and Advanced Photoshop, Collagraph printmaking, Watercolor monotype workshop, and a Foil printing workshop at the Bob Blackburn studio in NYC.

**Summer Studio work:**

Gail completed a new series of three-dimensional monotype sculptures inspired by African Warrior Robes.

*John Ingram*

Completed a UNIS Scholarship project on “Affordance”.  
Presented to the UNIS faculty on the Project Zero “Future of Learning” Conference.  
Participated in an iPad Workshop at UNIS in December 2010.

**ATHLETICS**

The athletics department has thirty three teams servicing 224 Middle School and 303 Tutorial House spots, 67 more spots and six more teams than 2009-2010. Of those teams, six are in Queens, eleven are in Middle School, Manhattan, and nineteen are Junior Varsity/Varsity. Of those thirty-three teams in a league, eight teams won league or playoff championships for a total of thirteen titles.

All of our Tutorial House teams are a part of one or two leagues. Some of our Middle School teams are a part of a league. The leagues we are affiliated with are as follows:

- **NYC Division of the Independent School Athletic League (formal ISAL)** - Boys Junior Varsity Soccer, Boys Middle School Baseball, Girls Middle School, Junior Varsity, and Varsity Volleyball, Basketball, Track and Field, and Softball.
- **Athletics Conference of Independent School (ACIS)**–Girls Junior Varsity and Varsity Volleyball, Girls Varsity Basketball, Boys Junior Varsity and Varsity Basketball, Boys and Girls Varsity Track and Field
- **Private School Athletic Association (PSAA)**–Girls Varsity Soccer, Boys Varsity Volleyball, Boys and Girls Varsity Track and Field, Boys Varsity Baseball (ACIS/PSAA Alliance)
- **American Independent Private School League (AIPSL)**–Queens and Manhattan Middle School Boys Soccer, Queens Boys and Queens Girls Middle School Basketball, Manhattan Boys Middle School Basketball, Queens and Manhattan Boys and Girls Middle School Track and Field

- **Metropolitan Private Middle School Track and Field Association (MPMSTFA)**–Queens and Manhattan Middle School Track and Field Teams

#### **Other Affiliations:**

- **UNIS Athletics Association (UAA)**–The athletics department is supported by this parent-run group. The chair for this year was Deepak Singh. They were responsible for many events such as sports day, the Tutorial House banquet, the Middle School Manhattan and Queens awards ceremony, basketball and hockey games, the sponsoring of many pieces of equipment, and much more.
- **New York State Association of Independent Schools Athletic Association (NYSAISAA)**

#### **Athletic Teams and Accomplishments 2010-2011:**

##### **Fall Season:**

##### **7 Fall TUT HOUSE TEAMS**

- **Girl's Junior Varsity Volleyball with Coaches Sara Donhost and Dan Love** –Competed in the ACIS and NYC League.
- **Girls Varsity Volleyball and Coach George Barjoud**–Competed in the ACIS and NYC League.
- **Boys Varsity Soccer and Coach Ricardo da Silva and Assistant Coach Jon Gage**–Undeclared League season. Overall record 8-3-6. Won the ACIS league and playoff championships. Made it to the NYSAIS state tournament getting 6th seed. Made it to the quarter finals, losing to Poly Prep 2-0.
- **Boys Junior Varsity Soccer and Coach Juan de Rosa and Assistant Coach Justice Whitaker**– Won the ISAL and ACIS league and playoff championships. Undeclared season. Record 18-0.
- **Girls and Boys Varsity Cross Country and Coach Howard Lindsay**– Competed in the NYC Division, PSAA, and ACIS leagues.
- **Girls Varsity Soccer and Coach Harry Muniz and Assistant Coaches Nikki Hanrahan and Danielle Fried** –Competed in the PSAA and ACIS leagues.

##### **5 MIDDLE SCHOOL TEAMS**

- **Girls Middle School Volleyball and Coach Russell Ash**–NYC Division playoff champions. Record 10-7
- **Boys Middle School Soccer with Coach Rolando Gonzalez and Assistant Coach Daniel Roy** –Won the AIPSL league and playoffs. Record 10-2.
- **Girls Middle School Soccer and Coach Jim Hunter**–Competed in the AIPSL league. More teams have joined to try and form a bigger girl's league.

- **Queens Boys MS Soccer and Coach Middat Yildiz and Assistant Coach Eunan Meyler** – Competed in the AIPSL league.
- **Queens Girls MS Soccer and Coach Bill Axmacher and Assistant Coach Katy Simms** – Competed in the AIPSL league. More teams have joined to try and form a girl's league.

### Winter Season:

#### 5 Winter TUT HOUSE TEAMS

- **Girl's Junior Varsity Basketball and Coach Georges Barjoud and Assistant Coach Melissa Czorniewy**–Competed in NYC Division of the ISAL league.
- **Girls Varsity Basketball and Coach Russell Ash and Assistant Coach Marcus Hawthorne** –Competed in ACIS & NYC Division of the ISAL. Record: 1-12 in both leagues.
- **Boys Junior Varsity Basketball and Coach Harry Muniz and Assistant Coach Jim Hunter**–Competed in the ACIS League. Record: 14-2 in league.
- **Boys Varsity Basketball and Coach Jeff Kay and Assistant Coach Barry Gonzalez**–Competed in the ACIS league. Record: 4-10 in league.
- **Varsity Indoor Track & Field Team** – Second year for this team and competed in non-league competition.

#### 4 Winter MIDDLE SCHOOL TEAMS

- **Girls Middle School Basketball with Coach Jeane Marie Zarzycki and Assistant Coach Harry Muniz Jr.** –Competed in the NYC Division of the ISAL league. Made it to the Semi-Finals against Dalton.
- **Boys Middle School Basketball with Coach Ricardo da Silva and Assistant Coach Larry DeLuca**–Competed in the AIPSL league and were AIPSL playoff Champions.
- **Queens Girls Middle School Basketball with Coach Bill Axmacher and Assistant Coach Justice Whitaker**–AIPSL Playoff Champions.
- **Queens Boys Middle School Basketball with Coach Eric Harris and Assistant Coach Khary Claxson** –Competed in the AIPSL league.

### Spring Season:

#### 5 Spring TUTORIAL HOUSE TEAMS

- **Boys Varsity Track & Field and Coach Howard Lindsay**– Competed in the ACIS, and PSAA Leagues.
- **Girls Varsity Track & Field and Coach Sharmika Scott**–Competed in the ACIS, PSAA, and NYC Division leagues. ACIS League Champions.
- **Girls Varsity Softball with Coaches Larry DeLuca and Helen Macey** – Competed in the NYC Division and ACIS leagues. Record: 0-12 in both leagues.
- **Boys Varsity Baseball and Coach Harry Muniz and Assistant Coach Jeff Kay**–Competed in PSAA/ACIS Alliance League. Record:



- **Boys Varsity Volleyball Team and Coach Georges Barjoud**–Competed in the PSAA league and made it to the semi –finals against Evangel. Record:

### **5 Spring MIDDLE SCHOOL TEAMS**

- **Girls Middle School Softball Team and Coach Jeane Marie Zarzycki**– Competed in the NYC Division of the ISAL league. League Champions and Playoff Runner Ups. Record 8-1.
- **Boys Middle School Baseball and Coach Mike Handell and Assistant Coach Harry Muniz Jr.** Won the NYC Division of the ISAL league and playoff runner ups. Record 8-1.
- **Girls Middle School Track & Field and Coach Nicola Hanrahan**–Competed in the AIPSL, NYC Division of the ISAL league and MPMPSTFA leagues.
- **Boys Middle School Track & Field and Coach Donald Scott**–Competed in the AIPSL and MPMPSTFA leagues.
- **Queens Girls and Boys Middle School Track & Field and Coach Bill Axmacher, Eunan Meyler and John Borlotti (RIP)** –Competed in the AIPSL and MPMPSTFA leagues.

### **Annual Tut House Sports Banquet – May 21, 2010**

The banquet was a huge success with over 200 people in attendance. The keynote speaker was Dikembe Mutombo, and NBA Legend playing on teams such as the Houston Rockets, Denver Nuggets, Atlanta Hawks, New Jersey nets and Philadelphia 76ers. More importantly is his World contributions, honors and accolade’s, while being the NBAs Global Ambassador. He was honored with *USA Weekend* magazine’s “Most Caring Athlete Award,” NBA Legend Dikembe Mutombo has long been dedicated to improving the health, education and quality of life for the people in his birthplace, the Democratic Republic of the Congo.

There were many awards of the evening which are displayed outside of the gymnasium on the second floor.

### **ENGLISH**

This year, teachers in the English department changed the format for the summer reading assignment and, instead of requiring students to read and write about one book, offered classes a choice from among three or more books to read. Many students arrived in September having finished all of the books on their list. It made for some interesting discussions and project work in the first days of Core and English classes.

Throughout the year, Middle School students also had the opportunity to hear some guest authors in visits hosted by the library. Sara Donhost’s, Chrysanthi Fairchild’s, and Marcella Rosen’s Middle 1s, for example, had a visit from author Lois Metzger to discuss her book *The Hidden Girl*, and they attended an assembly that featured a talk by the

granddaughter of baseball great, Jackie Robinson, as part of a civil rights project. Manhattan Middle 1s became guest authors themselves when they read their original fairy tales to the Junior 3 students and filmed each other's presentations with Flip cameras. In Queens, Monica Robbins' Middle 1 class used film to create animations on literary characters.

A new summer reading model was not the only thing that changed in English this academic year. After school closed in June, teams of teachers from Middle 1 through Tutorial 2 met to review the curriculum and plan for some new units of work on reading, writing, oral presentation, and interdisciplinary topics, many supported by technology. Then during the school year, Tutorial 3 and 4 teachers attended a series of IB training workshops and in-house meetings to prepare for the four new IB English A and B programs, which would be on offer in September of 2011.

Meanwhile, the Tutorial 3 and Tutorial 4 students in the classes of 2012 and 2011, respectively, began their fall semester classes, which included the three existing IB programs at higher and standard levels, plus UNIS English courses and drama and journalism electives. In January, an elective in film studies would be added to the mix.

As the year advanced, students in Tutorial 2 drama, with teachers Dennis Bates and Jennifer Chen, began rehearsals for their December performance of "Never Mind the Ballyhoo—Here's the T2 Drama Show!" The two classes presented a variety of short scenes from the works of David Ives, Christopher Durang, Monty Python, and Arthur Kopit.

Teacher David Cisek directed the Tutorial 3 and 4 drama class in a production of *Antony and Cleopatra* in November, and in early 2011, his IB Theater students performed Commedia dell'arte lazzi for visiting students from Siberia. The ever-popular May Tutorial 2 English *Othello* festival remained, and a new June Tutorial 1 *Macbeth* "Macfest" was added.

Manhattan Middle 2s, assisted by teachers Gina Coggio, Faaïqa Hossein, Sheema Karp, Pooja Patel, and Geoffrey Van Kirk, gave oral presentations on a topic called "What makes me, me?" about their future legacies to the world, and across the river, Monica Robbins' Queens Middle 2s participated in a Broadway workshop with stage and film director, Julie Taymor. The Manhattan Middle 3s offered a second annual evening of storytelling from *One Thousand and One Arabian Nights*, with teachers Gina Coggio, Daniel Love, and Pooja Patel, while Queens Middle 3s, with Ms. Robbins, wrote and performed monologues after reading the novel, *Ask Me No Questions*.

All the Middle 4s on both campuses participated in the thirteenth annual haiku poetry contest, sponsored jointly by UNIS, the Permanent Mission of Japan to the United Nations, and the Northeast Council of Teachers of Japanese. As they have done year after year, UNIS Middle 4s earned some top honors in the middle school division, and Mr. Van Kirk, who also helped coordinate the event with UNIS teachers of Japanese, took both first and second place in the teachers' category.

English teacher, Don Gibson, with media teacher, David DiGregorio, sponsored a new UNIS film festival, which many of the students in their IB Film class contributed to, and the newspaper staff, with journalism teacher and advisor Kamran Bayegan, produced multiple issues of the school newspaper, UNISverse. The Tutorial House literary magazine staff, with advisor and teacher Caroline Kim, expanded their publicity for the magazine and held a first-ever lit. mag. contest, offering prizes for the best submissions in poetry, prose, and art or photography. In April, English teacher, Fadwa Abbas, took over the supervision of the magazine and Caroline Kim's classes when Ms. Kim began her maternity leave.

English department members attended various workshops and conferences in 2010-2011, and Mr. Cisek and Ms. Patricia Doyle Van Kirk led a three-day UNIS IB English teacher training workshop on the new IB English A Literature program in July, along with John Syvitski, IB senior examiner and teacher from Manitoba, Canada. Tutorial House teachers, Mr. Cisek, Ms. Kelly Henson, and Ms. Van Kirk also served as IB examiners in 2010-2011.

## **HUMANITIES**

As in previous years, 2010-2011 was an exciting and busy year for our students and for us. Most important is the day to day teaching and mentoring of students. The large number of former students who returned to UNIS to visit reminds us of the importance of this work; we took their feedback to heart and use it to help us focus our teaching to best meet the needs of our current students. Additionally, we made progress in curriculum mapping, developing assessment materials and mediating results. 2010-2011 saw the arrival of new faculty members, some exciting fieldtrips and special speakers, a wealth of professional development experiences and interesting possibilities in terms of the future inclusion of a new IB course.

### New Faculty

We were pleased to welcome the following teachers to the Humanities Department:

- **Abby MacPhail** taught T1 and T2 History, T2 Geography and T3 Theory of Knowledge. Ms. MacPhail has master's degrees in education and peace education and has taught in England, Kenya, Canada and France.
- **Emmanuel Boubacha** taught T1 and T2 History in French, as he replaced Alexandra Guedet. Unfortunately, due to changes in the program arrangement with the French government, Mr. Boubacha returned to France at the end of the school year.
- **Faiqa Hossain** taught M2 CORE and ESL. Ms. Hossain's master's degree is in conflict and development and she has extensive teaching experience in the UK.

## Highlights

The year was replete with engaging educational activities. We are fortunate to be able to draw on a wealth of resources from the UN, often through the parents of our students, our growing alumni community, and the New York metropolitan area in general. What follows is a list of some of the highlights of 2010-2011:

- **M1/M2** – fieldtrips to the Metropolitan Museum of Art for studies of Ancient Egypt and Greece, a Hindu Temple in Flushing, Queens for studies of Ancient India;
- **M3** – fieldtrips to the Islamic Center for studies of the Muslim Empire, and Ellis Island where they made an iMovie for studies on Immigration; in conjunction with the Modern Language Department, they hosted an assembly featuring Kora/Balaphone (West African musicians and dancers) for studies of the Empire of Mali; M3s ended the year with a fieldtrip to The Cloisters Museum for studies of Medieval Europe.
- **M4** – fieldtrip to the Metropolitan Museum of Art for studies of European Renaissance.
- **T1** – fieldtrips to Fort Montgomery State Historic Site for studies of the American Revolution; New York City Civil War Walking Tour; human rights attorney Toufiq Hossain addressed the grade about international law, and Robert Drysiesk of St. Dominic’s School in Long Island spoke on the US Civil War.
- **T2 Geography & History** – UNIS alumnus Kimani Calnek presented a lecture on the geopolitical history of soccer
- **T2 History** – speaker Mujahed Sarsur (founder of the Bard Palestinian Youth Initiative) addressed the Israeli-Palestinian conflict; the Malaysian Consul-General addressed students about Asia during the unit on European neo-imperialism;
- **T3/T4 IB History** – fieldtrip to The Morgan Library and Museum to see “Anne Morgan’s War: Rebuilding Devastated France, 1917-1924”; guest speakers, Egyptian Ambassador/Consul-General spoke on the Arab-Israeli Wars, UNIS alumnus and CNN reporter to the UN, Mick Brinkman-Krever discussed the role of the media in international affairs.
- **Department** – successful department application for participation in the pilot of the new IB course Global Politics.

## Professional Development

The Humanities department faculty continues to participate in a wide array of activities outside of the classroom. Peter Atkinson (T3/4 History and ToK teacher) summarized the sentiments of the faculty, “... [virtually] every book I read, every television program that I watch, every radio program that I listen to, every museum or gallery that I visit, every newspaper and magazine that I read... all feed into [my teaching].” While it is not

possible to enumerate such a list, the following is a summary of some of the year's more salient professional development activities:

- Eunan Meyler – completed course Middle Eastern History at Columbia University Teachers College; attended a UBD Conference, CTAUN Conference at UN HQ; and IT Conference at Heschel School.
- Hilary Ainger – attended workshop, developed rationale and action plan on curriculum mapping, Portland, OR; continued work as senior examiner in IB Social and Cultural Anthropology, oversaw introduction of IB e-marking; team member of UNIS Teaching and Learning Committee.
- Peter Atkinson – attended Guild of IB Schools of the Northeast Conference.
- Judith King-Calnek – invited by the Oberlin Heritage Center and John Mercer Langston Institute to present chapters “John Mercer Langston, Shaping African American Education in the 19<sup>th</sup> Century” and “The Langston-Quarles Family: An Untold American Story”; International Schools Services, Inc. invitational International Women’s Leadership Symposium in Princeton, NJ; attended National Endowment for the Humanities workshop “Crafting Freedom: Black Artisans and Abolitionists” in Raleigh/Durham, NC; became an examiner for IB Social and Cultural Anthropology.
- Abby Macphail – participated in two Facing History and Ourselves seminars (“Freedom Riders: Democracy in Action” and “Give Bigotry No Sanction: The George Washington Letter Project”).
- Tom Siefring – attended an assortment of conferences, workshops and courses: CTAUN Teaching about the UN; National Council for History Educators Conference in Charleston, SC about the Causes and Consequences of Civil Wars; Differentiation in Practice: Self Study Course; Gilder Lehrman Summer Institute at Gettysburg College; United States Institute of Peace in Washington, DC, on line courses “Conflict Analysis”, “Interfaith Conflict Resolution”, and “Negotiations and Conflict Management”; Independent Research Project on the Impact of US Army Forts of the West on Westward Expansion Settlements.
- Valerie Watt – while on leave taught Pre-Foundation History and Foundation Politics at an international school in Oxford, England; served as an Examiner for A-Level Edexcel and IB History internal assessments.
- Selamtaw Wolle – attended an IB workshop for the new Economics syllabus in New Orleans, LA.

### Looking Ahead

Next year (2011-12) we look forward to another busy year. Firstly, a team of teachers (Judith King-Calnek, Abby MacPhail, Tom Siefring and Valerie Watt) will begin planning our new IB Global Politics course which will be offered in 2012-13. As this is a new course and UNIS is one of the few schools selected to participate in the pilot, we are

both pleased and excited. Additionally, the department will begin research that will inform our curriculum review scheduled to begin late spring 2012.

Lastly, after 21 years of unwavering and dedicated service, **Hilary Ainger** announced that she was stepping down from her position as Head of Department in August 2011. We are extremely grateful to Dr. Ainger for her many years of hard work and guidance. While we are sad that she will no longer be our Head of Department, we are happy that she will still be our close colleague as she continues a teacher of IB Anthropology. *Well done, Hilary!*

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The inclusion of ICT and Integration in the Strategic Plan gave us the momentum and support to continue our planning for the full Integration of ICT. This year, our plan of full integration was put into place in the Middle School. However, as an interim measure, it was decided that Middle One and Middle Two grades would retain one class of computer studies per cycle to be used for the teaching of core skills necessary for integrated units.

Further, ICT teachers were assigned to subject areas to work with HODs and/or Subject Coordinators in preparing collaborative integrated modules of instructions. These assignments were as follows:

Patricia Smith: Humanities, English, French  
Donna Irwin: Math, Science, Spanish  
Sandra Lipkind: Third Language, Art, ESL, Library  
Dan Lauter: Music  
Kamran Bayegan: Health

We continued work on a database that was created the previous year to document all the ad-hoc Integration activities in the ICT Department and in other departments throughout the school. All teachers were encouraged to share their activities with us.

The use of interactive electronic white boards and Moodle increased greatly in all schools on both campuses, and the Department supported this increased use with training and advice on projects that integrate technology. Our Multimedia Lab equipped with Mac computers provided the faculty and students with the opportunity to become familiar with and use multimedia software.

In the Tutorial House, four elective courses were offered: Web Design, 3D Animation, Advanced Video Production and the New Multimedia Technologies class in which students become familiar with new, cutting edge technologies. This latter course is taught in the Media Lab. In addition, a programming elective entitled “Game Design in Java” was offered at the Tutorial Two level. This class functions as a prerequisite and preparatory course for the IB Computer Science program. Enrollment for this class was about double than the previous “Java Programming” class and almost all students in this class ended up taking the IB Computer Science courses.

ICT teachers attended many technology workshops and seminars inside and outside of school and numerous Webinar sessions were organized by the Department to provide training in the latest advancements and tools in technology.

## **MATHEMATICS**

There were both important curriculum developments and a significant increase in utilizing technology in the classroom during the 2010-2011 school year.

Teaching was enriched with several initiatives. The two pieces of software, “Autograph” and “GeoGebra” (Geometry & Algebra) became widely used in the Tutorial House Math classes. Richard Harness and Jim Rogers developed a big number of applications and demos for a variety of High School Math topics. A library of such segments was created on “Math on Maximus” of the school’s website.

In the Middle School of both Manhattan and Queens campuses, an online Math program called Mathletics was introduced; it is based on math program that Middle School teachers use to support their Math teaching. Students have their own log-ins and the program responds to students’ individual strengths and challenges. Teachers assign tasks to students that support topics covered in class. Students can also challenge themselves with Live Mathletics when they compete in timed mental math quizzes against other students who are logged in around the world. Such interaction gives students more confidence and increases knowledge of the school’s Math curriculum.

In M3 and M4, teachers have been working and introducing Challenge Based Projects while teaching Mathematics. Students used live binders to create their Digital Portfolios. Also a new flip-approach was introduced in M3 and M4 - occasionally learning is done at home, and home work is done in the classroom!

Math teachers always remember that professional development is one of the important factors in teachers’ growth. In the course of the year, many interesting workshops and conferences were attended. Math teachers Nini Selwanes , Helen Macey attended two workshops at Bank Street on “Differentiation in the Math Classroom” and “Mathematical thinking in the Class room”. Peter Karumba attended a Heidi Jacobs workshop sponsored by New York Public Libraries on “21<sup>st</sup> Century skills in the classroom”. Neda Esfan was involved in in-house Podcast workshop. Edward J. Monk from “Texas Instruments” provided in-house training to all Tutorial House Math teachers on the use of a new graphing calculator TI-Nspire; it is a new product from the series of TI electronics approved by IBO for the use in IB Math courses. Nini Selwanes attended “The use of technology in the Math Classroom” by the Sony Multi Media Center. Math teacher Steve Clarke published the first of a series of the text books that covers topics in IB Higher Math – “Vectors: IBH Topic 5”. It is now available at Amazon.com.

Math faculty themselves have also been busy well beyond the classroom and school day. Rema Geoge helped the students to successfully run the Math Club in the high school. Ten members of the club took part in AMC 10/12 Contest (American Mathematics Competition). Two of the participants obtained awards and were invited to take part in

American Invitational Math Examination (AIME). Kiju Kim, a T3 Math student, was awarded a bronze medal for his high achievement in it.

James Rogers of Math department have lectured over the web, “C Programming” and “Operating Systems”, in the Institute of Technology, Sligo, Ireland.

Queens Middle School students participated in the Annual Math/Science Fair. Also there, thanks to the parental support, a number of successful workshops led by parents on “The value and relevance of mathematics in the daily life careers”. Parents shared their expertise and planned activities for the kids.

The annual Math Weekend took place in April 2011; about one hundred Tutorial 4 students were involved. As usual, the gathering empowered students with useful insights before the final IB exams. Math teacher Vladimir Ledenev remains professionally involved with IBO as a senior IB examiner.

## **MODERN LANGUAGES**

### **Content and Language Integrated Learning (CLIL)**

During this school year, the work of the MLD teachers who piloted the CLIL project was brought to the curriculum review committee for inclusion into the revised curriculum.

This committee decided to share the projects with all the MLD teachers during the February Professional Development Day. Using Curriculum Mapping (Atlas Rubicon), the teachers explored all the topics from different subject areas which could be used as interdisciplinary units in the language curriculum. As a result of this collaborative work: CLIL interdisciplinary topics were designated by grade; all teachers would work on one CLIL unit per semester; Third Language teachers would be able to choose topics based on relevance to their individual languages; French and Spanish teachers will each choose topics based on relevance to their language for a particular grade; and all teachers will modify the interdisciplinary unit for the different language levels and for the Mother Tongue classes.

### **MLD Curriculum Review**

The Curriculum Review Committee continued its work on the MLD Curriculum. This year the Committee worked primarily on the Skills or Indicators of the new curriculum. The Committee adopted and adapted to the UNIS class levels, the European Framework Skills for all foreign language classes. While the adaptation was quite simple for French, German, Italian and Spanish, the Third Language section of the Committee, under the direction of Dagmar Kappel, needed to further adapt these skills for the Arabic, Chinese, and Japanese classes.

### **Textbook Revision**

The search for a new French textbook series in the Middle School and Tutorial House was concluded. The French teachers adopted the Series, *Adosphère* for the Middle School and *Alter ego* for the Tutorial House. These textbook series are from the Hachette French as a Foreign Language Publishers. Both series were chosen with the curriculum revision in mind, which adopts and adapts the European Framework skills to the Modern Language Curriculum. During the 2011-12 School Year, we will use *Adosphère 1* and 2



in Middle 1 and Middle 2 and the *Alter ego* from Middle 3 to Tutorial 4. When the *Adosphère 3 and 4* become available during the following school year, *Adosphère 1,2,3* and *4* will be used from J4 to M3. However, next year will be one of transition and the French teachers will work hard to assure the smoothest transition from the old textbook series to the new ones.

### ***MLD on the Move . . .***

The MLD newsletter, *MLD on the Move*, published from October to June, keeps the UNIS community informed of the on-going cultural and linguistic activities occurring in modern language classes in Manhattan (Junior School, Middle School, Tutorial House) and Queens.

The articles are brief and informative, while the accompanying photos show the many students involved in the cultural and linguistic enrichment activities. Many thanks, once again, to Mr. Rolando Villajos who created an outstanding newsletter! We look forward to many more colorful, informative, and technically expert issues.

### **Teacher Recognition**

As co-advisor to UNIS-UN, Mr. Bassène continues to devote his time and efforts to helping students learn about and become more involved in the United Nations, through the conference held in early March. This year, the theme was “The Web: Wiring Our World.” As the model-UN advisor, he took part in conferences in Mexico and at Johns Hopkins University. As advisor to the UNIS human rights student group, he helped organize the student conference held here in UNIS on “Discrimination and the Rights of The Child.” As the advisor to STEP, he collected books and school supplies for donation to a school in Africa. He helped organize a visit to the recycling center in Staten Island attended by STEP students, Tut House administrators, as well as Middle School teachers and students. With his Tutorial 1 students, Mr. Bassène, and other colleagues celebrated the annual International Day of Peace at the UN, an event presided over by the UN Secretary-General. In Mexico City, he was the keynote speaker for the Second Youth Conference of The Americas. Together with the leaders of six UNIS student committees, he helped organize the first United Nations Student Leadership Conference.

Mme. Kummer took on the responsibilities of the Head of the Francophone Section, as the French Government ended its government-sponsorship program. Mme. Kummer brings a new vision and a new energy to the Francophone Program. Her first order of business was to recreate the Francophone site on the portal which she updates every other month with upcoming activities, photographs and videos. In November, she invited Marie-Christine Barrault to read from Jean-Louis Barrault’s autobiography for the T2, T3 and T4 students. In February, Catherine Cusset, author of *Un brillant avenir*, came to speak to the T2, T3 and T4 students about her book which received the Prix Goncourt des Lycéens. Both presentations were followed by lively Q and A discussions from the Francophone students. In March, she collaborated with Mr. Baha, a Middle School colleague, on a project for the M3 students who study West Africa, as part of the celebration of the *Journée de la Francophonie*. In addition, Mme Kummer organized the UNIS participation in the French Theater Competition at The Lycée Français; the French Arts Festival and the writing workshop with Christian Ferrari in the Junior School.

Thanks to Mme Kummer, the Francophone Program will continue to flourish and enrich the entire UNIS Community.

Mrs. Sun and Mr. Hu worked very hard to organize and realize our first Spring China Trip. Ten students went to the Beijing Language and Cultural Center for Diplomatic Missions (LCC), where they attended classes in the morning and went out on cultural and sightseeing field trips in the afternoon. Mr. Xiaohan Mei, a former UNIS Chinese teacher, is the Director of the LCC and has devoted his time and efforts to offer our students an outstanding cultural and language learning experience. Many thanks to Mr. Mei, the teachers of the LCC, and our Chinese teachers, for making this trip possible! We look forward to our Spring China Trip 2012!

Many thanks to the Subject Coordinators who were selected to assist the Head of Department in assuring the highest quality of teaching and learning in the Modern Language Department: Laura Fente, Rosa Liu, Rolando Villajos, Cari Lora, Anne Lhuillier, Kimxuan Huynh-Brezinsky, and Dagmar Kappel! They were committed to and involved in each departmental and school-wide initiative: Curriculum Review, CLIL, Curriculum Mapping, and Tenured Teacher Self-Appraisal.

## **MUSIC**

The music department had another wonderfully busy year with exciting performances and educational initiatives.

Junior school activities included the JA Spring Sing, J1 Family Sing in which parents and children played and sang together on the steps of the newly built playground deck in the Manhattan campus. J2 families participated in a Barn Dance, led by Sharon Tan and accompanied by UNIS string faculty and accomplished Irish fiddler, Cady Finlayson. Other guest musical artists in Junior School were Kevin Locke, a Lakota Hoop dancer, and Linda Russell, balladeer and teacher who performed an interactive program on Colonial American Music. J3 Orff, J3 and J4 Chorus and J4 Orffestra continue to thrive and enrich the community with their music at assemblies and special events.

The highlight for 2011 for many middle and tutorial house musicians was our performance at Carnegie Hall as part of the Independent Schools Orchestra Festival in February. We had approximately 130 UNIS students ranging from M3 to Tut House conducted by Patricio Diaz and John Lambert. It was an extraordinary experience for all. The Tut House Wind Ensemble continued its “Adopt-A-Band” work with PS 204 in the Bronx and performed for and alongside the Bronx students in a concert, in addition to their excellent performances at UNIS and at the U.N. for graduation. Approximately 120 students participated in Associated Board of Royal Schools of Music (ABRSM) adjudications with many receiving merit and distinction marks. This program is now a benchmark activity for all instrumental students at the M2 and M4 level to help promote

achievement by integrating the goals and standards of UNIS music program with the internationally recognized standards of the ABRSM. New student activities include classes in African Drumming and the Middle School Honors Band, an auditioned group which spends the second semester learning and performing more advanced repertoire.

The IB Music Program is flourishing, and for the first time, we have two classes running simultaneously in Tut 3 and Tut 4. These students are an outstanding group of young musicians, and include competition winners in both performance and composition, and many more who expect to major in music at conservatories and universities around the world.

The UNIS Jazz Night brought together the Middle and High School Jazz Bands with invited guests led by Michael Fahie, trombonist and Tut House Jazz Director, and Randy Ingram, world-class jazz pianist, and a member of our adjunct faculty. The choirs of UNIS were busy as well, joining forces to present two Choral Festivals, highlighting groups from junior, middle, and high school. The UNIS Mothers' Choir performed at the Princeton Chapel under the direction of Thomas Simpson, performing movements from Gabriel Faure's *Messe Basse*.

UNIS hosted many guest performers, including *Ballet Hispanico*. John Doyle, folk and classical guitarist who dazzled the audience with his virtuosity and warmth. A trombone quartet from France, *Trombonissimo*, wowed middle and high school band students. The music department presented its first in a series of Faculty Chamber Concerts, which included music faculty from Manhattan and Queens. Funds raised will be going to private lesson scholarships.

As always, UNIS music teachers continue their education and outreach, participating in numerous national conventions including OAKE, (Kodaly), American Choral Directors Association, and Orff-Schulwerke. Sharon Tan and Truike Boekholdt-Daly completed their advanced certification in Orff-Schulwerke and Kodaly, respectively. On leave for 2010-2011, Joan Litman (Junior School, Mothers' Chorus) worked extensively with the Chorus of Joy in Damascus, Syria, and received a UNIS study grant to further her research and compilation of songs of the Middle East. She also led an international festival of choirs at the Sacred Heart International School in Tokyo and teaching residencies at the International School of Hong Kong. Patricio Diaz, led programs in chamber music and founded a new orchestral workshop in Benasque, Spain, "The Cooperative Musical Ensemble" for which he received a UNIS study grant and Spanish government grants. Our adjunct faculty released CD's this year, including Michael Fahie's "Anima", (jazz trombone,) Randy Ingram's "The Road Ahead" (jazz piano), and John Lambert, "Music for Trumpet and Organ."

## **PHYSICAL EDUCATION**

For the 2010-2011 school year, the focus of the work in the physical education department continued to curriculum development, to further promote both teaching and learning from Junior A to Tutorial 4.

### **Curriculum**

The focus for the UNIS PE curriculum has shifted this year with the emphasis being on Concept based Learning. Students from JA to Tut 2 take part in a program designed to utilize various skill sets and transfer those skill sets to different games. The health and physical education curriculum helps students develop an understanding of what they need in order to make a commitment to lifelong healthy, active living and develop the capacity to live satisfying, productive lives. Healthy, active living benefits both individuals and society in many ways – for example, by increasing productivity and readiness for learning, improving morale, decreasing absenteeism, reducing health-care costs, decreasing anti-social behavior such as bullying and violence, promoting safe and healthy relationships, and heightening personal satisfaction. Research has shown a connection between increased levels of physical activity and better academic achievement, better concentration, better classroom behavior, and more focused learning.

The Tutorial 2 students were again offered the option of enrolling in the American Red Cross junior lifeguarding course which has now grown to thirty students. The lifeguarding training course teaches lifeguards the skills and knowledge needed to prevent and respond to aquatic emergencies. The course content and activities prepare lifeguard candidates to recognize emergencies, respond quickly and effectively to emergencies, and prevent drowning and other incidents.

### **Accreditation – Council of International Schools**

Since the 2005 report the department has actively worked on all areas to show further development and improvement in areas that were of a concern during the previous visit. The department was seen to successfully meet all the Council of International Schools requirements.

### **Assessment**

This past year we began to try to align our assessment together and to ensure that all teachers began to use similar assessment techniques. We as a department will continue the process of trying to align our assessment and begin trying examine the what, why, and how of our assessment, keeping in mind that we need to meet the demands of the twenty-first century learner.

### **Sports Day**

The department successfully organized a sports day for the Middle and Junior Schools. With funding and help from the United Nations Athletic Association, we were able to run a day of cooperative and competitive activities for over 430 students.

## **Fitness**

Currently we are examining different fitness programs with the hopes of introducing a web-based fitness program beginning in September of 2012.

## **Technology Based Learning**

Currently we are encouraging the teachers to utilize technology such as iPads which have some great applications for students as well as providing instant visual feedback. I am hoping that we will be able to get iPads for our department to use for the 2012-2013 academic year.

## **SCIENCE**

2010-11 was an exciting year for the Science Department, as all the initiatives planned the previous year started to unfold. We began the five-yearly Science Curriculum Review. The newly appointed Middle School Science coordinator – itself a new position – was very effective in gaining consensus over proposed changes to the Middle curriculum for the Science Curriculum Review, both in terms of defining required skills and identifying core content. The Science Learning Project took off, with the purchase of tablet computers as a replacement for handwritten school notebooks for one IB class. This will provide important information on the use of tablets in the classroom, which will be invaluable in reaching a decision on the wider deployment of tablets in the school. Much work was done to create an online version of the complete IB curriculum as taught at UNIS; teachers made short videos tied to individual IB Assessment Statements. Major time was invested in writing software so that students could navigate to these videos on their iPods/iPhones. The success of this endeavour can be judged by the number of ‘hits’ from all over the world; these numbered in the tens of thousands, especially just before the IB examinations in May and November. Decisions were reached regarding the introduction of iPods as devices for Middle School students, which will focus on lessons, not content, to be implemented in 2011-12. The Science Learning Project (SciLproJ) was presented at several forums, including the iMediaSource Media and Technology Showcase held at Grace Church School NY, the Guild of IB Schools Science Workshop held at UNIS, and the Sharing Our Success; Urban Science and Math Teaching Conference, held at New York University. In addition, Dr. Catherine Milne of the Center for Research and Evaluation of Advanced Technologies in Education, The Steinhardt School of Education at NYU, has looked at the material we have been producing and has provided valuable feedback.

Science faculty members have attended other conference and workshops, as either presenters or participants. Andrea Kmiotek attended the National Science Teachers’ Association Conference in San Francisco. Elke Bergholz attended the International Polar Year Conference in Oslo, where she presented a poster at the Oslo Science Workshop. Leslie Gross attended the IB Americas Regional Conference in Miami. Brian Kahn attended the Recent Advances in Science series of lectures at NYU, and presented at the NYU Sharing Our Success Conference. Jeannie Tseng attended the American Psychological Association Conference in Washington. Vanessa Go attended the IKSME

Professional Development Academy: Teachers as Makers – New York Hall of Science, and Water Fight! Fracking, Food, Art and Economy – New School Tishman Auditorium.

Dan Menelly received a National Science Foundation Einstein Distinguished Educator Fellowship for 2010-11, and was therefore on leave of absence for the year.

## **STUDENT SUPPORT SERVICES**

### **UNIS Student Services Overview**

The role of student services at UNIS is to assist every student to attain maximum educational, vocational, and personal-social growth. The student support services staff offers a wide variety of services, both direct and indirect, designed to meet the developmental needs of students. The student support services staff works with students individually and in groups, with parents, with teachers, and with administrators. The student support services staff serves as a liaison between UNIS and institutions of higher education, health and psychological agencies, educational specialists, summer programs, and other schools.

### **Additional Classroom Support**

In the Junior School, Middle School, and Tutorial House, learning specialists work with teachers to develop individualized instructional programs designed to meet the specific academic needs of students with learning differences. Individual or group instruction is given to students who are experiencing learning difficulties severe enough to threaten successful completion of their grade requirements. Learning specialists work with the students to help them build and strengthen skills that enable them to succeed in the regular program. Consideration for this service is initiated by a formal referral from a teacher, parent, administrator, or guidance counselor.

Assessment is an important aid to understanding the progress of a child. Student Support Services uses a wide variety of instruments for diagnostic, aptitude, and achievement assessment.

### **Guidance and Counseling**

In the Junior Schools, counselors work with teachers and parents to create an environment in which each child can best function. A school-wide counseling curriculum is implemented at each grade level. As well, Junior School students receive individual and small-group counseling as needed.

In the Middle Schools, students are provided with individual and group counseling in the areas of self-awareness, interpersonal relationships, decision-making, and approaches to learning. A school-wide counseling curriculum ensures that all students are taught important life skills.

In the Tutorial House, students are provided with individual and group counseling in personal, social, and academic areas and approaches to learning and career exploration.

They are also assisted in the selection of academic courses. The student's counselor is consulted whenever a student wishes to change courses or withdraw from a course.

In all schools, students may be seen individually as a result of a recommendation from the referral team (see below), a self-referral, a peer referral, or a referral by a teacher, parent, or administrator. Individual counseling may vary from one session to regular weekly appointments depending on the needs of the student.

During the 2011-2012 school year, school counselors and learning specialists met regularly as a department to coordinate programs, review services offered, and discuss current School issues:

- **Drug and Alcohol Prevention.** Under Title IV, various organizations (Freedom Institute and Phoenix House) have historically received generous funding from the state and federal government to support drug and alcohol prevention education in public and private schools. In September 2010, we received notification that state and federal funding would no longer be available to private schools. A comprehensive proposal for prevention efforts was submitted to the Board in September and eventually approved in January 2011.

The proposal writing process to the Board was used to evaluate and review our current program. In previous years we have contracted with two New York-based providers (Freedom Institute and Phoenix House) for student workshops, parent presentations and faculty/advisor workshops. Satisfaction with these two providers has been mixed. As a result of our review, we decided to pilot a program in the middle school using FCD Educational Services. FCD is the leading international nonprofit provider of K-12 onsite drug education and substance abuse prevention services for schools across the United States and around the world. Since its founding in 1976, FCD health educators and prevention specialists have worked in hundreds of schools in over 35 states and 27 countries. FCD's international focus, comprehensive offering of services, and excellent reputation justified an initial pilot.

Future directions and considerations related to this area include the extension of the middle school pilot up into the high school program and the use of FCD's Student Attitudes and Behavior Survey. The Survey, developed in conjunction with one of the pioneering researchers in social norms theory, is a 50-question instrument designed to measure students' actual attitudes and behavior with regard to alcohol and other drugs, as well as their perceptions of the behavior and attitudes of their schoolmates.

- **Accommodation on school-based tests.** In 2010-2011 the school revised the policy for accommodation on school-based tests. We returned to this topic to review progress and affirm the revisions. We also modified internal procedures to ensure that faculty and parents are fully informed of accommodations granted following assessment.

- **K-12 mentoring.** A cross-divisional team was formed September 2010 to engaged experts/researchers in the areas of non-cognitive skill development, positive psychology, and character education and define the mission, design, and implementation strategy for a revised mentoring program. An initial faculty professional development day was delivered in October 2011 with mixed results. The ideas and program presented were generally well received by the JS faculty and met with resistance by the TH faculty, with the MS faculty falling somewhere in between. As a result of the debate generated by the professional development day, it was decided by the administrative team that work on this area should continue by division.

Future priorities include (1) further training and professional development for teachers, (2) further the alignment of our approach to student discipline and mentoring, (3) ongoing program re-design in conjunction with program feedback and review of the school's daily schedule, (4) ensuring alignment between the mentoring, counseling, and health curriculum, and (5) inclusion (even emphasis) of the mentoring role in faculty recruitment, hiring, and orientation/induction processes.

### **Descriptions of Other Student Support Services Offered:**

#### **Admissions**

Counselors participate in the placement of new students in a grade and in an appropriate program of study.

#### **College Counseling**

Through personalized and comprehensive guidance, the UNIS college office helps students and parents make informed college decisions. The college office works closely with the administration, counselors, and parents to assist students with course selection, summer program recommendations, and other opportunities to ensure the students' preparation for college.

#### **Health Office**

The School nurse offers a variety of health-related services for students, parents, and faculty. The health office is open daily to minister to the health needs of students, to counsel students with health-related issues, and to refer students/parents to appropriate health institutions.

In 2011-2012, the health office continued to assess and improve services. The School nurse worked closely with the administration in helping to educate faculty, staff, and community on major health issues such as the flu and allergies. The tracking of yearly student physicals was streamlined as improved systems were put into place. The health office led the way in arranging first aid and CPR training for a majority of support staff and playground assistants, with systematic planning for recertification for the upcoming year.



### **Opportunities for Students with Exceptional Abilities**

Students with exceptional abilities have access to specific programs designed to meet their learning needs. From differentiated instruction in the classroom to higher level IB courses, to advanced art and music programs, to athletic teams, to referrals to specialized summer programs, the opportunities for high-achieving students are numerous at UNIS.

### **Orientation of New Students**

Counselors provide an orientation program for all students new to UNIS. This includes sessions prior to the beginning of the school year, as well as others held soon after the school year has begun. When appropriate, an orientation to New York City is included. Students who enroll during the school year are also provided with an orientation program.

### **Outside Referral Services**

Student Support Services maintains up-to-date information on outside agencies, specialists, and tutors. The staff makes referrals to outside specialists and acts as a liaison among agencies, specialists, and appropriate School personnel. The staff provides information about summer programs. Guidance counselors write letters of recommendation and supervise the preparation of transcripts and other necessary documents.

### **Referrals**

The referral team in each school consists of permanent members (principal, counselor(s), and learning specialists) and ad hoc members (nurse, teachers/mentors, college counselor, etc.). The team receives and reviews referrals and determines action to be taken.

## **ENGLISH LANGUAGE LEARNING**

English Language Learning teachers work with students to help them build and strengthen their academic English skills so that they will be able to succeed in the mainstream program at the appropriate grade level. The ELL teachers at UNIS also work with the students to develop their social English, to make them equally successful at school and in the greater community. ELL specialists consult with the classroom teachers and assist in the development of individualized instructional programs designed to meet the specific academic needs of students whose first language is not English. Consideration for ELL service is initiated at the time of admission or by a formal referral from a teacher, parent, administrator, or guidance counselor.

During the 2010/2011 academic year, the ELL Department continued to participate in professional development activities. The Junior School teachers attended conferences and workshops on teaching phonics (Jolly Phonics), dyslexia and technology in the classroom. The Middle School ELL specialists attended the TESOL Conference in New Orleans and ECIS-ESL Mother tongue Conference in Dusseldorf, both in the month of March. Technology was also an important topic for MS conference goers. Two professional development sessions that stood out were 1) the School at Columbia

Technology Workshop in June on social media and the use of Edmodo in teaching pedagogy, and 2) a UNIS in-service workshop about iPad and iPad applications in the classroom. One member of our MS ELL team presented a workshop based on her collaborative research project called “Reading and Technology” at the NYSAIS Tech Conference in April. Afterwards, she created a website to showcase her research on reading. In the Tutorial House, one faculty member attended the IBAEM-DP Subject Specific Seminar, Group II, Category 3 Workshop in Belgium from February 18<sup>th</sup> through the 20<sup>th</sup>. She brought back useful information about the new requirements for Language B classes. The Tut House teachers also participated in a NYC Vendors’ Workshop, which focused on ELL school materials. All the UNIS ELL teachers attended in-house professional development sessions on curriculum mapping and pastoral care.

Throughout the school year, the ELL faculty continued to learn about and review new technology applications, such as MacOS, Prezi, IMovie, Garage Band and Gold Wave. The whole ELL team came together to revise our curriculum mapping entries on Atlas Rubicon, still a work in progress. All of the ELL specialists spend a considerable amount of time developing strategies for collaborating with mainstream teachers. We were very successful in creating an electronic reporting system, which keeps track of the progress of all of the ELL students in our program. 2010/2011 was a very productive year for the UNIS ELL Department.

On a final note, Fran Yoshida began her term as HoD of the ELL Department. She will continue to support an outstanding team of ELL professionals, serving the needs of international students who require additional instruction in English.

## **ADMISSIONS**

### **STUDENT RECRUITMENT**

UN enrollment has been increasing gradually from a low of 38% (in 1998, 1999 & 2000), to 47% in 2006 and to 57% in 2010 (Junior School Manhattan 67%, Middle School and Tutorial House 57% and Queens 28%).

The UN holds approximately eight orientation programs each year for new staff members and UNIS is represented. At these orientation sessions an Admissions representative answers questions about the school and its program of studies, and distributes the brochure. To ensure that all UN staff members are aware of UNIS, web links to the school are listed on the United Nations iSeek (Intranet). New delegates at the Missions to the United Nations and new high-level UN staff receive a personalized letter from the Assistant Secretary-General/Special Representative of the Secretary General for UNIS informing them about the school and inviting them to call or stop by her office for further details. Information is provided to UN and Mission staff as well as to the general public who frequently contact the Office of the Assistant Secretary-General/Special Representative of the Secretary General for UNIS.

UNIS is one of the member schools of ISAAGNY (Independent School Admission Association of Greater New York) and the Admissions department participates in ISAAGNY meetings on a regular basis with a view to discussing and sharing admissions practices with other independent schools in the New York City area. In addition, Admissions staff participates to the Admissions Directors Annual Conference organized by N.Y.S.A.I.S. (New York State Association of Independent Schools).

Enrollment into private schools continues to be very competitive. While some parents are very knowledgeable with respect to the educational choices available, other families are daunted by the wealth of school options available to them. The challenge that all parents face is to find the right school, “the best fit”, for their children. Preschools and other sending schools are an important source of information for prospective parents. The heads and teachers at these schools recommend ongoing schools based on their knowledge of their own students, the ongoing school’s academic program, and the ongoing school’s general reputation. UNIS maintains close ties with these schools by visiting them or having them visit UNIS on a regular basis, ensuring that the sending schools have up-to-date information about our program, admission procedures, and the kind of students who are successful and happy at UNIS. Word of mouth plays a vital role in spreading information about our school. UNIS Admissions Officers attend several school fairs every year to represent UNIS. They speak with families who are living in the New York area and answer their questions about our program. We also send a parent representative to the Parents League of New York for periodic meetings.

Tours of the school are given throughout the school year. Given the large number of visitors to the school, our parent volunteer tour guides are invaluable. During 2010/2011

1,000 prospective parents came for tours of the Junior School, Middle School and Tutorial House. We had 115 formal group tours which were led by our parent volunteer guides who shared their knowledge of the school's history, curriculum, and programs. An additional 76 tours were given by the Admissions Office. These tours provide prospective parents and students with an opportunity to view classes and meet our principals, teachers, and students. Other parent volunteers welcome and guide the Junior School applicants and their parents when they come for interviews each week from early October through late January. Middle School and Tutorial House student volunteers serve as "buddies" to prospective students spending a day in classes.

The Admissions Office also coordinates orientations for new students (1<sup>st</sup> grade through 12<sup>th</sup>) at the end of August. The purpose of these orientations is to help the new students and their families get acclimated before school starts. The Middle School and the Tutorial House students are welcomed by a Student Welcoming Committee comprised of UNIS Tutorial House student volunteers who share their firsthand experience of the school. Parent volunteers also play an important role in welcoming these new families.

The Admissions Office works together with the "new2unis" group (website address, <http://new2unis.com/>). The aim of "new2unis" is to welcome all new families that join our school each year. "new2unis" meets on a weekly basis and explores all that New York has to offer.

During 2010/2011, the Tutorial House held an Information Evening in the Fall for M4 parents and in the Spring for M3 parents and students. The purpose of this evening is to introduce these families to the unique curriculum of the High School. In addition to this, morning tours of the Tutorial House were also offered to current UNIS M4 students and their parents; these were led by a parent volunteer and a few Tutorial House students. As part of the tour, parents and students also had the opportunity to meet with the High School Principal, the Guidance Counselors, the College Counseling Director and the IB Coordinators.

## **RESULTS: STUDENT ENROLLMENT 2010/2011**

Student enrollment as of October 2010 was 1,550 students;

School wide, the students represented 123 countries and spoke 96 different mother tongues. With respect to parental affiliation, 57% of all students had parents affiliated with the UN (vs. 55% 2009), 31% with the international community, and 12 % with the host country community. This year 49% of the students were boys and 51% were girls. Twenty seven of our students were the children of UN Ambassadors and Consuls General.

There were 283 new students (vs. 254 in 2009), representing 18% of the total student body. Of all admissions offers made, 76% were accepted. Nineteen percent of new students had siblings enrolled at UNIS or siblings who had graduated from UNIS. This year the waitlist included 57 children (vs. 40 in 2009) whom UNIS could not

accommodate. The re-registration rate was 88.5%, which is in line with last year (88.6% in October 2009).

The UNIS attrition rate in 2010/2011 was 11.5%. (vs. 11.4% in 2009). Each year, some students who are accepted to the city's specialized public high schools, such as Stuyvesant High School and the Bronx School of Science, decide to leave. While this is not desirable for UNIS, it demonstrates how well the School prepares its students academically.

## COUNTRIES REPRESENTED BY UNIS STUDENTS 2010-2011

Albania	3	Greece	1	Norway	12
Algeria	3	Guatemala	2	Oman	2
Argentina	5	Guyana	1	Pakistan	12
Armenia	7	Haiti	4	Palestine	2
Australia	20	Honduras	2	Panama	2
Austria	13	Hungary	6	Paraguay	3
Azerbaijan	2	Iceland	4	Peru	2
Bahamas	4	India	23	Philippines	3
Bangladesh	2	Indonesia	3	Poland	7
Belgium	14	Iran	2	Portugal	4
Benin	2	Ireland	8	Qatar	3
Bhutan	1	Israel	7	Romania	6
Bolivia	2	Italy	41	Russian Federation	14
Bosnia & Herzegovina	2	Japan	54	Rwanda	2
Botswana	2	Jordan	4	Samoa	4
Brazil	18	Kazakhstan	1	Senegal	5
Brunei Darussalam	4	Kenya	8	Serbia	4
Bulgaria	2	Korea, Republic of	12	Singapore	3
Burkina Faso	2	Korea, DPR of	1	Slovakia	2
Cameroon	2	Kuwait	6	Slovenia, Republic of	2
Canada	30	Kyrgyzstan	3	South Africa	20
Cape Verde	2	Latvia	1	Spain	25
China	16	Lesotho	5	Sri Lanka	3
Colombia	5	Lithuania	2	St. Kitts and Nevis	1
Costa Rica	1	Luxembourg	2	Sweden	16
Croatia	1	Madagascar	1	Switzerland	14
Cuba	1	Malaysia	9	Taiwan	1
Czech Republic	10	Mali	2	Tanzania	1
Denmark	27	Mauritania	4	Thailand	3
Dominican Republic	2	Mexico	13	Trinidad & Tobago	3
Ecuador	1	Monaco	2	Tunisia	2
Egypt	6	Mongolia	2	Turkey	8
Eritrea	4	Montenegro	1	Turkmenistan	4
Estonia	2	Morocco	9	Uganda	3
Finland	10	Mozambique	1	Ukraine	2
France	58	Namibia	1	United Kingdom	55
Gabon	1	Nepal	9	United States	639
Georgia	4	Netherlands	26	Uruguay	2
Germany	42	New Zealand	8	Uzbekistan	4
Ghana	4	Nicaragua	1	Venezuela	6
		Nigeria	6	Zambia	1
		Total Countries*	123		
		Total Students	1550		

\* This representation does not demonstrate the complexity of multiple citizenship of some UNIS students. In such cases, the country least frequently represented in the count is shown—October 1, 2010.

## MOTHER TONGUES SPOKEN BY UNIS STUDENTS 2010-2011

Afrikaans	Finnish	Malay	Setswana
Albanian	Fon	Malayalam	Shona
Amharic	French	Mandarin	Sinhala
Arabic	Gaelic	Marathi	Slovak
Armenian	Georgian	Mongolian	Slovenian
Azerbaijani	German	Montenegrin	Sourashtra
Bahasa Indonesia	Greek	Myanmar	Spanish
Bengali	Gujarati	Nepali	Swahili
Berber	Hebrew	Northern Sotho	Swedish
Bosnian	Hindi	Norwegian	Tagalog
Bulgarian	Hungarian	Oromo	Tamil
Cantonese	Icelandic	Oshiwambo	Telugu
Catalan	Italian	Polish	Thai
Cebuano	Japanese	Portuguese	Tigrinia
Creole	Kannada	Pulaar	Turkish
Croatian	Kazakh	Punjabi	Turkmen
Czech	Kikuyo	Pushto	Ukrainian
Danish	Kinyarwanda	Putonghua	Urdu
Dutch	Korean	Romanian	Uzbek
Dzongkha	Kyrgyz	Russian	Vietnamese
English	Latvian	Samoan	Wolof
Estonian	Lithuanian	Sanskrit	Xhosa
Farsi/Persian	Lusoga	Serbian	Yoruba
Filipino	Malagasy	Sesotho	Zulu

<b>Total Mother Tongues</b>	96
<b>Total Students</b>	1,550

## **OFFICE OF SPECIAL PROGRAMS**

The office of special programs organizes, implements, and administers an exciting variety of programs for the Junior School, Middle School and Tutorial House. Programs include: the after school and the care Program, the spring camp, the summer Camp, and the IB conference. In addition, the office of special programs arranges official visits and conferences at UNIS. The annual IBO- approved UNIS International Baccalaureate Conference plays a major role in attracting over 200 teachers and administrators from countries across all three regions of the IB. Chief examiners and deputy chief examiners, members of subject committees, authors of curriculum development manuals, and experienced workshop leaders are invited to conduct a four-day, ten-session subject workshop training.

### **After School Program**

The after school program includes some seventy activities each week. Some of the many activities we offer include film making, mini-musical, scratch animation video game design, robotics, music technology, photography, Greek mythology, ceramics, ballet and jazz dance, chess club, yoga, sewing, and Latin. We also offer an array of sports activities such as tennis, basketball, volleyball, soccer, and badminton. Over the years, the after school sports program has played an important role in the development and realization of the athletic teams. Starting in Junior School and continuing into Middle School, the after school sports program prepares the students to participate in team sports and to play competitively against other schools.

During the 2010/2011 academic year, we continued with the sailing training with Hudson River Community Sailing. The students gained a better understanding of the basic mathematical and scientific principles behind sailing as well as the environment in which they sailed. Students were challenged to excel in important life skills such as leadership, teamwork, and communication.

In our efforts to expand the after school program for the JA students; a successful “Book Club” was initiated to complement the Chess, Arts & Crafts, dance and the Lego robotics classes. The digital photography and film making classes continued with great success. Two exhibits of amazing Junior School students’ photographs were displayed in the lobby. Among the series of activities, animation and video game design was offered to the J3-and-up activities.

The chess club was successful in attracting an increased number of students. Throughout the world, chess has been recognized as a builder of strong intellects. It develops the ability to improve rational thinking and reasoning. It encourages logical thinking and inspires a sense of self-confidence. Chess is an exciting and fun game of strategy and tactics, which most children, even beginners, enjoy learning and playing.



The driver education class is one of the most popular after school programs with high school students. The driver education program at UNIS is in compliance with the New York State regulations. It includes classroom as well as behind-the-wheel instruction. The Automobile Club of New York instituted a driver education award in 1936, which is still given to students today. This award is based on demonstrated driving skills, knowledge of the rules of the road, and a mature attitude that makes a safe driver. The winner of the award was Ian Morgan (Tutorial 4). Ian was presented with a personalized plaque at the award ceremony at the end of the academic year.

The after school program also benefits from the participation of Tutorial House students who work as assistant coaches. Many students received community service credit and/or course credits for their participation.

### **Mother Tongue Program**

Beginning in Junior 1, the mother tongue program provides instruction for students who already possess good oral and comprehension skills in the language and need to work on their reading and writing skills. It provides support to the UNIS modern language department. All teachers are native speakers, trained and experienced in language instruction. The following languages are offered: Arabic, Chinese, Dutch, French, German, Italian, Japanese, Portuguese, Russian, Spanish, and Swedish. Governments, institutions, and parents supported the mother tongue program. We are most grateful for the generosity and commitment of the German Consulate, the Portuguese Consulate and the Swedish Consulate for sponsoring classes. In these language classes, all aspects of language learning are taught within the context of the social and cultural studies of the countries. During the 2010/2011 academic year, in addition to our mother tongue classes, we initiated a series of in-action Chinese, French, Italian, and Spanish language classes for beginners.

### **Care Program**

The care program provides a daily after-school program for Junior School and Middle School students from 3:00 to 6:00 p.m. daily. A talented team of dedicated instructors monitor the classes. As a result, the care program continues to attract an increasing number of students. Throughout the year we organize a number of special events for the care program. Parents play an important role in the development of these events. They donate their time to bring a wealth of information through international storytelling and arts and crafts activities.

Every year, UNIS high school students do an excellent job in tutoring mathematics and English. Their services are recognized as part of the community service requirements. The Care program benefited greatly from their participation, and our youngsters enjoyed the fun and caring atmosphere that was created. On the community service form, students were asked what they learned from this service. The following are some of the comments written by the high school students: "I learned that children in the Junior School are not babies. It is easy for them to understand me and they also make sense and have good points. They are more like me than I thought"! Another high school student

wrote: “It was difficult to be patient but I talked the kids through my tough times and I learned to become more patient with kids”.

### **Spring Break Camp**

During the spring break, we offered the Junior and Middle School students two weeks of full-day activities, workshops, and field trips as well as soccer and basketball clinics with faculty members of the physical education department (8:30 a.m. to 5:30 p.m.). The basketball and soccer clinics involved an intensive workout with emphasis placed on the individual camper’s technical development and progress. The students in the spring camp enjoyed a variety of activities such as arts and crafts, outdoor play, bowling, swimming, and sports activities at the Hunter College and the Randall Island sports facilities and the Central Park, and educational trips to the Bronx Zoo, the New York Aquarium, the Museum of Natural History, and the IMAX.

We also had a great workshop with Mrs. Stephanie Hunt on “How to stop the Bully”. All the students participated in role playing games. The children learned different techniques and gained confidence in protecting and defending themselves.

### **Summer Program**

The UNIS summer program provides a comprehensive program for students. Sports, languages, the arts, and an array of recreational activities, along with an academic program of enrichment and remedial English and mathematics for elementary through high school students, are included in the daily program. Every year a number of high school students are hired as counselors to assist the teachers. Once again, these high school students surpassed all expectations with the superb job they did. One of the parents wrote the following comments: “We spoke with many of the UNIS’ counselors and we could not help but notice what kind, intelligent, responsible individuals they were. It spoke volumes about the values that are reinforced at UNIS and the community that they have been a part of.”

The Summer Program offers an array of activities for the children: from a variety of sports (Swimming, Tennis, Basketball, Soccer, Badminton, Softball ) and art activities to cooking classes, digital photography, mini musical workshops, science of training dolphins and origami. In addition, we continued to offer a series of workshops on Lego robotics and animation and video design. The students learned to create their own video games, animated characters, and dynamic illustrations using Scratch computer programming language. The program fostered the development of logic, creativity, problem-solving strategies, and critical thinking skills. The students interested in Lego robotics experienced the magic of LEGO® bricks. With the merging of art and science, they built and constructed RoboFun and programmed their own creative, interactive, autonomous robots! They were introduced to concepts in sturdy building, design and engineering, and computer programming. The students also enjoyed participating in drumming classes with Charlie Schmid, member of UNIS music department.

The summer program was also successful in providing English as a Second Language classes (ESL) for the students coming from abroad. The Middle School and Tutorial

House students had the opportunity to join the cultural enrichment teen program.” They visited the great cultural institutions, museums, and recreational places in New York City.

The summer program welcomed international students from the following countries:

Canada	Italy	Spain
China	Japan	Sweden
Colombia	Netherlands	Switzerland
Denmark	New Zealand	Turkey
France	Norway	UK
Germany	Serbia	USA
Haiti	South Africa	
Iran	South Korea	

### **International Baccalaureate Conference**

The 2011 UNIS International Baccalaureate teacher training conference, held annually in July, was successful in promoting UNIS among international schools and schools within the United States. Over 200 teachers and administrators from 138 schools in 23 countries and 27 US states attended the training.

Mr. Andrew Hand, UNIS High School Principal welcomed the participants. He spoke about the strength and the values of the IB program. He highlighted the importance of the three areas that form the heart of the IB: Theory of Knowledge – the Extended Essay & the CAS (Creativity/Action/Service). Mr. Hand also encouraged the fellow teachers to follow the IB Learner Profile: be a “risk-taker” and to make a conscious effort in getting to know other teachers from other school systems in other countries and who teach other subjects.

Mrs. Leslie Gross, UNIS faculty member of the science department and IB coordinator made a presentation on the IB learner profile. She described the program and its goals as “to provide students with the values and opportunities that will enable them to develop sound judgment, make wise choices, and respect others in the global community.” She also described the assessment methods across the disciplines.

The workshops offered at the 2011 International Baccalaureate teacher training were: English, History, French B, IB Coordination, Japanese B, Music and Theory of Knowledge.

Chief examiners and deputy chief examiners, members of subject committees, authors of curriculum development manuals, and experienced workshop leaders were invited to conduct the three-day subject training. Topics included the use of new and traditional materials and methods, international curriculum, independent projects, labs, guided course work, extended essays, and integration of skills and content. The English workshop was led by Mrs. Patricia Doyle van Kirk, UNIS faculty, IB examiner, and head of the English department; Mr. David Cisek, UNIS faculty and IB examiner and Mr. John Syvitski, senior IB examiner from Miles Macdonell Collegiate in Manitoba, Canada. The French B

workshop was led by Dr. Elaine Chambart, IB examiner and Dean of Languages & Special Studies at the Dwight School in New York. Dr. Yvonne Berliner, senior IB examiner and former deputy chief examiner from the International School Nido de Aguilas in Santiago, Chili, and Mr. Mark Rogers, IB examiner from JEB Stuart High School in Fall Church, Virginia led the history workshop. Mr. Anthony Foster, assistant head and IB coordinator from the Dwight School in New York led the IB coordination workshop. Mr. Kazuo Tsuda, IB examiner and UNIS faculty member of the modern language department, led the Japanese B workshop. Mr. Ronald Frezzo, IB examiner, from Richard Montgomery High School in Rockville, Maryland, and Dr. Sergio Espinosa, IB Chief Examiner, Director of the UTA Symphony Orchestra and Head of the String Division at the University of Texas. Ms. Sue Bastian, senior IB examiner and former UNIS faculty, led the theory of knowledge workshop.

Participants represented a record high 138 school, from the following 23 countries:

Argentina	Ecuador	South Korea
Australia	India	Sultanate of Oman
Bahamas	Israel	Turkey
Brazil	Kuwait	Uganda
Bulgaria	Panama	United Arab Emirates
Canada	Philippines	United States
China	Romania	
Dubai	Saudi Arabia	

We have also welcomed a number of American schools joining the International Baccalaureate program. We had teachers representing schools from the following 27 states:

Arizona	Kansas	Oregon
Arkansas	Maryland	Pennsylvania
California	Massachusetts	Tennessee
Colorado	Michigan	Texas
Connecticut	Minnesota	Utah
Delaware	Missouri	Virginia
Florida	Nebraska	Washington
Georgia	New Jersey	Wisconsin
Hawaii	New York	
Indiana	Ohio	

# **CURRICULUM**

## **Curriculum Review Cycle**

The curriculum review and revision cycle continued at UNIS during the 2010-2011 school year. The review of the K-12 science, health, world languages and music programs began in 2010-2011 and will continue throughout 2011-2012. The process of curriculum renewal is an ongoing process that refines goals and objectives, defines standards and expectations for success in each area, and offers strategies for implementation so that successful student achievement is attained. The process involves committees of UNIS teachers who work with the curriculum director and respective head of department, over a two year period. The committee reviews latest research and pedagogy; national and international standards, and curricular from other international schools.

In 2010-2011 the curriculum director continued to work closely with heads of department regarding all curriculum matters. As of 2010-2011, the curriculum director is responsible for the supervision and evaluation of heads of department. Regular informational, group and individual, goal setting and self-reflection meetings are held as part of this process.

Additional projects which continued to be implemented in 2010 – 2011 were:

- Rubicon Atlas - an online curriculum mapping program for teachers
- Common Assessments - whole-school commitment to implementing a common assessment program across all grades and subject areas
- Curriculum portal - review of how curriculum is presented as part of the UNIS Portal.

## **Rubicon Atlas**

The development of the curriculum mapping program (Atlas) continued to flourish. The program will enable teachers to access the UNIS curriculum online, develop units, share teaching plans, and plan for more interdisciplinary curriculum work online. The program will allow close examination of UNIS' approach to incorporating technology integration and strengthening authentic assessment practices, whilst meeting the vast range of student needs through differentiated instruction and transparent horizontal and vertical collaborative planning and implementation.

Constructive dialog will continue with Atlas as the curriculum office, administration, and teachers further develop, implement, and review the program.

## **Curriculum Portal**

The curriculum website is informative and easily accessible. Working with principals and heads of departments, the curriculum office is responsible for reviewing curriculum related materials, with information being reviewed and up-dated throughout the year. 2011-2012 will see a major review of how curriculum information is presented on the website and Portal.

### **Common Assessment**

Assessment practices at UNIS are varied, authentic, meaningful, balanced, and age-appropriate and are used to provide multiple sources of information, reflecting different learning styles. Through enriched collaboration across grade levels and subject areas when planning and administering common subject assessments, the faculty and administration will be able to track students' progress more effectively, modify the curriculum as appropriate, and share good instructional practice in a joint effort to ensure UNIS continues to maintain the highest possible educational standards.

Common subject assessment offers internal benchmarks linked to IB standards for assessing student performance within and across subjects, the results of which form part of a student's final grade or narrative comment. Throughout 2010 - 2011, department meetings were organized to discuss the design of appropriate common assessment tasks while also reviewing common assessment practices within the different divisions of the school. The curriculum director worked with principals, heads of department, and teams of teachers' to review and revise assessments.

Several coffee morning presentations were given by the curriculum director on how curriculum is developed at UNIS. Questions on modes of assessment, homework, parity and consistency across grade levels, the IB Diploma, were addressed.

### **Terra Nova**

The curriculum office is also responsible for coordinating and administering Terra Nova, an optional standardized testing program offered to all middle school students. Practices sessions in Math and Language were offered in February, with examination sessions administered in March.

The curriculum director also holds an information session for parents on the Johns Hopkins Gifted and Talented Summer School programs. Held in September, an overview of the program is given and the application procedures discussed. A second parent meeting with a representative from Johns Hopkins was also held in December.

### **Bureau of Nonpublic School Reimbursable Services**

The curriculum office is responsible for compiling all book orders for New York State Loan programs (NYSTL), and the Bureau of Nonpublic School Reimbursable Services (Title 11A, 11d and 111). The curriculum director works with heads of department to ensure that throughout the process of application, all guidelines and deadlines set down by the Board of Education are adhered to. The curriculum director and the curriculum administrative assistant work closely with the copy center and book store manager throughout this process.

### **Professional Development**

UNIS continues to provide a variety of support in the area of professional development for its faculty and staff. A monthly faculty and staff newsletter prepared by the curriculum office alerts colleagues to an array of conferences, both national and international. For an annual event, UNIS sends a group several teachers each year to the

European Council of International Schools (ECIS) annual teacher conference, which was held in Nice, France in November of 2010. This conference draws over 4,000 teachers from international schools around the world and provides both pre-conference and full conference sessions. Conference sessions cover subject-related themes and numerous teaching and learning topics, in addition to focused discussions on the latest educational theory and practice. Also this year, 4 teachers attended The European League for Middle Level Education which focuses on the middle school pedagogy, application and practice.

Internal professional development for 2010-2011 centered on pedagogy related to interdisciplinary learning, technology integration, and curriculum mapping. Great emphasis was also placed on pastoral care awareness and strengthening the mentoring program.

A supporting feature to the work carried out by the Pastoral Care Committee was a presentation given by Mr. Edward Hallowell, M.D., Ed.D. (Hon. 2005). Mr. Hallowell, a child and adult psychiatrist and the founder of The Hallowell Center for Cognitive and Emotional Health in Sudbury, addressed the faculty on topic of connect: 12 vital ties that open your heart, lengthen your life, and deepen your soul. The presentation explored the power and promise of living a connected life.

Dr. Hallowell also responded to a screening of the very powerful film ‘Race to Nowhere’, a film that portrays the consequences of school pressures through the eyes of students, parents, and teachers. A separate screening of the film and follow up presentation was also held for parents.

There are many vehicles for on-site professional development; workshops, faculty meetings, department meetings, study teams, and individual studies. Many faculty and staff also pursue their own independent work outside of UNIS in degree programs and specialized training. Research shows that there is a strong link between professional development and the impact that it has on the educational institution.

### **Teaching and Learning Committee**

Throughout the year, the curriculum director and Queens Campus principal continued to co-chair the teaching and learning committee. Representation on the committee comprises of twenty-eight faculty and staff members. This year saw the Teaching and Learning Policy, April 2010, implemented as part of the teacher appraisal process. In addition, the International Lens, April 2010, (designed as a tool to examine the international nature of the UNIS curriculum), was also implemented as part of the curriculum review process. The work of the Atlas curriculum mapping group is ongoing; with completion of a mapping rubric, timeline, and long term strategic plan, just some of the tasks addressed. A whole-school review of assessment practices and procedures also began.

It was a very busy and exciting year for all in the curriculum office.

## **LIBRARY**

The library is a strong partner in teaching and learning in all parts of the school. The three libraries completed a year-long weeding operation ending July 2011. The resulting 20% reduction of books in all libraries allows students better access to materials through lower shelving as well as more select and current resources. The libraries are reorganizing resources in a more balanced ratio between digital and print.

The libraries acquired 4,600 items. Among these were a growing number of e-reference titles as well as updated books. The Upper School library owns more than 150 electronic books that students of all schools and all other members of the UNIS community can examine and use from school and outside school. These resources add an additional component to students' research efforts.

Librarians participated in the life of the school by attending school wide initiatives such as the "teaching and learning committee" and the mapping committee. Librarians were also active in different clubs and community service initiatives such as the Environmental Club and support of the Madison-Hamilton House class trip.

The Junior School Library continued working on research skills and literacy. The librarians included storytelling, to reinforce the reading program in classrooms, and taught basic research skills to the older grades using word webs and other strategies. Elementary bibliography skills are introduced in the upper Junior School.

The Queens Campus Library continued developing innovative programs. A group of students from a nearby school came to talk about the history of Jamaica Estates. New bookshelves were installed.

The Upper School Library supported numerous events. Middle School students enjoyed visits from two authors: Michael Buckley for Middle 1 and Middle 2 students and Scott Westerfeld for Middle 3 students. A group of M1, M2 and M3 students went to listen to a presentation by author Cornelia Funke organized by the publisher.

Middle School students continued developing technology skills by creating audio book talks. Students in M4 through high school increasingly use Noodletools to construct bibliographies for their projects. In Tutorial House, the librarian became responsible for the coordination of the Extended Essays and Senior Projects. The library initiated a semester class meeting once every two weeks in the spring for Tutorial 3 students, to support their work in creating Extended Essay and Senior Project.

The libraries have embraced the technology initiative of the school and are active members for change in this direction. Librarians are constantly upgrading their skills through workshops and conferences. The department will continue refine library services as well as expand them. All members of the UNIS community are encouraged to explore our global environment, which is both within and beyond the library walls, by using our resources.



## **INFORMATION AND COMMUNICATION TECHNOLOGY**

UNIS has a long-standing commitment to the integration of information and communication technology (ICT) in teaching and learning. ICT is an integral part of school life, and technology is central to the functioning of the school. Networked computers are available wherever and whenever they can improve the learning process. Instructional technology is integrated in the subject areas, and the school has a strong ICT academic program in addition.

UNIS provides students, faculty, and staff with a wide range of computing resources and support services. During the 2010-2011 academic year, five computer labs were available on the Manhattan campus. One lab was dedicated to media studies, three were general-purpose labs, and one was a dedicated lab for language learning. The more intimate Queens campus had one multi-use computer lab. Laptop carts in the different schools provided portable labs. Additionally, there were computers available in the three School libraries and the classrooms. Overall, close to 1,100 state-of-the-art computers were available to faculty, staff, and students in classrooms, computer and language labs, libraries, and offices.

Starting at the Middle School level, students have individual network accounts and e-mail addresses. The network accounts come with a "home directory," a space on a server that makes it possible for students and faculty to save and retrieve easily and transparently their files from any computer at UNIS. Student resources available through the network and over the web included the computerized catalogs of the three UNIS libraries and a varied collection of databases and online encyclopedias. Projectors and more than 120 interactive whiteboards, ActivBoards, facilitated instruction of class-size groups with the help of a computer. All teachers and the School offices used a completely integrated single-database system that stores all academic, address, and business information.

UNIS has a messaging, calendar, and e-mail system that is used by both its staff and students. Mass e-mails, used to communicate urgent matters to the parent body, are sent out by the ICT office.

Faculty and staff training in technology continued at UNIS. Training in the use of interactive whiteboards was offered to all teachers, and special ActivBoard workshops were organized for new teachers.

UNIS has a website with portal access for students, parents, alumni, and staff. The web portal, the outcome of a strategic plan to improve communication among the different UNIS constituencies, brings together all school publications, news items, and calendars. In addition the portal provides a direct connection with the School's central database system. This allows students, parents, faculty and staff, and alumni direct access to their own records, a searchable student/parent directory, their own report cards, tuition statements, and more. All Middle School and Tutorial House students, all parents, all faculty and staff, and all alumni, parents of alumni, and former faculty and staff have

personal portal accounts maintained by the ICT office. The student and faculty portal accounts are integrated with the other School computer systems, providing a single username and password for all School systems. Content for the new portal website is maintained directly from the different School offices through a content management system.

Teachers used the web portal to enter report cards, report attendance, and look up student information. An E-learning environment, Moodle, was available for students and teachers. Many UNIS courses had an E-component with assignments and exercises available online.

## **MEDIA LAB CLASSROOM AND MEDIA STUDIO**

The Manhattan media resources include a state-of-the-art, Apple-based, technologically oriented lab classroom and a live studio. In the classroom, academic instruction is practiced in a varied and interconnected set of Tutorial House electives dedicated to the study of aural-visual culture. The classroom also supports various media based technology integration activities in the Middle School. Practical skills are taught via the use of sound and image production technology, and analytical skills are developed through students' creative collaboration and peer critique.

The up-and-coming Media Studio is a separate adjoining space for students to experiment with creation of live studio culture, performance installation, sound, light, and image through use of cameras, projectors, DJ & VJ equipment, music technology samplers, sequencers and electronic music devices.

The Media Studio also functions as a pre and post-production facility that includes a staff of media specialists, who are responsible for supporting UNIS theater and media events school-wide, as well as video conferencing and live streamed events. These specialists provide audio recordings, lighting, and live sound support. This includes, for example, creation of recordings for IB Music students, tech'ing MS Musicals, Junior School Talent shows, and more.

Each year, a student crew, guided by Media Lab faculty, provides technical support for UNIS-UN, during which a four-camera live video edit is cut, webcast, and registered.

The media lab is home base for the new IB film program, in addition to the specialized UNIS electives, such as experimental video and 3-D animation.

The Media Lab supported the burgeoning UFilmfest, as well.

A new student club, Cinema Mission, dedicated to the collaborative creation of new sound and image forms, came into being over the past year. They met regularly to discuss independently planned cinematic and sound projects. As well, a new DJ/VJ club

was formed in 2010-2011 to teach students turntable-ism, and the art of expression through mixing, loops and beat matching.

Both the media lab and media studio serve a population of dedicated and motivated students who come during free time to experiment with software, cameras, light, sound, and music production. Much music and visual art in the form of moving images was produced in this manner.

The Media Lab held its showcase of all student work made over the school year at the Media Lab extravaganza held in the theater in June 2011.

## **OFFICE OF STUDENT ACTIVITIES**

Activities initiated, coordinated, or sponsored by the Office of Student Activities in 2010-2011 include:

### **United Nations Related Activities**

- International Day of Peace celebration
- 11<sup>th</sup> annual student conference on Human Rights held at UNIS and the UN
- Student participation in the UN conference on the financial crisis and its impact on educational opportunities for children in the poorest nations.
- UN Studies special assembly

### **External Activities**

- Student trips to China and Austria
- Participation in the Stuyvesant Cove Volunteer Day
- Student participation in the Young Women's International Volunteer Summit
- Visit to UNIS of the students and teachers' group from Yokohama, Japan
- Participation in the Ranger Conservation Corps project in Central Park
- Visit to UNIS and class attendance of a student Group of Yamal Nenez (far north of Russia)
- Tutorial House ski weekend at Mt. Snow
- Participation in AIDS Walk New York
- Participation in the Multiple Sclerosis Walk in the South Street Seaport
- Visit by the "Key Arts Production" group in honor of Martin Luther King, Jr. Day

### **Internal Events**

- Organization for the Tutorial 4 senior retreat at Club Getaway, CT
- Coordination of fundraising for Japan earthquake and tsunami
- Student Council dance
- Student clubs/committees fair
- Fashion show/fundraiser for the Kids for Uganda Student group
- Three UNIS students spoke at the Holocaust Memorial Ceremony at the UN
- Human Rights assembly
- Food drive for City Harvest
- Tutorial House open mic evening
- Winter Formal dance
- Clothing drive for Darfur
- Neel Bagh dance
- Career lunches with parents/alumni T1-T3
- Earth Day celebration

## **Outdoor Environmental Education Programs**

- Three Middle School (Middle 1-Middle 3) programs at Camp Mason
- Tutorial 2 winter experience program at the Frost Valley YMCA
- Middle 4 French language camp in Quebec, Canada –joint project with MLD
- Middle 4 Spanish language immersion program in Mexico–joint project with MLD
- Tutorial 1 Delaware River Outdoor Environmental Education program
- UNIS Queens Junior 4 program at Camp Greenkill

## **Publications**

- Input of data for the Calendar of Activities for 2009-2010
- Posting the “High 5 tickets for the Arts” information
- Posting UNIS Celebrates information on the bulletin board

## **Community Service**

Throughout the school year, the Office of Student Activities:

- Expanded the number of opportunities for service, both at and outside UNIS
- Assisted all Tutorial House students with locating service opportunities
- Monitored and recorded community service for Tutorial 1 and Tutorial 2
- Communicated with all Tutorial House parents on their children’s community service work in the reports issued in January and June by the subject teachers

## **Sports Clubs**

The Office of Student Activities administered and monitored the following sports clubs:

- Basketball club
- Cross country club
- Indoor Track and Field club
- Indoor soccer league
- Swim club
- Tennis club—at UNIS and Sportime Tennis on Randall’s Island
- Travel soccer (4 teams –Boys: U-11, U-12, U-14, U-16; Girls U-14,)
- Volleyball

## **Participation in Outside Projects**

ABRAHAM MUSLIN: Service Opportunities Project (YSOP) conference on service learning at Teachers College, Columbia University

## **UN INITIATIVES**

In the 2010-2011 year, UNIS continued to expand the special relations it has with the UN through various steps and initiatives.

### **September – December 2010**

As before, UNIS took 172 students (Tutorial 1s and some Middle School students) to participate in the annual International Day of Peace celebration at the UN. It was hosted by DPI and attended by H.E. Mr. Ban Ki-moon, the President of the General Assembly, and Jane Goodall. As in the past, UNIS students carried flags of the UN member states. The emphasis was on meeting the MDG's, particularly the need to protect the vulnerable.

On 28, September 2010, the Secretary-General and his spouse came to UNIS to inaugurate the completion of Phase One of UNIS renovation. One of the UNIS-UN Co-Chairs welcomed them in a well-received speech. The Secretary-General's remarks were inspiring and moving. Standing with the Secretary-General were the President of the Board of Trustees, Mrs. Fuhrman, the UNIS Executive Director, the Tutorial House principal, and UNIS administrators, all surrounded by UNIS students, faculty, and staff. It was a special moment.

For the UN Day celebration, two officers from UNDP (United Nations Development Programme) and UNIS alumni came to UNIS to address the students on issues of service to others within and outside the UN. The Tutorial House parents provided an international, plentiful and delicious lunch, which was followed by student performances. An alumna joined the T4s to talk to them about what's ahead for them once they leave UNIS.

In November, UNIS, Carol Baur Foundation (Mexico), GEM (Global Education Motivators), and the UN organized and held the first United Nations Student Leadership conference on Development.

UNIS Students and their families' hosted 31 visiting student Conference participants.

The thirteenth annual United Nations Student Conference on Human Rights was held at UNIS (December 1-2, 2010) and at UNHQ (December 3, 2010). UNIS was involved through the UNIS student Human Rights committee, which this year was comprised of 16 students. A few aspects of the conference worthy of note are:

UNIS students (members and non-members) hosted in their homes a record number of visiting students—thirty one, some of them from December 1, onwards.

The Parents Association offered and the UNIS cafeteria delivered the Wednesday night dinner to all participants and host families. The Human Rights Committee provided the Thursday breakfast, international lunch, and afternoon snack.

The UNIS Human Rights Committee made presentations to the audience, of aspects of the theme they deemed relevant. The cultural contributions of UNIS students were well received. The presentation of the general theme and the particular aspects of the overall concerns as expressed by the Executive Director, Tut House Principal, and the Tut House Human Rights Committee students were key contributors to the success of the Conference.

## **ACKNOWLEDGMENT OF DONORS**

We are grateful to the members of the UNIS community for their generosity to the school during the 2010-2011 academic year. Annual Fund gifts totaled \$504,724. We thank the members of the Board of Trustees and the administration, the governments that support the school, and many parents, alumni/ae, parents of alumni, friends, faculty, and staff members who made financial contributions and gifts in kind.

The annual fund pays for extra programs, technology, and financial aid that fall outside the range of the school's budget. The annual fund enhances the academic program, supports faculty, and helps to maintain buildings and grounds.

We also thank the UNIS Parents Association, which contributes to the school in so many different ways. Thank you to all of the parents who gave so generously of their time and dollars to support the school.

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