



School council – School Year 2017-18 - Third meeting

Monday May 7, 2018

Minutes by Stéphanie Humbert (SH) / Mark Rosenblum (MR)

In attendance:

Chair: Mark Rosenblum (MR)

Members: Directors- Administration Representative- Parents and Teachers who represent cycle 1234 – PA president or other PA representative – Head Room Parent – Student representatives from Elementary and Middle School.

Administrators and Administrative staff representative:

Bénédicte Brouder (BB), Francis Carlier (FC), Véronique Bevali (VB),

Stéphanie Humbert (SH)

Parents:

Cycle 4: Patty Soto (PS)

Cycle 3: Luana McAuliffe (LM)

Cycle 2: Héloïse Brodin (HB)

Cycle 1: Amparo Young (AY)

P.A. President: Lydia Inostroza (LI)

Head Room Parent: Héloïse Brodin (HB)

Teachers:

Cycle 4: Barbara Regan (BR)

Cycle 3: Cathleen Anderson (CA) or Emmanuel Parello (EP)

Cycle 2: Caroline Dumas (CD) or Murielle Brimaldi (MB)

Cycle 1: Anne-Sophie Nguyen-Tregouet (ASNT)

Students:

6th grade: Julien Arribart (JA), Emi Ayala-Sekiguchi (EAS), Adrien Rahmati (AR), Tahli Zadeyan (TZ)

4th grade: Eleanor Meyer (EM), Julian Rosenblum (JR)

Agenda

I-QUESTIONS, CONCERNS, FEEDBACK, PROPOSALS, REQUESTS

A. From Students: Report by 4th grade students' representatives and 6th grade students' representatives for Middle School.

MIDDLE SCHOOL:

Positive feedback:

6A :

1. La possibilité d'utiliser les lockers (amélioration depuis le mois de septembre: propreté, organisation).
2. Le "field" pour les récréations et lunch, est très apprécié.
3. Les événements exceptionnels: "pie day", "spirit week" et les field-trip (Joshua, la ferme) sont aussi très appréciés.

6B :

1. Gaga pit is great.
2. Still great field
3. Makerspace kids are making new foosball people, new games for MS area
4. Math club kids are happy they get to use 3-D printer

7A :

1. Better choice of electives this year and we enjoyed them
2. Better organization at lunch and less use of plastic globally
3. Les casiers sont mieux organisés c'est moins la course et plus facile d'accès

7B :

1. Le jeu d'échec
2. Les field trip: Pali et Library
3. International day était très bien
4. Pi Day était très bien

8A :

1. Robotic elective et imprimante 3D
2. Discussions avant les décisions avec les élèves

8B :

1. Use of technology in the classroom has really improved/is good
2. MS area being used well by MS students
3. Robotics elective and makerspace elective

Things to improve:

6A :

1. Avoir une fontaine et des toilettes dans la Middle School Area.

We've discussed this before. Unfortunately, for the time being, it is too costly to build and install new bathrooms in the MS area. Same for the water fountain. Administration will continue to reflect on possible solutions to these two important issues.

2. Avoir un bac avec des plantes dont les élèves de MS s'occupent.
This matter should be discussed in Advisory class with main teachers/advisors, with a design thinking approach and suggestion of a format. We want to promote students' ownership on projects. In order to do so, students shouldn't hesitate to express suggestions in advisory class and come up with concrete suggestions of doable projects.
3. Avoir plus de "chapeaux tickets stores".
We are currently reflecting on the Chapeau Ticket system, as part of making students more responsible and actively engaged in running projects. Advisory class is the space and time to brainstorm with your main teachers/advisors, and make suggestions, taking into account parameters of doability.
4. Pouvoir prendre le lunch dans la Middle School Area.
This question has been previously answered. This is a matter of supervision, and we can not, with the current resources, provide more supervision to allow for lunch in the MS area.

6B :

1. Better supervision at foosball table and ping pong table during Daycare because elementary kids were seen ripping the net on the ping pong table & banging the paddles on the table. Would like ping pong & foosball to be off limits to elem.
To develop active responsibility from each student and user of equipment is the goal we should set for ourselves.

7A :

1. Nettoyer les dessus des lockers et interdire complètement de laisser des affaires à cet endroit.
Rules regarding lockers have been set up by the students for the students. I invite you to bring the subject matter to your main teachers/advisors in Advisory class. Advisory is made for students to discuss and as much as possible come up with common rules and guidelines they choose, are approved by faculty and administration. Students commit to abide to and respect. I invite you to come up with solutions and suggest them, on how we could together solve the concern.
L'interrupteur dans les toilettes des garçons est cassé, on ne peut plus éteindre la lumière.
This will be brought to the attention of the maintenance team.
2. More educational field trips
The pedagogical team and administration will consider this request.
3. Rénover le mobilier des classes quand il est cassé
This will be brought to the attention of the maintenance team.
4. Home Economic classes? Pour l'année prochaine
Mme Brouder will explore this possibility. Do you mean cooking, sewing, planning a family budget, etc ?

7B :

1. Avoir un distributeur de snack
This issue was raised earlier in the year. For many reasons, the administration is opposed to vending machines on campus : type/quality of snacks is lacking, machines often break, students don't have money often and borrow from each other and don't pay each other back ; in brief, more problems than good tend to come from them.
2. Avoir une fontaine d'eau plus près de MS area
Unfortunately, this is too costly at the present time to install.

3. Avoir le lunch avant le recess
This will be difficult to accommodate for scheduling and supervision purposes. We appreciate your cooperation and patience in adhering to the present schedule even if not ideal for you.
4. Revoir les electives et les clubs: musique...etc
Mme Brouder will look into this but keep in mind we can only offer a limited number of electives in MS.

8A :

1. Toilettes adaptés au partage entre grands et petits (tailles différentes, parois séparatrices...)
We recognize this is an issue and are exploring possible solutions. For now, we have to share and be patient and accommodating to one another.
2. Tables adaptées à la morphologie et au travail des élèves.
We are exploring the idea of new desks and chairs in C12 and C14 for next year.
3. Couvrir / protéger la table de ping pong ? foosball ?
This question has been previously evoked. This is a matter of student's responsibility and care for equipment.

8B :

1. More space for backpacks in classrooms (hooks or cubbies) because the doors get in the way of the taped boxes?
This is a good idea and will be discussed with maintenance team and Mme Brouder.
2. Improving lunch space cleanliness (MS and Elementary)
This is an issue that everyone needs to take responsibility for. We need to brainstorm and perhaps have cleaning towels and sanitizer available for students to use to wipe down tables, in addition to cleaning crew before and after lunch sittings.
3. Improving elective/club selection (bring back the theater elective)
Suggestions always welcome!

ELEMENTARY:

1st graders :

- Ils apprécient le jeu de construction en bois qui leur est réservé le lundi.
- Ils trouvent que le terrain de basket ball est plus pour les grands.

2nd graders :

- Une fontaine d'eau sur le field pour ne pas devoir revenir vers l'école
- Les élèves aiment beaucoup les séances de Probot avec François
- L'art avec Jacob
- Ils aimeraient aller à la salle de sciences.

4th graders :

- Les récréations sur le terrain
- Une meilleure organisation des ASA
- Dans les toilettes, des robinets plus propres et automatiques
- Be able to use the gaga pit at recess

5th graders :

- Pourquoi n'y a t-il pas d'étude le vendredi ?

FC response :

- une fontaine d'eau sur le field pour ne pas devoir revenir vers l'école: **techniquement c'est assez difficilement envisageable. Il faudrait des travaux coûteux. En attendant, il est vivement conseillé aux élèves de venir à l'école avec leur bouteille d'eau qu'ils peuvent remplir aux fontaines, avant la séance de sport.**

- Aller à la salle de sciences: **la salle de science est avant tout pour le collège. En élémentaire, tout se fait dans les classes. Pour préparer les élèves au passage au collège, les CM2 ont classe dans la salle de science. Il n'y a plus de temps de libre pour que d'autres classes y aillent.**
- Pourquoi n'y a-t-il pas d'étude le vendredi: **Il faudrait savoir si beaucoup d'élèves seraient intéressés par l'étude le vendredi. Cela peut être envisagé pour l'année prochaine s'il y a assez d'élèves inscrits.**
- les récréations sur le terrain: **nous avons essayé en début d'année d'organiser plus de récréations sur le terrain. Diesa l'utilise beaucoup pour le collège avec parfois des installations pour ses activités. Nous allons essayer de faire mieux l'année prochaine.**
- dans les toilettes, des robinets plus propres et automatiques: **c'est une question à voir avec le District. Des robinets automatiques, peut-être pas. Pour la propreté, la personne qui nettoie passe trois fois dans les toilettes. Nous verrons s'il faut qu'elle passe davantage.**

B- From Parents:

Cycle I:

Amparo Young is representing the parents.

- Regarding emergency drills: could the schedule and the manual be provided to parents? They would like to know ahead of time when the school has a drill, how are the teachers addressing the drills (before and after), and how to calm the children.
- The bathroom on the main campus issue keeps coming up. Future K parents are not happy with the fact that their children are sharing the same bathroom as the MS students. It makes the parents extremely uncomfortable.
- Teachers' evaluation by the parents every year.
- Parents would like to provide feedback to the room parents on a constant basis.

Cycle I:

1. Schedule and Procedure Manual for Emergency Drills

Parents are requesting a copy of the Emergency Drill Schedules and the manual the teachers are following for each of the different drills address. This will allow us to be aware of how things are handled and when they will occur. Giving us the opportunity to both to reinforce the importance and calm any fears.

(1) There is a schedule but there can often be last minute changes of day or time because of unforeseen conflicts happening within the curriculum of the day, like special events, guests or testing. Therefore, communicating the schedule for the year in advance probably isn't helpful. On the other hand, prior to drills, for Preschool parents, at least a day or two in advance, we can send a message letting parents know that there will be a drill and what type of drill it will be: fire, earthquake, lockdown, evacuation to the field, etc. A rough schedule of which week the different drills will occur can be communicated, perhaps by MSP and perhaps by simply posting it in the Internet portal from the website accessible to parents. (2) As far as the emergency procedures manual, that can also be shared with Preschool parents via an MSP message.

Specific Questions for Emergency Drills:

-Bathroom issue (Kids need to run back from bathroom to the classroom?) **Many of the classrooms have bathrooms within them of course. A few classrooms use nearby bathrooms located just outside the classroom. When using these bathrooms, at recess or going from class, the child is never alone but always accompanied by teacher or assistant. Therefore, if a drill happens at such a moment, the child would either stay in the bathroom with the assistant or teacher; or, if esteemed safe and appropriate, return to the classroom with the teacher or assistant. The toilets –by and adult—can close *and* lock the bathrooms from the inside, rendering that space a very safe place to wait or hide.**

-CV of professional security company advising

Embassy Consulting Services: <https://embassyconsultingservices.com/clients>. Embassy is currently during May 2018 conducting a thorough security review of SDFAS both in terms of physical campus and security procedures/protocols. The school has a security committee made up of the Head of School, Director of Facilities, and four parent volunteers chosen for their various fields of past and current experience and expertise, including ex-military, ex-Secret service / ATF, consular security, etc.

-Cover fence in that looks into main campus play area, PK Parking.

We will look into this and other related fencing issues following the report from our security consultanting firm Embassy Consulting which is currently conducting our security review throughout the month of May 2018.

2. Psychologist on Campus in addition to learning specialist

The school isn't yet big enough nor does it have the space or the budget to house a part time or full time school psychologist or school counselor. That said, the school fully recognizes the need from time to time for teachers to be assisted with some expert input/advice/support, and parents too, as concerns difficult student issues, either academic or behavioral. What the school can do and is already doing and will continue to do is, increase the ease and availability to parents, when approved by the administration, of student observation / parent-teacher consultation protocols with **outside consulting psychologists, counselors or specialists**. In this way, needed support can be provided as needed.

3. Kindergartener Bathrooms

Currently Kindergarten students are segregated during some playtime and other activities. But, they are sharing a bathroom with the rest of the school.

"My 4yr old will be using the same boys bathroom stall as the 12 yr old boys. I'm very uncomfortable with that."

Potential solution:

Allocate one of the office bathrooms for Kindergarteners

This will not be possible because one toilet for all of the adults in the building is not enough. And, even accessing (opening and closing door) to those bathrooms would be very difficult for K students.

This is a difficult issue for the school to solve at the present time. We don't have and can't yet build more bathrooms on the campus. In the future, clearly, in a campus master plan, the problem will be addressed. But for now, we have to be patient and do the best we can with the facilities that we have. **The best solution for now may be for the K students to be told –when going 2 by 2 from class to the bathroom on their own--only use the two closeable bathroom STALLS for greater privacy in the boys' room (instead of using the urinals).** When using the bathroom all together during recess, accompanied by teacher or assistant, they may of course use the stalls and the urinals.

What's more, please be reminded that recess between Kindergarten / Elementary and MS are at different times so the younger and much older students are not frequently en masse in the bathroom together during the times they use it most.

Every time a K student goes to the bathroom during recess or lunch, he/she is supervised by either the teacher or the K assistant. When K students go during classroom time, they go 2 by 2. In the afternoon they do share recess with Elementary, that's it. Again, if when 2 by 2 they were to use the 2 stalls and not the urinals, as a rule, they would enjoy greater privacy and there would be less discomfort on the part of parents and K students.

At the beginning of the year there is a bathroom ORIENTATION done with the teachers and assistants for the K students so they know their way around and what the rules are. During the first few weeks of the year, assistants will accompany K children to the bathrooms until they have learned to be more comfortable and confident with the space.

4. Teacher evaluations and Room Parent Feedback

Current every 2 years?? This is not true and does not currently occur. You are referring to the Board's PARENT SURVEY which has a section about the faculty on it in each division. The PARENT SURVEY took place last year but we'd like to do it yearly now so it was just recently done again during the month of May.

Could evaluations occur at the end of each year and be specific to grade.

The school will not support evaluations or surveys of teachers-by-grade by parents. The Parent Survey asks about faculty by division, it could ask in the future for parents opinions about faculty by grade level with questions about satisfaction with degree of language learning in English, with degree of language learning in French, with degree of healthy social integration of the child, etc. The best way to give input during the year is by (1) communicating directly with the teacher over the course of the year (2) communicating concerns or praise to the division director (3) providing anonymous feedback during the annual Parent Survey that includes a section on faculty. Teachers are evaluated annually by division directors and also from time to time by the Head of School.

Parents would like to provide feedback to the room parents on a constant basis.

Room parents do not have the role of receiving and communicating constructive criticism, complaints or praise to teachers. Room parents serve as volunteers to help with communication and logistical organization for class activities, events, trips, curricular themes, projects, etc. Feedback about these kinds of things can of course be shared on an ongoing basis with Room parents. As far as communication about teacher or classroom issues, these should be addressed directly with the teacher FIRST, and then if necessary when further mediation or support is needed, with division director. As concerns feedback about the organization of events, such as Teacher Appreciation Week, this can be done to the Room Parent who passes along the information to the Head Room Parent who passes the information along to the P.A. and Head of School.

Cycle II:

Héloïse Brodin is representing.

- Regarding the school calendar: some school breaks fall in the middle of the week, which is hard for working parents to accommodate. Parents would like to either modify the calendar or for the school to provide day camp. The issue is mainly the 2018 Christmas break and June 2019.

Valérie Asensio is working on a solution to offer SDFAS daycare for the days in December and in June. Nothing is possible for August, unfortunately. It will be difficult but we will take this feedback into consideration. We have to keep in mind that the school has to have a calendar in accordance with the French Ministry of Education's requirements (a start date which isn't too early and isn't too late, five equally spaced academic calendar periods, one week in October, one week in February). We have some flexibility surrounding the timing and length of the December break and the timing and length of the Spring break. We must have 175 or 176 days of school. Mini Days count as days of school. Calendar is proposed and discussed in the School Council in January of each year. The time to give feedback and lobby for one's interests is in November and December by communicating with one's division or cycle delegate or with the Head room parent.

Cycle III:

Nahid Awad is representing.

- Regarding Thanksgiving break: parents would like the school to consider a full week break like most American schools.

MR: again, it would have to be voted in Council, we cannot say yes right now, we would have to have a debate about it. Because of the full week in October, taking a full week in November is unlikely to meet with the approval of the French Ministry of Education.

Cycle IV:

Patricia Soto is representing.

- Everyone is happy!
- Parents loved Pi Day, they are really happy with the events.

II. UPDATES AND REPORTS

A1- From Head of School on recent and upcoming programs and events:

•Thank you the PA for a wonderful Teacher Appreciation luncheon this past Wednesday and to all of the Room Parents and Parents for the lovely teacher appreciation week with flowers, fruit, cookies and notes. The faculty is deeply appreciative of this kindness and positive feedback.

•Parent's Day is coming up on May 11.

•May 11 all day in the auditorium will be the 2nd Annual SDFAS Short Film Festival with guests from schools in Los Angeles as well as 120 students from the Petite Ecole

•Art Fair is coming up next week from Monday – Thursday May 14-17. There is an optional theme around which to work this year: *Friendship*.

Tuesday, May 8 from 6 to 7 pm in the auditorium: Intro to High School options + French after SDFAS Part 1: audience: especially 6th and 7th grade families Part 2: audience: especially 8th grade families

Tuesday May 15 (May 22, 29 June 5, 12), evenings 6:30 – 8:30: Parenting Seminar with Hilde Gross

Sunday, May 20 – Junior Olympics at LJHS

Friday, May 25 – MINIMUM DAY

Sunday, May 26 – 3 pm in SDFAS Auditorium: Breizh Amerika Collective! Fête de la Musique de la Bretagne...

Monday, May 28 – MEMORIAL DAY : No School

Friday, June 1 – Kindergarten Graduation

Sunday, June 3 – Friday June 8 – 8th grade trip to Montreal

Friday, June 8 – Elementary Show @ 4pm

Friday, June 8 – Cine Club @ 7 pm

Monday, June 11 – Report Cards (all school)

Thursday, June 14 – Field Day

Thursday, June 14 – 8th Grade Graduation

Friday, June 15 – Last Day of School

Friday, June 15 – PK-Kinder Show

Friday, June 15 – Kermesse

Saturday, June 16 or Monday, June 18 – End of the Year Teacher Work Day

A2 – From Head of School on Pedagogical Structure and School Life:

1. Pedagogical structure for next year:

- Two classes per grade PK0 – 8th grade except for 1st grade, which will have three classes and PK2 which will have three classes. Also, due to strong demand in 6th grade (32 – 38) students, there will be two larger classes that will be divided for three subject areas into three smaller groups (for example, for French Science, English Math and Spanish) for scheduling and lab use purposes. The larger 6th grade is exciting and will bring more social vibrancy to the MS!

- Teachers not returning next year: 5 teachers (2 in Preschool, 2 in Elementary and 1 in MS). New teachers have been hired at this point to replace all departing teachers.

- MS will have a MS Coordinator (expanded role for HS Placement Counselor) in addition to the MS Director to help with administrative tasks and coordination as well as have increased time to devote to HS Placement and to Alumni coordination and networking.

2. Academics and School Life

- Annual Parent Survey was sent out last Monday by MSP message with a reminder send this past Sunday. The SurveyMonkey link will be open until this Wednesday at 4 pm.

- School-wide Strategic planning process will begin soon to create a new 6 year strategic plan for the school in all areas, led by the Board of Trustees and Head of School, should be ready by December 2018

- Head of School and Division Directors have begun working on a new *Projet d'établissement* (School's Main Academic Plan) as required by the French Ministry and AEFÉ, should be ready by September 2018

- Head of School, Directors, Teachers and Students have been working on inquiry and discussion to determine the school's CORE VALUES. A survey will be sent to parents at some point before the end of the year.

- Teachers continue to work on bilingualism and shared projects as well as on the balance between the curriculum in each language; project-based learning will continue to be a focus moving forward as will active student-centered learning and providing individualized learning both through a differentiated classroom and the Learning Center

- Implementation of ChromeBook program in grades 5-8; focus on digital citizenship and responsible use
- Expanded coding and robotics curriculum in grades PK – 5; ongoing work with coding and robotics in French Math in grades 6-8 as well as via the MS Robotics Club
- Art-Music-Theater programs continue. We are exploring the idea of an orchestra production in the elementary school, a parent-volunteer led drama production, the idea of an orchestra with the French Conservatory...
- There will be more weekly hours of FLE support moving forward given to students who enter the school with little or no French
- New more effective discipline and classroom management methods will be explored and implemented in Preschool and Elementary school classrooms to replace the use of behavior charts (i.e. “token” systems); there will be a greater focus on shared school values and good citizenship

3. Campus Improvements

- Thanks to Gala support, a new Innovation Lab (with a FLE-ESL classroom) will be built for use by the entire school
- The MS outdoor spaces and lounge will need to be reconceived and moved to accommodate the arrival of the new building; some lockers will be moved as well to alleviate locker congestion
- Two smaller classrooms in MS will be re-outfitted 360 degree style, with new desks and chairs that are more compact, more moveable so as to make it easier to accommodate a larger number of students in those classrooms as well as teach with students in groups of different configurations
- Washer and Dryer from PK2 classroom will be moved to Kitchen area off of auditorium
- The outfitting of a “model classroom” (carpeting, walls, furniture) in being explored for PK. The Preschool classrooms and bathrooms will get maintenance attention this summer.
- A wall divider will be placed in the current Learning Center / FLE-ESL room so as to house the new photocopier (to accommodate Chromebook printing news in grades 5-8)

A3 – From Head of School regarding class lists in PK1, PK2, K, 1st and 2nd grade

Chers parents

En cette fin d’année, les enseignants vont commencer à travailler sur l’élaboration des listes de classe pour l’année prochaine. Il s’agit d’un long processus, en plusieurs étapes, qui nécessite de prendre en compte de nombreux facteurs : du CP au CE1 les amitiés entre élèves (chaque enfant a la possibilité de proposer plusieurs noms d’ami(e)s avec qui il aimerait être l’année suivante), partout ailleurs les niveaux académiques au sein des classes de même niveau (il est nécessaire d’équilibrer les classes de manière à avancer au même rythme dans les programmes), les élèves à besoin particulier, la répartition filles/garçons, les langues parlées, la distribution des nouveaux arrivants.... Ce travail méticuleux ne s’achèvera qu’à la fin du mois d’août, une fois que le nombre d’élèves inscrits sera définitif.

Bien conscient que le résultat n’est jamais parfait, nous nous appliquons à trouver un équilibre qui permettra à chaque enfant de s’épanouir au sein d’un groupe sur la durée d’une année scolaire.

Concernant l'attribution des classes à chaque enseignants, il est important de garder à l'esprit que nous travaillons en équipe, que nous tenons compte de la personnalité de chacun et que nous nous efforçons d'harmoniser les pratiques et savoir-faire. **Pour toutes ces raisons, nous ne pouvons satisfaire les demandes particulières de parents désirant que leur enfant soit avec un enseignant plutôt qu'un autre.** Nous comptons sur une bonne communication tout au long de l'année pour répondre au mieux aux besoins individuels.

Merci de votre compréhension et coopération.

Dear Parents,

By the end of the year, teachers will start working on class lists for next year. It is a long process, with several steps, that requires taking into account many factors: from 1st to 2nd grade the friendships between students (each child has the possibility to propose several names of friends with whom he would like to be during the following year), for all grades in PreSchool and from K to 1st grade the academic levels within classes of the same level (it is necessary to balance classes in order to move at the same pace in the programs), students with special needs, the distribution of girls / boys, spoken languages, the distribution of new students This meticulous work will not be completed until the end of August, once the number of students enrolled is final.

Well aware that the result is never perfect, we strive to find a balance that will allow each child to flourish within a group over the course of a school year.

*Regarding the allocation of classes to each teacher, it is important to keep in mind that we work as a team, that we take into account the personality of each and that we make every effort to harmonize practices and know-how. **For all these reasons, we can not meet the special requests of parents wanting their child to be with one teacher over another.** We rely on good communication throughout the year to best meet individual needs.*

Thank you for your understanding and cooperation.

B- From the school divisions on recent or upcoming programs or projects by teacher representatives/directors of each cycle:

PRESCHOOL:

Inn **PKo** they have begun to observe butterflies that they ordered (painted lady butterflies). They will follow in the classroom the growth of the caterpillar and the transformation in a butterfly. Pko would like to got he butterflies farm in Encinitas.

PK1

Last week we looked at Mexican paintings and went to visit Chicano park with its Mexican murals. We also went to eat Mexican in old town and saw how to make tortillas.

- We just finished the AEFÉ Defi Scientifique and made 3 objects to show there is wind, to show the direction of the wind and the strength of the wind.

- Our theme over the next 3 weeks is "Lesmatters, l'Environnement, le Recycling " and the final 3 weeks will be on "water, boats and sea animals".

- PK1s will have their final field trip on May 18th at the Living Coast Discovery Center. Children will learn about local ocean animals.

PK2

They participated as well at the "defi scientifique from AEFÉ"

They have studied the plants and the germination and now they are ready to begin a new lesson about the worms and the composter. They will learn as well about the bugs and think about going to a last field trip to see insects.

Kindergarten

In May we will have Kindergarten /1st grade transition: We are invited to see a 1st grade classroom, have an afternoon recess and a lunch in the big lunch area..

They will be in in groups of 2/3 with a 1st grader who will help, show them the new rules, organization...

In June we will do a **transition PK2-K**: where PK2 will be invited in our classes and enjoy the snack and the recess with us.
They will be able ask questions and to see where do we have snacks and lunch, where do we go to the bathroom (rules), and to play in the big black top.

In March/April we studied plants, how to wake them up, how do they grow, drink.
We looked at different seeds and drew them.
We made hypothesis about what will grow from that and to make our experiment we have garden.

We have in our classroom snails and we learned how they live, we feed them and clean their snail house.
We made hypothesis about what would they eat or not and try our experiments by letting the snails taste different samples of food..
Some classes had eggs and baby snails.

We have worked on 3D shapes, rhymes, subtraction and have begun to study tales with wolf: Like Pierre and the wolf et le little red hood.
We just have begun as well the orientation race.

May 16th: field trip Wild willow farm
Parents day: May 18th: picnic on the field
June 1st: graduation K
June 15th: show de la maternelle about “Imaginary world”

Special projects in K:

Anne ‘s class has a project on art and music after following digital cultural classes offered by MLF.

Laurette’s class has done art with snail by using food coloring.
The snail will move on the paper to draw for example a house and the student will have to change the orientation of the snail in order to obtain the drawing he wants.

Anne-Sophie’s class is preparing a book called “If everything was possible to work on the syntax if +preterit and conditional) inspired from Marthe Seguin Fontes who wrote the book “Si la mer était sucrée.”).

ELEMENTARY SCHOOL:

Gros Projet du cycle: L’Opéra Myla et l’arbre bateau

CP

Transition between first grade and Kinder: class visit in CP, déjeuner- lunch together in the lunch area. Recess together also.
Transition CP-CE1
Beebot avec François (lateralization) programmation of a bee robot in order from point A to point B.

In English

Social studies: finding their special place on the map (continent, country, state and city)

Writing 1 paragraph

CE1

In English

Observing Slow and fast changes on Earth
Final keynote presentations on biographies
Studying a variety of graphs in math

In French

Caroline’s class is writing a book

Murielle’s class big project of the year: to keep implementing mindfulness in the classroom and to have various small group projects in order to work in a serene atmosphere

Writing project Haiku

To establish a comparison between the way of traveling now and in the past. (Visit from a dad who works for AIRBUS)

Writing a **bilingual** book about the adventure of a water drop (water cycle)

Zoo field trip to study plant and animal adaptations and water conservation

CE2

In English,

Economics in Social Studies.

Through readings and teacher led whole-class discussions, opportunity to experience what it is like to be entrepreneurs and producers.

Students will design and create a paper good/product at home to "sell" at a student created "[storefront](#)" in our classroom the week of May 28th.

Bilingual project

Oral project - technologie - EMC (sources) avec Keynote How to assess the reliability of the source in digital citizenship.

CM1

- Rawhide Ranch field trip (Bonsall): May 9-11th (whole grade field trip) focused on life in the "wild west" during the Ranchos and Gold Rush period. Overnight, student-centered, team building. Parents are invited to a BBQ on Friday to spend the final hours with their child on the Ranch. Parents will be updated on their students through Shutterfly with photos daily.

- Film Festival: May 11th (during field trip) 4th grade participated with one French movie

- SAT 10 Testing: June 4th-8th email will be sent to parents to explain the purpose and to help prepare them with rest and good food

- End of the Year Show: Rhythm dance with song

CM2

- Astro Camp: May 23-25 whole grade field trip focused on team-building and science-related activities. Chaperones will be present and teacher plans to set up a WhatsApp group to share photos with parents who will not be attending.

- Film Festival: May 11th- 4 movies are shared; two in English and two in French.

- SAT 10 Testing: June 4-8th: see above

- End of the Year Show: Zambian music (song/dance)

MIDDLE SCHOOL:

What happened in March - April

There have been a lot of projects and events before the break.

A few highlights:

- International Day – classrooms were dressed up as countries, students did hosts guests from other classes and grades – March 22
- Pi Day – March 14
- MOEMS tournament – April 13
- Le printemps des poètes (Ms. Bunod and Ms. Addo)
- Concours de nouvelles – creative writing in French (Ms. Bunod and Ms. Addo)

- Eustory Chess Peace movie was submitted as entry to the contest- results after May 20 (Mr. Baron and BB)
- Advisory: a nice space where advisors coach students toward self reflection (prep of school council, class council) – individual and collective and approach cyber citizenship
- Health Education workshops
- Field trips (Wild Willow Farm, Ms. Denis)
- Interdisciplinary projects such as ASSR1
- Mindfulness in 6th grade with Ms. Regan
- Hindu gods project in 6th grade
- The two track Spanish curriculum works very well (standard learners, advanced learners)- Ms. Patino

To keep one self's informed:

- MS Monthly Academic Newsletter: one more issue (May/June)
- Weekly Communication sent every Friday
- MS Blog on SDFAS website
- Direct contact with teachers

What is currently happening and what will come next:

- Fraction clinic offered (boot camp) by Ms. Jacoway
- Audio biographies are being worked on for the graduation (Ms. Addo and Ms. Aseltine)
- 3D printing introduced in Math Club
- Project Ms. Aseltine Ms. Jacoway redesigning public spaces with field trip to Cabrillo Monument – interdisciplinary (English, Science, Math) and concrete – formal reports will be in the form of a town hall
- Extended studies 7th in French: sustainability is explored (Mr. Baron)
- ERBs standardized testing – 6th 7th 8th – May 3 to May 25
- HS French presentation Erin and Benedicte May 8 6 pm- 7 pm
- May 10: Spanish theater troupe performance for preschoolers – 9 am, with Yuriko (6th Kaylie, Nathalie, Chloe, Lilou, James – 7th Emilia – 8th Nolwenn)
- JMUN Conference May 23 and 24 – Ms. Aseltine
- La Troupe performance for parents – May 21, 6 pm
- La Troupe performance May 24 8:30 am forum time – all students
- TUESDAY May 29: class council 7th and 8th
- May 29: Open music class for parents 8th A and B
- May 31: chapeau ticket store at noon
- June 1: open music class for parents 7th A and B
- THURSDAY May 31: class council 6th
- May 31: All MS Staff meeting
- May 31: forum MS : MEDIA BROADCAST JOURNALISM / NEWSLETTER – Sophie Nehoua/ Francois Baron – 5th grade in attendance
- 8th grade Montreal trip: June 4 to 8 June 1: MS Dance
- June 7: open music class for parents 6th A and B
- June 13: field day – afternoon
- June 14 : forum in the morning, graduation at 5 pm
- June 15: last day of school for students

What we are working on preparing for next year

- Students will be surveyed with an end of the year feedback form
- Chromebook program will be rolled out – students will be offered a presentation end of May
- Cyber citizenship program will be reinforced
- Communication on electives/extended studies/clubs will occur before the end of this school year
- Enrollment for HS French classes with a deadline in June 2018 (4 group classes so far)
- Conversations around redesigning the MS area (Innovative Lab, MS area) and equipping 1 or 2 360 classrooms

- Student engagement will be reinforced next year (student council, club, outreach programs, responsibilities (fixing foosball table, building outdoors games in the MakerSpace elective, opportunity for an interdisciplinary project with applied mathematics Mr. Giot)
- Enrollment looks good, with a steady flow of inquiries and applications – a substantial number of newcomers across the grades – Students with no French will be integrated with the support of the fluency transition program in French
- Overnight trips

6th : October 16 to 19, 2018 – Joshua Tree

7th: November 13 to November 16, 2018 - Pali

8th: June 3 to June 7, 2019 – Montreal

HIGH SCHOOL PLACEMENT RESULTS:

We are very proud of this year's high school admission results and wish every single one of our 24 graduating 8th graders the very best for their high school years and beyond. We are lucky to live in an area with a multitude of excellent high school options. Many of our students applied to both public and private schools; many applied to more than one school; nearly all of our students received an offer of admission at their first choice school; and several students had multiple offers of admission. As you can see below, finding the right individual fit for student and family results in varied results for high school. Bravo!

IN THE SAN DIEGO AREA (schools listed in alphabetical order)

- **Bishop's** - 2 offers of admission given - 1 will attend
- **Canyon Crest Academy** - 2 offer of admission given - 2 will attend
- **Cathedral Catholic** - 2 offers of admission given - 1 will attend
- **Francis Parker School** - 3 offers of admission given - 2 will attend
- **The Grauer School** - 2 offers of admission given - 1 will attend
- **La Costa Canyon** - implementing IB Program - 1 will attend
- **La Jolla Country Day** - 3 offers of admission were given - 2 will attend
- **La Jolla High School** - 4 to 5 plan to attend
- **Mission Bay High School** for IB Program - 4 to 5 plan to attend
- **San Diego High School** for IB Program - 1 will attend
- **Scripps Ranch High School** - 1 will attend
- **Torrey Pines High School** - 1 will attend

Planning to leave the San Diego area - 2

Whether our graduates choose private or public, AP's or IB, our 8th graders are ready for the challenge that awaits them next year. Congratulations to our graduates and their parents and teachers!

C - From Head Room Parent (Heloise Brodin) with any information to share concerning recent or upcoming events

D- From P.A. President (Lydia Inostroza, represented by Mark Rosenblum) with any information to share concerning recent and upcoming events

- Recent events include successful Teacher Appreciation Lunch held on May 1
- Upcoming events include Kermesse on the last day of school June 15
- PA will hold a third Plenary Meeting in late May or early June, TBD
- PA will hold PA Board elections in May-June for Vice-President and Secretary, with interested candidates needing to make themselves known to the current Secretary Amy Allemann (aAllemann@aol.com)
- PA has been working hard on revising its ByLaws; ByLaws will be made public and posted on the website once completed and approved by the Board of Trustees