



## **School council – School Year 2018-19 - Second meeting**

Monday January 14, 2019

*Minutes by Mark Rosenblum, Head of School*

### **In attendance:**

**Members:** *MS and Elementary Directors, Preschool Academic Coordinator, Administration Representatives, Parents and Teachers who represent cycle 1234 / each division, Head Room Parent, PA president or other PA representative, Student representatives.*

**Chair:** *Mark Rosenblum (HoS)*

### ***Administrators and Administrative staff representative:***

*Bénédicte Brouder (MS), Francis Carlier (ES), Sophie Ricouard (PS), Emmanuel Poulain (DFO), Babeth Esterly (PS/PS Admissions)*

### ***Parents:***

- Virginie for Preschool -
- Luana McAuliffe for Elementary School - [luanamcauliffe@icloud.com](mailto:luanamcauliffe@icloud.com)
- Nahid Awad for Middle School - [lanl@san.rr.com](mailto:lanl@san.rr.com)

*Head Room Parent: Angela Whiteside*

*P.A. President: Lydia Inostroza (or other P.A. representative)*

### ***Teachers:***

*Cycle 4: Barbara Regan*

*Cycle 3: Cathleen Anderson*

*Cycle 2: Caroline Dumas*

*Cycle 1: Anne-Sophie Nguyen-Tregouet*

*Enrichment: Valérie Asensio*

### ***Students:***

*7<sup>th</sup> grade: Sophie D, Eva B, Angeline A, Emeraude W, Emi A-S*

*5<sup>th</sup> grade: Olivier Brennan et Aimée Desrosiers-Kutchuk*

## Agenda

**Welcome and Introduction to role and purpose of School Council meeting #2 [see attached overview of SDFAS School Council]**

- I. Feedback from students, feedback from parents, PA feedback, Room parents feedback, Teachers presentations of one representative project per cycle*
- II. Discussion and pre-ratification of School Calendar for 2020-21*

### **1-Student Reports: issues, ideas, suggestions, proposed solutions...**

ELEMENTARY (CM2 delegates):

B3, A2 and A1 with wind the tiles make an annoying sound...

Why no more tetherball?

Stalls in girls bathroom need to be closed up with paneling

**This has already been done earlier in the year...**

Choice of themes of spectacles end of year

**=> Les élèves de CM2 aimeraient être consultés pour le choix des thèmes des spectacles d'hiver et de fin d'année.**

**Will speak to teachers and see what might be possible.**

**=> Pourquoi il n'y a plus de TetherBall?**

**We need to put the Tetherballs back!!! Will check in maintenance and get it done.**

**=> Serait-il possible pour les CM2 de participer à l'équipe de foot du collège. / Special invitation for 4/5th grade to play on sports league.**

**Soccer team with MS for 5<sup>th</sup>? Special invitations to 4<sup>th</sup> and 5<sup>th</sup> graders to play in the sports league? Very hard to do because of league rules and age requirements. But maybe an elementary league might be possible internally within elementary school. We will explore but students may need to be patient and await MS.**

**=> plusieurs classes demandent que les cloisons des toilettes soient agrandies (toilettes des filles).**

**Will look into it with maintenance and work to rectify.**

**=> Wind blows roof tiles in B3 (annoying)**

**Will look into it with maintenance team.**

MIDDLE SCHOOL (5e delegates):

Problems to resolve:

- (1) Air freshener in the rest rooms would be very welcome so it smells better because students have to hold breath when they go in there. **Administration will check with maintenance to get that done.**
- (2) 7<sup>th</sup> grade social studies book is very heavy and there is no digital option. Could we find a digital textbook or get a new textbook. **Barbara Reagan has an idea of a good text book following on 6<sup>th</sup> grade. Conversations to be had with Ms. Aseltine...**
- (3) Microwaves desired for MSers in the lunch area. **How many would we need? Where would we put them? Mostly the 8<sup>th</sup> graders are asking? How many students need this for warming their lunch from home? Let's count in advisory and find out. Let's do this research, students, before admin makes a decision...**
- (4) Clubs are a bit expensive and if costs could be lowered for them. **Value proposition is actually quite good. Ancient Language used to be free and now it is not because free ones are the ones that are more student led vs. teacher taught. Student-led clubs are free. SDFAS teacher-led clubs with high prep, content and delivery have a cost.**

### **MS Highlights:**

CEE – comité d'embellissement de l'école is quite appreciated (re: new Fussball table for example)

PPC – party planning committee is also excellent: committee to plan events for MS around the school; e.g. dances, how Halloween would be organized, Spirit Week etc. decorations, food and they have a budget to be in charge of; all the little MS events that used to be organized by adults (like room parents) are now organized by students...! Students

New green turf – cleaner look to campus area, healthier

Classes/teachers are helping a lot more with organization and making sure that there aren't tests on the same day; etc. Thank you.

### **2 -Parents representatives: Feedback, Questions and Comments:**

Preschool parents: No feedback, so no news is good news.

Elementary School:

1. A parent writes in: "I wanted to bring up that any jacket left overnight disappears. My child has lost a jacket a week for the past two weeks. They were very nice, brand new jackets and this is something that's been going throughout the years. It is a certain style or brands that fit a category. The crappy old sweaters and jackets stay in the lost and found forever. She has left the jackets in the classroom

and disappear overnight. It is irritating because she lost all her jackets now both were given to her by her grandmothers. I've heard of new tennis shoes also disappear immediately after their left in the field or anywhere around the school. I have been at school for 11 years and it has been going this long."

*Don't know what grade the child is in but it is elementary for sure. If the clothing items have a NAME in it (like for summer camp) we will return the item. If folks are stealing items and are caught, there will be a serious consequence. Usually items are in the lost and found. Other people are also using the campus on the weekends – games, sports league, soccer on the weekend.*

2. It would be great if the school would help protect the kids from sun during the day--even if we apply sunscreen in the morning, it only lasts for a couple of hours. Would the school consider making it a policy to remind kids to apply sunscreen before PE, and maybe even before afternoon recess?  
**Blanket waiver authorization needed for adults to apply sunscreen. Sunscreen has to be sealed. After each child, hands of applier must be washed etc. We can certainly remind. Is it a year-round request or...? Have heard about this kind of thing before? Should also remind students to bring and wear hats.**
3. Does the school have any social-emotional education efforts planned? **Yes. A social-emotional learning task force was formed at the beginning of this year. Exploring what we currently do and don't do with respect to best practices.**
4. Other parents have requested that SDFAS recruit a team to support students and teachers, consisting of a psychologist, speech therapist, and specialized teacher. **We would like to do this but progressively; it is very costly. It will be part of the new strategic plan to be rolled out in Sept 2019. It is not clear to us at this time whether a school Psychologist is the right approach for the school given our school size, mission and vision. It may be best to continue recommend outside specialists for these individual situations. Again, we are researching and discussing.**
5. A few parents would like to see Spanish offered in the 2nd or 3rd grade. They believe it starts too late. **The school will look into it carefully and will be discussed as part of the strategic planning process currently underway.**
6. There has been a rising concern in the minds of the 4<sup>th</sup> grade parents about the math curriculum at San Diego French American school. Many are supplementing their child's math education with Kumon and Mathnasium because the level is subpar to other private schools. We would love a format where we could collaborate to improve the math curriculum in elementary and Junior High classes. Because this is a French school, we understand that the blended French-American Math curriculum is different. Having a more challenging curriculum will not only attract more enrollment but also ensure that the people who are so concerned about the rigorousness of their child's education feel good about investment that they have made. Format desired to improve the Math curriculum in the Elementary and MS.

**We believe that our Math curriculum is challenging, it is an interwoven French-American curriculum whereby both sides individually make up the entirety of the required (challenging) grade level and enrichment/remediation topics. We don't in reality have a "separate" English and "separate" French Math program. The program is ONE and, if improvements are to be made, the entire program needs to be reviewed on both sides...**

- (a) Curriculum mapping vertically and horizontally in Math from grades 3-8 is underway by all French and US Math teachers. Work to be completed by June 2019 to identify and gaps related to different curricular sequence by nature of French vs. US Math curricula.
- (b) Is there a way to present 4<sup>th</sup> and 5<sup>th</sup> grade data? And MS data? We will look into it in terms of data averages per grade in 3<sup>rd</sup> 4<sup>th</sup> 5<sup>th</sup> SAT II and ERB in 6<sup>th</sup> 7<sup>th</sup> 8<sup>th</sup>. French-American school has a blended dual-lingual math and science program. Data points to compare

where the whole class is on average to compare to one's own child and peers. A lot of parents are doing Kumon and Mathnasium. What can we present data that shows that we're doing well in this critically important curricular domain. And our alumni report to us that they do quite well in HS in Math. We are trying also to get more data from our alumni. We thank parents for raising this issue and are working on real plans and steps to improve the Math program in grades 3-8:

- (c) Planned changes in MS re: staffing levels and use of the 6 total hours of curricular time are to be announced on evening of Feb 4<sup>th</sup> at "The Journey through Middle School." All parents in grades are 4-7 particularly encouraged to attend. Cathleen Anderson also states for grades 4 and 5 that if any parent wants to learn more about CA curriculum standards and strategies, to please ask. There is a competition and a pressure about mathematics that feeds upon itself among parents too. Students are doing challenging grade level work with enrichment/remediation as needed.
- (d) Overall, the school is taking very seriously the perception and request for improvement analysis of the Math program in terms of methods, curricular alignment, staffing levels and the provision of data to the community. Please trust us and be patient just a bit longer as we finalize and rollout plans for 2019-20.

#### **Middle School**

6<sup>th</sup> 7<sup>th</sup> 8<sup>th</sup> : US Math and how it is taught. Is a problem. Parents are frustrated. Issue about the teacher being overwhelmed or teaching too many classes. And the parents think only the French Math makes the kids great. Some parents unhappy. See above. School is working on it. There will be some changes implemented in 2019-20 with respect to some or all of methods, curricular alignment, staffing levels and the provision of data to the community...Middle School parents are talking to the parents in Elementary school and telling them that the program is weak. Better communication with the parents from the school would be a great help. Parents are reminded that it is poisonous to speak ill of the program within the community as it undermines the teacher and learning. We need parents to be optimistic at this point and trust us and let the school have some time to formulate and roll out its plans. Have confidence in us!

### **3 – Head Room Parent: Feedback, Questions, Comments:**

- Where do we get the minutes for the Student Council more accessible? **In ECHO and on Parent Portal of website (login: parent; password: international)**
- Can we make Field Trip Authorizations electronic for the Preschool through DocuSign or something like that? **Admin will look into it.**

### **4 -PA community and school events: Report by P.A. President or representative:**

*Social and emotional learning plan and timeline is desired. See above.*

*Success of Marché de Noël 2018 on the field. Debrief / feedback from the Council, thank you to the PA.*

*Separate meeting with PA about how to improve MDN for next year re: layout and some talks about maybe changing the time but otherwise will be very similar.*

*SDFAS is looking for a "PARENT SOCIAL CHAIR" with budget allocation to design formats for parents without children to gather and spend time together. Current organizers can no longer do it. Someone needs to step up and then take on an apprentice to learn how to do it. Date is*

*open.*

*TALENT SHOW CHAIR needed for 2019-20. Kerry Riché will be retiring from this role. Need someone to apprentice with her this year so that the person can run it next year. We need to try to have event chair and also have an 'apprentice'.*

*Teacher Appreciation Week: PA is only responsible for luncheon. Need an apprentice there.*

*Kermesse and Int'l food fair.*

*President and Treasurer of PA are needed !!!!!!!!!!!!!!!!!!!!!!! Need help recruiting people. Main goal of president is to ensure that the activities calendar is maintained. Treasurer tracks budget and makes sure event chairs stay within budget.*

*How to improve the PA? How do we make it more public versus a "shadow" organization. PA should be maybe an extension of the Room Parents. A lot of Gala volunteers and a lot of volunteers. Very active community but around Gala and active parent base with the room parents. Why not fuse the two organizations? Send message about PA meeting through the Room Parents who do read and do do their job. Gala parents do do their job – it is working. Why revive an irrelevant organization when PA could be integrated into the Room Parent organization. Word of mouth from RP's is better information and recruiting source than "PA". "SDFAS is looking for a President of the PA" "The school needs someone to organize the international food fair".*

## **5 – Overview of AFTER SCHOOL / ENRICHMENT PROGRAMS (VA)**

No report at this School Council #2.

## **6 – Academics, students, teaching and learning (Teacher Reps per cycle)**

### **Examples of school projects by division:**

PRESCHOOL: Anne-Sophie prepared a little presentation. Literacy: stories and books. Language, robotics and shapes. Working around stories and listening and how to tell and retell a story and differentiate different sorts of writing, cooking and working on recipes, science as part of *Défit Scientifique* with PK1. Some students already in Innovation Lab doing robotics. This part of year will be PK1. Galette recipe and work around crown shapes and graphism.

### **ELEMENTARY SCHOOL:**

Cycle 2: 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> already participating in the garden project working with 4<sup>th</sup> graders and 4<sup>th</sup> graders will show us what they learned in class in terms of classification in science class. Field trip to water conservation garden in San Diego. Better idea of what to do with their garden which is empty for the moment and needs to be planted. Doing experiments with seeds from home. One parent is helping with this project who is a landscape designer who will help us to get all of the different plants that we need. At the field trip we learned how to

save water and which plants are the best for San Diego weather in order to become EcoCitizens. Part of sharing with other grade levels is that the MS also came to different elementary classes to share presentations about being responsible and recycling and excessive waste and pollution. Also to be used for a project.

Cycle 3: Big project about gardening for full elementary school. 4<sup>th</sup> to 5<sup>th</sup> grade work on the part of land in front of C building on the dirt part. A zen Japanese garden project – different disciplines. Field trip already to Point Loma and have done many activities in science and language arts. Writing, etc. Big project.

#### MIDDLE SCHOOL:

Empowering the student through student led clubs:

- Student Newsletter
- LIVE club for sustainability and service actions
- Committee to embellish the campus gardening
- Continue project based and experiential learning; garden project with Math and Science with mosaics on the ground at the end of February
- Professional Development of teachers and sharing their experiences back and forth with other teachers of independent schools, a.k.a. teacher exchanges in small groups with Grauer and Parker.

## II. School Calendar for 2020-21

Review of 2018-19 and 2019-20 calendars ✓

Discussion about pre-ratification of 2020-21 ✓

Pre-ratification of calendar for 2020-21 ✓

**For 2019-20 (final approval) an 2020-21 (pre-ratified with final approval next Fall 2019) calendars were decided by consensus among the school council members. For 2019-20 final approval, CONSENSUS was reached for a HYBRID calendar between the proposed options A and B... The pre-ratified 2020-21 calendar will be submitted to the adult members of School Council for proofing and to ensure correctness based on what was decided.**

**School Council Meeting adjourned.**





## **SDFAS SCHOOL COUNCIL / CONSEIL D'ÉTABLISSEMENT**

### **The School Council meets once per trimester and is organized to:**

- promote a broad appreciation of the ideals of an international school
- enlist the educational and social resources of home and school to provide the best education possible
- provide an advisory (feedback) function to the school administration and a forum of exchange for parents and teachers
- and encourage the integration of families into the life of SDFAS

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### **Furthermore, the School Council, upon recommendation of the head of school, examines and eventually votes on the following:**

- organizing the school week and the annual calendar (School Council #2)
- and calendar of school events (School Council #1)

### **The S.C. advises (gives feedback) on the operation of the school in the following areas (School Council #1 #2 #3)**

- extra-curricular and complementary school activities,
- food services and school hygiene,
- the protection and security of the students during and after school,
- the organization and diffusion of information to the parents and students,
- the school's overall plan whose pedagogic strand has been elaborated by the teachers' council and the executive committee,
- and discipline.

### **The Head of School informs the School Council on:**

- the academic organization of the classes and curricular cycles (School Council #1)
- the composition of the student groups (School Council #1)
- the choice of pedagogic materials (School Council #1)
- and the procedures for parent-teacher conferences (School Council #1)



**The members of the School Council come from the following groups:**

- four elected teachers, one representing each cycle (or division);
- four elected (or selected from room-parents list) parents, one representing each cycle (or school division)
- the head room parent,
- one Parents Association representative,
- one member of the administration,
- one or two elected student representatives from elementary and middle school,
- representatives of the French Consulate in Los Angeles (if available),
- and the head of school who calls and presides over the meetings.

**Attendance by School Council representatives at their meetings is mandatory.** If the representative is going to be absent, he/she must find a comparable replacement. (For example, a parent replaces another parent, from the same cycle; a teacher replaces another teacher from the same cycle and so on.

*Cycle 1 = PK0-PK1-PK2-K, Cycle 2 = 1st, 2nd, 3rd, Cycle 3 = 4th, 5th, 6th, Cycle 4 = 7th, 8th, (9th). If a representative per cycle is not available, a representative per division is acceptable. Preschool = PK0 - K, Elementary = 1st - 5th, Middle School = 6th - 8th*

## **PROJET D'ÉTABLISSEMENT – SDFAS – 2018-2021**

### **SCHOOL-WIDE ACADEMIC PLAN – SDFAS – 2018-2021**

**Axe 1 : Développer la continuité horizontale et verticale des apprentissages dans le cadre du bilinguisme de l'école maternelle à la fin du collège en référence au socle commun de connaissances, de compétences et de culture.**

**Theme 1: Develop horizontal and vertical curricular articulation in a bilingual context from Preschool to Middle School with respect to the French Ministry of Education's common framework of content knowledge, competencies and culture.**

1. Maîtrise des langues, à l'oral et à l'écrit, au niveau linguistique et culturel au service de tous les apprentissages  
1. Develop mastery of written and oral language, from both linguistic and cultural perspectives, in support of all learning.
2. Développer la continuité et l'articulation des apprentissages de l'école maternelle au collège  
2. Develop the articulation and continuity of teaching and learning from Preschool through Middle School.
3. Renforcer les parcours d'éducation artistique et culturelle  
3. Reinforce teaching and learning in the area of art and culture.

**Axe 2: Engager l'équipe pédagogique dans des stratégies d'enseignement diversifiées et collaboratives, centrées sur l'engagement et le bien-être de l'élève, actif dans son parcours d'apprentissage personnalisé.**

**Theme 2: Engage the teaching team in best practices for diversified and student-centered teaching, centered around the engagement and well-being of the student, who will be active in his or her individualized learning.**

1. Développer la pédagogie de projets interdisciplinaires contextualisés, centrés sur l'engagement actif de l'élève  
1. Develop a teaching approach of contextualized interdisciplinary projects, centered around active engagement of the student
2. Développer l'intégration personnalisée d'élèves aux profils linguistiques variés en utilisant le cadre européen commun de référence pour les langues  
2. Develop individualized integration into the school of students with varied linguistic profiles, using the Common European Reference Framework (CECR) for languages
3. Accompagner la réussite de chaque élève par la mise en place d'évaluations régulières des acquis, en fixant des objectifs intermédiaires formalisés au sein de parcours de réussite personnalisé  
3. Ensure the success of each student by the use of regular and ongoing assessments of learning, establishing formalized objectives within the student's personalized learning plan

**Axe 3: Développer la conscience de la citoyenneté globale, en tant qu'habitant du monde responsable, animé par une éthique morale et civique, comme acteur au sein d'une communauté et d'une société ainsi que sur le plan environnemental.**

**Theme 3: Develop in students an understanding of global citizenship, as responsible inhabitants of the world, guided by moral and civic ethics, as active and engaged members of a community and a society as well as concerning stewardship of the environment.**

1. Développer la citoyenneté globale  
1. Develop global citizenship
  - a. compétence de langues / linguistic competency
  - b. interculturelité et compétences culturelles / cross cultural competency
  - c. compétences avec les outils digitaux/technologie / digital competency
2. Développement durable et respect de l'environnement  
2. Sustainable development and respect of the environment
3. Développer l'éducation morale et civique  
3. Develop character education and citizenship
  - a. mise en place d'un système de discipline positive articulé de la maternelle au collège / articulated positive discipline program from Preschool to Middle School
  - b. apprentissages socio-emotionnels / school-wide SEL program
  - c. mise en place de valeurs morales et civiques communes avec un langage commun  
putting in place shared community and civic values with a shared school-wide language
4. Développer le parcours Avenir - connaissance du monde professionnel, conscience du métier  
4. Develop education surrounding students' future: knowledge of careers and the professional world of work