



## School council – School Year 2018-19 - First meeting

Monday October 8, 2018

*Minutes by Mark Rosenblum, Head of School*

### In attendance:

**Members:** Directors- Administration Representative- Parents and Teachers who represent cycle 1234 – PA president or other PA representative - Student representatives.

**Chair:** Mark Rosenblum (HoS)

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

~~Bénédicte Breuder (MS)~~ (absent), Francis Carlier (ES), Véronique Bevali (PS), Emmanuel Poulain (EP)

### **Parents:**

- Tara Lawlor for Preschool - [TaraLawlor@aol.com](mailto:TaraLawlor@aol.com)
- 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~~ (absent)

**P.A. President:** Lydia Inostroza

### **Teachers:**

**Cycle 4:** Barbara Regan

**Cycle 3:** Cathleen Anderson

**Cycle 2:** Caroline Dumas

**Cycle 1:** Anne-Sophie Nguyen-Tregouet

**Enrichment:** Valérie Asensio

### **Students:**

**8<sup>th</sup> grade:** Margaux Esteve, Lily, Diego

**5<sup>th</sup> grade:** Eleanor Meyer, Aimee Desrosiers-Kutchuk, Mathias Bas, Olivia Brennan

## Agenda

**1-Welcome and Introduction to role and purpose of the School Council (MR) [see attached overview of SDFAS School Council]**

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

**ELEMENTARY (CM2 delegates)**

### Problems:

- People kicking balls over the fence Students have to STOP this silly behavior. If they are caught doing it, there will be consequences such as not being allowed to use balls.
- What's up with the missing tether balls? We will look into this and seek to resolve.
- Problem in the bathroom with students playing in there and going under and into stalls and locking doors This needs to be addressed. Students must stop messing around and playing around in the bathrooms in this way. Facilities team will look into a structural solution.
- 5<sup>th</sup> graders want to take chromebooks home 5<sup>th</sup> graders will have to wait until 6<sup>th</sup> grade to have this privilege !
- Afterschool students who are waiting for parents would prefer to wait in benches by front gate rather than go to daycare... For supervision needs, this has to happen this way!
- Can we compost leftover food at lunch? This will be a great school wide project for class delegates to work on with the administration and facilities department. Perhaps students could get together and propose a project and envision how the roll out of the project would occur, write a letter to administration and facilities departments sharing the vision. Then we could work together to implement the vision both in terms of the bins needed to do it and in terms of getting the student body and adults to properly separate their food, etc.
- Can we bring back crêpe day on Friday? This may be difficult to do without a whole 'grade' taking it on with its parents as an ongoing fundraiser project, such as to help lesson the cost of a field trip. The project would need to be designed and run by volunteers. If a particular grade is able to get itself organized and get needed parent support and involvement, then, yes, OK to crêpes. Possibly on Fridays?

### Compliments:

- School remodel; François new lab; Jacob making class room; improvements: chromebooks and token economy reward system for good behavior in the classroom Thank you!

**MIDDLE SCHOOL (4e delegates)**

### Positive:

- New pottery/art program is wonderful (but would like to have it more

often like in 6<sup>th</sup> and 7<sup>th</sup> grade)

- Chromebooks and Innovation lab but 8<sup>th</sup> graders would like to be able to go into Innovation lab more often
- A lot of new space in relocated MS lounge

**Needs to be worked on:**

- **Need privacy at Urinals:** “Divider panels” were installed but they don’t seem to extend far enough from the wall. Facilities department is looking into a solution to extend further.
- **Change dirt for something else; metal partition seems dangerous for little kids:** The school is looking into the best way to solve.
- **Hard to push your chair in with new desks on wheels:** Mr. Rosenblum has tested. This is true, but doable all the same. We are sorry for the inconvenience. The furniture is brand new and we can’t change it at this point. We appreciate your patience with it.
- **Balls during recess – kids who kick balls over the fence** This issue should be raised in advisory and discussed with solutions proposed by the students for the students, with request for adult help if needed.
- **Soccer balls – we need better ones to play with at recess other than the deflated one and the volleyball.** Please see Diesa to determine what and how many recess soccer balls are needed so that they can be ordered.
- **Bring back the ping-pong (and the fus-ball?).** Students should get together and propose a solid plan/proposal to administration as to cost, maintenance and care plan so we don’t have the same problem with a quickly damaged and degraded table as occurred last year.
- **Daycare for MS students; let us have a little more freedom** Administration understands this desire but also needs to be able to “see” you and where you are. Will give more freedom whenever possible.
- **Middle School lounge over by fence, can we put gravel and make a Zen garden?** Again, bring a proposal in writing (a plan for the project with estimated cost and how it will be built, maintained and cared for) and this will definitely be considered.

**3 -Parents representatives: Feedback, Questions and Comments:**

Preschool: one recurring theme is that folks having a hard time making meetings that are set during the day, e.g. Gala meetings at 9:30 or 10 am a lot of parents can’t make

that time

**Elementary School:**

**Positive:** Chromebooks good, Innovation Lab good

**To work on:**

**1. School uniforms?**

Need to ascertain how much of the community is interested in this. A question on the annual parent survey in April can be done...

**2. Class sizes?**

20 is upper limit.

**3. Bathrooms: stress and stomach aches because students having a hard time with the crack in where door closes on stalls**

We are looking into this issue with facilities department and aim to find a solution that rectifies the problem.

**4. Multiple, many emails being sent and received – it is too much**

School is working on a plan to streamline communication better.

**Middle School**

**To work on:**

**1. Bullying during class time, playground or bathrooms:**

*What is bullying?* According to [stopbullying.gov](http://stopbullying.gov) (the go-to resource online), "Bullying is unwanted, **aggressive** behavior among school aged children that involves a real or perceived **power imbalance**. The behavior is **repeated**, or has the potential to be repeated, over time."

What's more, the behavior is **targeted**.

At the same time the word "bullying" is often used to indicate other things like being mean, rude, insensitive, thoughtless, or excluding someone in one instance, all of which aren't OK, but aren't necessarily "bullying." "Bullying" is certainly a trigger word in today's society, and sometimes even used as a "joking-around-word" amongst students who are horsing around but not really being mean to each other.

*What is the school already doing?*

- October & May: Panorama Assessment Surveys on student feelings about SEL within the school and about student wellbeing.
- Regularly held class councils in elementary school to voice and address

problems and seek solutions and reinforce codes of conduct.

- Advisory in MS on Thursday mornings: videos, role-play, cyber-bullying prevention (4 or 5 digital citizenship workshops across the entire Middle School)

- Erin Wallen from Middle School and Emily Loomis from Elementary School will attend the *International Bullying Prevention Association* conference here in San Diego from Nov 5-7 and then share their learning back out to the administration and faculty.

- Following CAIS recommendation for the school to look carefully at Social and Emotional Learning, a SEL Task Force was created in August 2018 tasked to assess what the school does, research best practices, and make recommendations eventually about how to reinforce positive SEL culture in our school.

What we can do more?

- Continue to educate kids and parents (speakers? presentations?); educate about what is and isn't bullying

- Reinforce policy; intervene in clear cases of bullying; adhere to discipline protocol; use tracking of incident reports to show what is bullying and what is not

2. Lice and no full time nurse to check for Lice; 6<sup>th</sup> grade problem and they were still worried about it.

We have hired a new P/T nurse who will start one day per week and then the school will assess needs.

3. Lockers and vandalism; breaking pencils, taking stuff away, breaking into lockers

Students should lock their lockers first and foremost. Not that the problem is OK or allowable – it can be addressed in advisory. There will be consequences for those caught breaking into or damaging lockers in any way.

4. Bathroom cleanliness and behavior in the bathrooms

We will share the cleanliness issue with the facilities department and we'll aim to do better in this area.

5. Innovation lab – available for 6<sup>th</sup> graders as well

Robotics elective is open but only 11 spots so trimester 2 and trimester 3 have the same content so 22 can actually. We are doing coding in the Math class with Nicolas and uses the Lab for Math Club. Digital Citizenship takes place 5 times a year in the Lab.

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

- Back to School picnic went really well and we cut costs bc Vanessa did the facepaintng*

- All Plenary and PA Board Meetings have been calendared since last year to facilitate attendance, though they are at 2:30 pm*

- *New Parent Cocktail was attended by Keri Belhon*
- *La Jolla Christmas Parade is coming up: Sat. Dec 2*
- *Marché de Noël: Dec 14 from 2-6 pm – Field or Blacktop ?*

*Lydia's last year as President ! and Keri's last year as Treasurer !Those positions are open!*

#### **5-Campus (MR):**

- **Campus improvements and projects were completed over the summer** (New Innovation Lab for the entire school; new movable desks and chairs in C12 and C14 with white boards all around for 360 degree teaching and learning; new refurbished flooring in PK5-PK6-PK7-PK8 and in the bathrooms of the main Preschool building; new roofing fascia and gutters on elementary and administrative buildings; new shed by main gate entrance for laundry machine and dryer for Preschool; new wall in teacher's lounge to make photocopier space accessible to MS students for printing from Chromebooks).
- **Security update:** replacing all surveillance cameras with high definition night vision cameras and adding from 16 to 23 cameras for total campus view coverage; next phase will be raising PK area perimeter fencing and replacement PK "corner" doors with emergency push bar mechanisms and installing a tall straight bar gate at the front entrance of the school.

#### **6-Communicating about SDFAS (MR):**

- SDFAS Orientation Day held on August 29
- SDFAS High School Night with Alumni Panel held on September 25
- SDFAS Experience from A to Z held on October 2
- SDFAS Open House will occur on November 12
- Recent articles in local newspapers about new Innovation Lab and last year's EUSTORY project plus advertisements about our school

#### **7- Pedagogical structure and teachers:**

- Preschool has 126 students: PK0- 2 classes (18 students), PK1- 2 classes (32 students), PK2 – 3 classes (43 students), K – 2 classes (33 students)
- Elementary has 174 students: 1<sup>st</sup> – 3 classes (41 students), 2<sup>nd</sup> – 2 classes (32 students), 3<sup>rd</sup> – 2 classes (29 students), 4<sup>th</sup> – 2 classes (39 students), 5<sup>th</sup> – 2 classes (33 students).

- Middle School has 87 students, 37 in 6<sup>th</sup> grade, 22 in 7<sup>th</sup> grade and 28 in 8<sup>th</sup> grade.
- SDFAS has 387 students all together at the time of the meeting. (364 at this point last year in 2017-18...).
- New students: 18 PK0, 12 PK1, 11PK2, 3K, 7 1<sup>st</sup>, 5 2<sup>nd</sup>, 5 3<sup>rd</sup>, 6 4<sup>th</sup>, 2 5<sup>th</sup>, 8 6<sup>th</sup>, 3 7<sup>th</sup>, 8 8<sup>th</sup>
- The teachers in Preschool: There are 9 French Teachers and 2 English Teachers
- The teachers in Elementary: There are 8 teachers in the French Program and 5 in the American Program
- The teachers in MS: There are 5 teachers in the French program and 3 teachers in the American Program plus 1 Spanish teacher.
- We also now have 2 ESL/FLE Teachers who manage the new Fluency Transition Program (6 hours of FLE in grades 1-5; 8 hours of FLE in grades 6-8)
- We have 5 specialty teachers: Sport- Librarian- Learning Specialist- STEAM Teacher/Coordinator- Ceramics and Visual Art
- A total of 37 teachers at the school. And 10 assistants.

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

- 57 different activities: 4 categories and 4 ages groups
- Sports, Arts and Crafts, Academics, Study Hall
- PK-K; 1-3; 4-5; 6-8
- 390 activities were participated in during first trimester
- 26 adults learning French
- Study Hall – 3 everyday with 48 kids on average; Friday 2 study halls with average 32 kids
- Everyone waits in the lunch area until siblings are out of class at 3:15 pm – students are not charged for that time; as far as freedom, we still need to see them to supervise them properly.
- For day care until ASA starts at 3:30 pm there is no charge.

## 9 – Academics, students, teaching and learning

### (a) New Projet D'établissement 2018-2021

(see handout for Main themes and subthemes of the new school-wide Academic Plan)

**(b) Examples of school projects by division:**

**PRESCHOOL:**

*Cardboard challenge around transportation theme. Theme no. 2 from School-Wide Academic Plan. Imagination and exploration. Explain choices. How to go from 2 –D to 3-D model and how to attach (glue or tape or rope...).*

**ELEMENTARY SCHOOL:**

*1<sup>st</sup> – 3<sup>rd</sup> grade work with Brazilian music and Capoiera in Portuguese. South African dance and djembe. All elementary school Musical Opera with Claire Selva for end-of-year show.*

*4<sup>th</sup> – 5<sup>th</sup> grade: student delegate election process, candidates, speeches, voting, etc. imitating real life representative democracy process.*

**MIDDLE SCHOOL:**

*6<sup>th</sup> – 5<sup>th</sup> grade Math bridging project with Nicolas Giot*

**9 – Overview of Parent evenings planned for 2018**

--Maru Davila on October 3: Healthy families

--Hilde Gross on October 11: Parenting and child self-esteem

--Stéphanie Gontron on December 11: Cognitive development in children and teenagers

**10 -Item to prepare for the next council (MR): School calendar**

- Next meeting is January 14. Parent representatives will solicit input from parents and meet ahead of time with administration (Mark and Babette) to prepare proposals for the school calendar (2018-19), to be reviewed, discussed and voted upon at School Council #2.



## **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. Maitrise 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. interculturalité et compétences culturelles / *cross cultural competency*
  - c. compétences avec les outils numériques/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. apprenetissages 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*