



## School council - School Year 2018-19 - Third meeting

Monday May 13, 2019

*MINUTES by Mark Rosenblum, Head of School*

**In attendance:**

**Members:** Preschool, Elementary and MS Directors, Administration Representative, 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)

***Parents:***

- Angela Whiteside for Preschool
- Sarah Clemence for Elementary School
- Tere Sekiguchi for Middle School

***Head Room Parent:*** Angela Whiteside

***P.A.:*** ---

***Teachers:***

*Cycle 4: Barbara Regan*

*Cycle 3: Cathleen Anderson*

*Cycle 2: Caroline Dumas*

*Cycle 1: Anne-Sophie Nguyen-Tregouet*

***Students:***

**6<sup>th</sup> grade:**

Fay Awad

Thomas Vidon

Stella Lee

Jorge Bas

**4<sup>th</sup> grade:**

Kiara

**Head of School: Welcome and Introduction to role and purpose of School Council meeting #3  
[see attached overview of SDFAS School Council]**

**Agenda:**

- I. Feedback from students; responses from Admin where possible*
- II. Brief explanation of new SEL program choice – Responsive Classroom (Mark Rosenblum)*
- III. # of departing teachers by division (Mark Rosenblum)*
- IV. Explanation of Zen Garden project in Elementary School (Francis Carlier)*
- V. Explanations by Teacher Representatives of select upcoming school events/projects of interest*
- VI. Feedback from parents; responses from Admin where possible*

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

ELEMENTARY (CM1 delegates):

- "At lunch line, students wait in line but some teachers cut the line to get food and it is not fair." Mr. Carlier: teachers on 'duty' need to eat faster but others not necessarily; we will communicate to them the importance of waiting their turn as well.
- "Water fountain filters need to be changed when turning orange or yellow vs. green." Mr. Carlier: this will be communicated to facilities department. Students should not hesitate to tell their teacher or Mr. Carlier whenever they notice the filter color on orange or yellow."
- "A1-A2 problems with chairs and tables in the 5<sup>th</sup> grade classrooms because the chairs are attached to the tables." Mr. Carlier: this doesn't have an easy solution and the administration appreciate student patience with these desk-chairs. There can be some positives to this also, in terms of larger desk space and in terms of students not playing around in their chairs.
- "Several classes requesting the return of the tether balls even though the balls keep falling off." Mr. Carlier: The balls come off and then we have to buy new balls each time and so it gets expensive. We will check with Matt the facility director and see what we can do.

MIDDLE SCHOOL (6e delegates):

- Hard to speak about the other classes; 6<sup>th</sup> grade: people are happy in general with school and curriculum. Sometimes people are not as respectful or considerate as they need to be. Some anonymous examples cited. People getting excited and talking perhaps too much in class as we approach the end of the year. Barbara R says that they are actually pretty good in class. Different groups of friends and certain cases where people maybe aren't as nice to each other as they could be. In general, all is well. Nice school, nice people over all! Mme Brouder: it is a learning curve and kindness is a key value of the school; we will continue to work on this all together.

**2 – New SEL program choice (Mark Rosenblum)**

Responsive Classroom and a brief explanation by Mark. The May 23<sup>rd</sup> Edito in the *Echo* will say a bit more about it. There will also be a morning and early evening parent's meeting coming up on May 30<sup>th</sup>.

### **3 – New ZEN GARDEN project (Francis Carlier)**

Conceived of by students in elementary. Brief explanation by Francis. A lot of excitement about the project. Will be in a space in the Elementary/MS classrooms area one space further along than the gardening space.

### **4 – Departing teachers; arriving teachers**

2 teachers leaving in MS plus MS Director; one teacher leaving in Elementary School; probably a third K section in *Maternelle* though this is not yet confirmed and if so a teacher will probably switch levels to take on that class; two new teachers needed presently then in Preschool

### **5 – Academics/students/teaching and learning/school events (Teacher Reps)**

#### **Recent or upcoming School Events of interest:**

##### **PRESCHOOL:**

Preschool events – Cycle 1

- K graduation and explanation by Anne-Sophie. Preschool show based on book. "L'exposition idéale" based on book by a French author who lives in the US.
- International Week: students decorating some classes with their students and having workshops about chosen countries; e.g. Columbia and Greece artwork; choir in K-1 will open up the ceremony on May 16.

##### **ELEMENTARY SCHOOL:**

*Elementary Cycle 2:*

- Update on garden project of 1<sup>st</sup> and 2<sup>nd</sup> grades. Plants planted and children water and care for them. Radishes were tasted today! Different steps explained: map of garden; idea to be sustainable and eco-friendly; would love to be more involved with MS live club; aromatic sensory plants
- Update on sailing project of the 3<sup>rd</sup> graders; 7 times over the course of the unit; teamwork; specific vocabulary; learning how to sail their own boats

*Elementary Cycle 3:*

- 4<sup>th</sup> grade overnight two nights field trip an hour north to Rawhide Ranch; students went W-Th-F of last week; learned ranch vocabulary, collaboration, all in English and helps ESL students; some language translated into French; two male and two female adult chaperones; archery, horses, tended to animal chores; 40 parents came to the BBQ at the end; it was really wonderful. Great

memory for the kids to explore a world outside the confinements of the classroom.

- International Week – Tues Weds Thu – participating teachers in grades 3-8 each have classroom representing countries. There are 3-4 stations in each classroom explaining about the country, with ‘peace’ as this year’s theme. Classrooms of students will visit each other. A symbol or a person from the country who has contributed to peace or within the culture; this in addition to food, dance, art, etc. What’s valuable and brings peace and unity within the world. Decorating the school as well with flags. Parents invited from 2:45 – 3pm on Thursday to see a classroom country of choice. Parade in the morning with the Preschool going around and showing off costumes and national/ethnic clothing.

#### MIDDLE SCHOOL:

##### *MS – Cycle 4*

- Student-led garden project: MS lounge area – lavender and tomatoes.
- International Week and Int'l Day of Living in Peace: welcoming other classes into their classrooms.
- La Troupe – Theater company performed last Thursday (5 amazing students); they are playing *Le Goëland des Mers* (got rights from author). Murder mystery on an island.
- JMUN club / Junior Model United Nations: club is opened to 6<sup>th</sup> graders; representing a country producing a paper; 10 sixth graders’ position papers have been selected !; two others selected for committees; May 29-30 is the actual conference; Ms. Aseltine and this group have worked hard and had great success this year.
- Trip 8<sup>th</sup> grade: Trip to Montreal and Quebec co-organized by Diesa Seidel and Anne-Laure Denis: some activities - Maple Syrup making; see a soccer game; visit a native American village; overall co-curricular program for the trip joins art, science, culture and sports
- Legacy project in 8<sup>th</sup> grade – student descriptions of self through music or drawing or pictures or writing; sensory portraits shared also at 8<sup>th</sup> graduation ceremony
- Middle School Dance coming up and also celebrate the class of 2019.

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

##### *Maternelle / K*

No parent input at this time.

##### *Elementary School:*

1. Changing room or changing area for sports vs. classrooms or bathroom

*Unfortunately we simply don't have the space presently on campus.*

2. Who can be officially responsible for collecting lost and found items and place them in a neat and tidy *Admin: After-school staff can help with this, as well as anyone who finds a lost item on campus; there are many current clothing items in Lost and Found and these will be neatly arranged and piled tomorrow. Please label everything; and, the child should first and foremost be in charge of checking the lost and found rack; please see Mr. Carlier if further questions.*
3. Elementary Show now in the mid-morning is difficult for working parents. *Mr. Carlier: we had issues with the timing at 5:30 or at 4:00 as well; no time is perfect for everyone, unfortunately: we are trying this out this year to see if it works better for more people overall.*
4. Spanish. Could we have a serious discussion about having Spanish at lower grade levels in the school. This is an initiative the viability of which will be explored and which will be a part of the upcoming roll-out of the strategic plan. It doesn't seem to be a matter of "If" but "when". It will need to be financed, through tuition most likely.
5. Will there be an end-of-year this year Survey this year on curriculum and management. Normally we do a survey of this nature every-other-year. We will consider moving it to every year. This year, we did already a school wide survey of this nature earlier in the year with respect to gathering input for the strategic planning process... If you have specific input you feel the need to share, please schedule a meeting with a division director or with the Head of School. Thank you!
6. Chinese New Year was fantastic. Can we do Mardi Gras as well? *Admin: We generally switch off every other year.*
7. SDFAS Math program: Singapore Math? *Head of School: We are not teaching above and beyond Common Core fundamentals in our mathematics program. Given the direction of public education, most textbook series available – at least the modern quality ones – are aligned to at least cover the basics of Common Core Math. This doesn't mean that the content and methodology or pacing used by our teachers is defined by Common Core. At SDFAS we go further and in great depth through our school's own curriculum design. We are an independent private school and have developed a very unique blended dual-lingual Math curriculum comprised of a careful integration of French and American Math curricula. Both the French and English components, taken together, comprise our Math program's scope and sequence. For the English part of the blended program, we have not elected to go with Singapore Math. We are moving toward the "Bridges Math" elementary textbook series which is widely reputed and used in many independent schools. Implementation will begin in 2019-20.*
8. Are we going to have a vote on School Uniforms? Many would like some clothing with the school logo? *We do not plan to hold a vote on school uniforms. This is not a top priority*

*direction in which to take the school presently. However, we are working on a plan with a clothing distributor of school clothing to make a number of items available for purchase. Hopefully this initiative will work out.*

9. Board members who are French would be beneficial? *The Board Chair (outgoing Jennifer Silver; incoming Kyndra Leach) is the most appropriate person with whom to share this feedback. HoS will pass the message along. The BoT does not intentionally mean for there to be fewer French people on the Board. Any persons interested in joining the Board are encouraged to reach out to and speak with the Board Chair or Head of School who can pass along that interest. There is a process for being chosen as a Board Member but the process cannot begin without knowing of interest and skillsets offered! Thank you. The Board is currently very international in make-up, like our school. it has French, American, Turkish-American, Mexican-American (outgoing), Italian-American (outgoing), Brazilian, and British persons: incoming members so far for next year are Mexican-Japanese and French-American.*

10. Is there an ombudsman who can deal independently with issues on the campus?

*No. The Head of School is the mediator for all issues except those which might concern him/her directly engaging in a serious breach of professionalism. In such cases, the Chair of the BoT would be contacted. Simply disagreeing with a school policy or with the HoS on an issue is not grounds for contacting the Chair of the Board.*

11. Would the school consider having a reminder policy for children and sunscreen for afternoon recess and sports? Parents apply sunscreen in the morning, but the afternoon can be a problem. In preschool, we need to be very vigilant about having the hats. Also, please teach children at home and have them practice putting it on so that when reminders occur, students know how to do it.

*Middle School:*

- No comments but a question - Please remind students about international day in case Elementary and MS want to wear ethnic-national-cultural clothing on International Day on Thursday. -- Teachers can remind the students. Division Directors will ask the teachers.

a. **- Head Room Parent:** Feedback, Questions, Comments  
No feedback from parents

b. **- PA community and school events:** Recent and upcoming events

Kermesse upcoming last day of school in June. Considering a slightly modified format with a big tent (for shade) on the field with increased participation in parents volunteering to bring food "potluck" style for our international food festival. Entire event will take place on the field. Parent volunteers needed! Please contact Sarah LeBoyer or Isabelle Gilet to offer your assistance in organizing and participating in the event on the day of (there will be a number of defined tasks). More information to follow soon through the Room Parents communication structure.



## **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. interculturalité et compétences culturelles / cross cultural competency
  - c. compétences avec les outils numériques / digital competency
2. Développement durable et respect de l'environnement  
2. Sustainable development and respect for 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