

ASPect

ASP News Magazine

- 2. Mark's Asked & Answered
- 4. ASP Voices
- 6. ASP by the Numbers
- 7. ASP Originals
- 8. Living Our Mission
- 10. Plan to Action
- 11. How Are We Doing?
- 12. Teaching and Learning
- 15. Wholeness of Education
- 21. ASP Gives Back
- 23. Lower School Connections
- 24. Middle School Connections
- 26. Upper School Connections
- 27. Alumni Connections



AMERICAN SCHOOL
OF PARIS

founded 1946

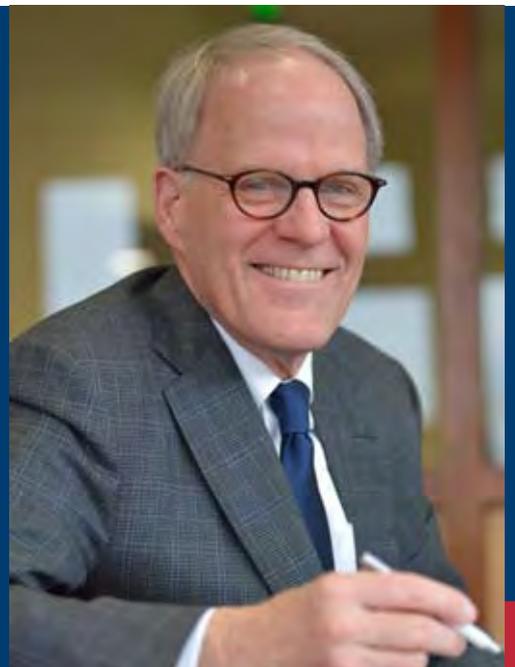
Fall 2013

THE



Mark's Asked & Answered

A&A



What will be the school's main areas of focus for the 2013-14 Continuous Improvement Plan?

MEU: Strategic thinking guides our day-to-day life of continuous improvement. We have the rather exciting task of helping our young people become fully prepared for future jobs that don't even exist today. This requires ongoing research and development of curriculum as an everyday habit at our school. Teaching and learning that allows our young people to develop skill sets to greet their future as highly adaptable people is surely the holy grail for a school like ours. We need to follow a very specific discipline in our thinking so we have a strategic plan that articulates four major objectives for improvement and seven strategies for helping us to get there.

We seek to be rather precise in establishing our themes and specific action plans for school improvement for a given school year.

Curriculum Mapping: We will always be in the business of innovating on our curriculum every year.

Technology for Learning: We are rolling out the Bring Your Own Device program in our Upper School, continuing to develop the 1:1 laptop program in the Middle School and implementing Lower School netbooks and iPad technology in support of learning.

Campus Design: We are focused on what has been called the "third teacher" for effective teaching and learning - meaning that we have our curriculum, we have highly trained and motivated faculty, and now we are also seeking to implement a new campus design and build for the American School of Paris.

“Teaching and learning that allows our young people to develop skill sets to greet their future as highly adaptable people is surely the holy grail for a school like ours.”

Re-Accreditation: And finally, the fourth major theme for this year is our need to be re-accredited by the Council of International Schools (CIS) and the Middle States Association of Colleges and Schools (MSA). We have talked quite a bit about our curriculum mapping activities, how we seek to integrate meaningful technologies for learning - that notion of helping our kids to learn smarter - and we have spent time talking about being new owners of our property and working towards developing our campus. I also really think it's important for everyone in our community to be very aware not only of our need to be accredited by the CIS and MSA, but also how everyone in our community needs to be arm-in-arm in helping us become re-accredited for the next ten years.



AMERICAN SCHOOL
OF PARIS
founded 1946

The ASPECT News Magazine
is a publication of the
American School of Paris.

Editor | Renée Bélec
Associate Editor | Janet Rubinstein
Design | karen@shecklerwilson.com
Photography | Peter-Paul Vester | DR
©2013 All rights reserved.



Cover art | Abigale Parker K2



Initial ASP Campus Design Rendering, October 2013

Continuous Improvement Plan 2013-14



What is the purpose or benefit of accreditation?

MEU: In becoming re-accredited, we must meet standards of excellence as defined by the two external accrediting agencies. This validation attests to colleges and universities around the world the high quality of our educational program and translates into our ability to meet their expectations.

And we must show that we have a well-implemented and highly visible process for continuous improvement.

You recently received a survey (please refer to my recent 90-Seconds communication) from Endicott College where you were asked to respond by November 12 to statements aligned to the standards of excellence for accreditation. It's very important for our community to get behind the survey effort as our need is not only for you to respond in candid ways but also we must show a high response rate across our community. The survey has been given to students, ASP parents, faculty, staff and our trustees.

“Considering that the major criteria for re-accreditation is an effective, highly visible school improvement process, we have a very good story to tell.”

The results help us write a self-study of our strengths and weaknesses. Secondly, in late May, a visiting committee representing CIS

and MSA will be on campus meeting with all stakeholders to validate not only the merits of our self-study, but also our ideas on the most important next steps toward providing top quality teaching and learning.

How does the re-accreditation process impact the work already done on the school's strategic plan?

MEU: Finally, I'm very proud to say on behalf of our BOT, teachers, administration and staff that much of the work for our re-accreditation has already been done. We have been following an aggressive agenda with our strategic plan and so when considering that the major criteria for re-accreditation is an effective, highly visible school improvement process, we have a very good story to tell.

Remembering that three years ago, over three hundred people within the ASP community were involved in helping us write and validate our strategic plan, which we are implementing, I am extremely confident in our school's re-accreditation.

Your responses to the parent survey will be very valuable in our re-accreditation process. You can also help by participating in focus groups that will be held when the visitation committee is with us here in May 2014.

Please ask me any questions about this topic. It's a critical process that further ensures continuous improvement in all we offer our young people.

Fondly,

Mark E. Ulfers
Head of School

“How are you doing?”

The ASPect asked some new parents and students how they were, one month into the school year.



Jo, mother of Wyatt, Grade 1, and Ethan, K2

We are so thankful to be at ASP.

I find it a really supportive environment, everyone – the teachers, other parents – have done so much to help us. We have just moved here from Houston.

I love it and don't want to leave at the end of the day. My teacher even let me bring in a snail to look at in class.

School is good and I don't miss home.

Sara, mother of Pelle, Grade 1, and Maya, K1

*My son adapted to ASP right away, but for my daughter it was a bit challenging at the beginning. She did not speak English, but **with some great support from the EAL team, things are much better now.***



Haili, mother of Haoran, K1

*We've moved here from China. **I find the people here at ASP are very nice** and it is easy to adapt. My son is happy, and **we are glad to be here.***



Jitse, Grade 6

*I used to live in Holland and Sweden. **I think ASP is a really nice school.** At the beginning of the year, they gave me a 'buddy' to help me get organized and learn about the school. I liked that alot.*



Mayank, Grade 11

I am from India, and I love ASP. The infrastructure is great – the gym, field, classrooms, etc.

I find the teachers really helpful, and everyone is friendly. The classroom environment is good for learning, and **there are lots of open discussions.**



Aishini, Grade 6

*I am doing really well. I moved here from Dubai. **It's easy to make friends at ASP;** everyone is very nice and supportive.*

Welcome!



ASP *by the Numbers*

817

number of students at ASP

665

approximate number of student participants in various ASP clubs

1510

number of enrollments this year within The Extension Program

247

number of new ASP students this year

98%

of ASP 2013 graduates accepted to one or more of their top three university choices

308

number of visitors welcomed by ASP at the ISST Cross-Country Championships

53

number of nationalities represented at ASP

476

number of participants in US clubs or organizations

50%

expected reduction in copier paper used at ASP this year with the introduction on-campus of the two-sided printing default

304

number of ASP students participating in Fall sports

28

number of Excellence Fund Grants awarded last school year

1000

number of cafeteria customers served on busy days

703

number of scoops of ice cream served at the first ever LS Ice Cream Social



Gilles Croulard: Lighting Up the Lives of Young and Old



Many of Gilles Croulard's fondest childhood memories involve music. "I was a tinkerer from an early age, and music was always a great interest. I would pick up instruments, figure out more or less how they worked, and begin playing by ear." Gilles' eyes sparkle as he remembers his Christmas gift from his parents when he was 12 years old. "My parents gave me a toy accordion. It was small, not very solid, but still I loved it and played it in all of my free time!"



"The concerts at ASP have a special magic, and performing for the senior citizens is something that I look forward to all year."

Gilles Croulard

Impressed by their son's passion, and unable to resist his heartfelt prodding, Gilles' parents soon agreed for him to have lessons and a 'real' accordion. "With my accordion, I felt that I had an orchestra at my fingertips!"

The musical tinkerer grew to become a young man of many trades. He painted and insulated buildings and drove trucks. His caring nature and desire to serve others led him to become a volunteer firefighter, train as a security guard, and study and receive a first-aid diploma with specialization in resuscitation and emergency road rescue. "I felt - and still feel - tremendous satisfaction from helping people and making them feel safe," he reveals.

Bringing these credentials with him, Gilles joined ASP as a security guard in 1991. This period saw the introduction of many now-familiar security measures such as identification stickers for vehicles entering the ASP campus, and control of busses and deliveries. Gilles was able to contribute his security skills and experience in a calm yet attentive manner. He recalls "parents told me that they appreciated having me watch over their children."

Three years ago, Gilles learned of an opening in the ASP maintenance team, and at the same time, desired to expand his repertoire of skills. With support from Facilities Director Mike Breen, he studied to obtain his training certificate in electricity, qualifying him as a skilled workman. Mr. Breen shares: "Gilles was very determined and persistent. He worked hard for this certificate, learning technical concepts which were new to him. He is doing a great job with his new responsibilities. Now, he has set himself an even higher goal, and is continuing his studies in order to receive further certification."

Gilles enjoys working with electricity as it enables him to continually learn and be challenged and at the same time it allows him, in his own way, to help ASP students learn. "I love helping students in any way I can. I know that proper classroom maintenance and lighting are important tools for learning. Providing these are my way of contributing to ASP students' success."

"Proper classroom maintenance and lighting are important tools for learning. Providing these are my way of contributing towards ASP students' success."

Gilles Croulard

Where does this leave his early passion of music? Gilles has also had the opportunity to contribute this talent to the ASP community. Early on in his ASP career, the (now retired) music teacher Chris Chater asked Gilles to play his accordion at Lower School 'OK Chorale' performances. Soon after, with Jean Pierre Heussaff on guitar, he joined the children for concerts at local retirement homes in St Cloud - La Résidence de Longchamp and La Résidence Le Légarde. These visits have become annual winter events, playing to appreciative and enthusiastic audiences. "The concerts at ASP have a special magic and performing for the senior citizens is something that I look forward to all year," says Gilles. He smiles warmly at the memory of seniors rising onto an impromptu dance floor as he plays his accordion.

In closing, Gilles states: "I am thankful to ASP for welcoming me, and to Mike Breen for allowing me to expand my skill set."

ASP would like to thank Gilles Croulard for brightening the lives of so many both through his trade and his music.

Living our Mission

The American School of Paris is a vibrant, international, family-oriented community. Our mission is to inspire and prepare every student to achieve personal and academic excellence as an engaged global citizen by providing a challenging, innovative program within a compassionate environment.



BYOD Help Desk

In each issue of *The ASPECT* we look at ways in which we are “Living our Mission”.

This issue focuses on two innovative programs from the Information Technology Department : the Upper School’s BYOD Help Desk and the Middle School’s Digital Citizenship Driver’s License.

“Treat people with care and respect. Never make anyone feel inferior or self-conscious about asking for help.”

Larry Love

We spoke recently with Larry Love, ASP’s Director of Technology and Marc Wofford, a Grade 12 student volunteer, about the BYOD Help Desk.

What is the BYOD Help Desk? Who uses it ?

LL : BYOD is the Bring Your Own Device technology policy, which is now an official and essential part of Upper School learning. This policy is consistent with ASP’s commitment to allowing responsible, learning-centered use of technology in the classroom. The help desk is a service we provide, where students can go with questions pertaining to the functioning of the device they bring to school. It’s run by Upper School student volunteers who particularly enjoy technology. They can sign up to work during their lunch, free periods, and a bit after school as well.

MW: The Help Desk is mainly for Upper School students, but we sometimes get Middle School students and even parents stopping by with questions for us.

What are the most frequent problems you see here?

MW: I’d say the top three are: connecting to the wifi, determining correct printer settings, and configuring a new computer.

Are you usually able to fix these problems?

MW: Yes, but we also try to show people how to handle the situation themselves so that they don’t keep coming back to us with the same issue.

Is there ever a problem the Help Desk cannot solve?

LL: Sure; at that point we encourage the BYOD team to go to the IT Department. We suggest that they consult the IT experts so that they know how to handle the same problem the next time it comes up.

What kind of learning is there for the volunteer technician?

MW: As training, we discuss technical basics and some procedures to follow. We also learn about working with customers.

LL: I discuss the idea of customer service with the students. Although we are not truly a business, we are providing a tangible service. I want students to think about how to best treat customers.

Some concepts:

- Treat people with care and respect.
- Never make anyone feel inferior or self-conscious about asking for help.
- A satisfied customer can help you build a good reputation.

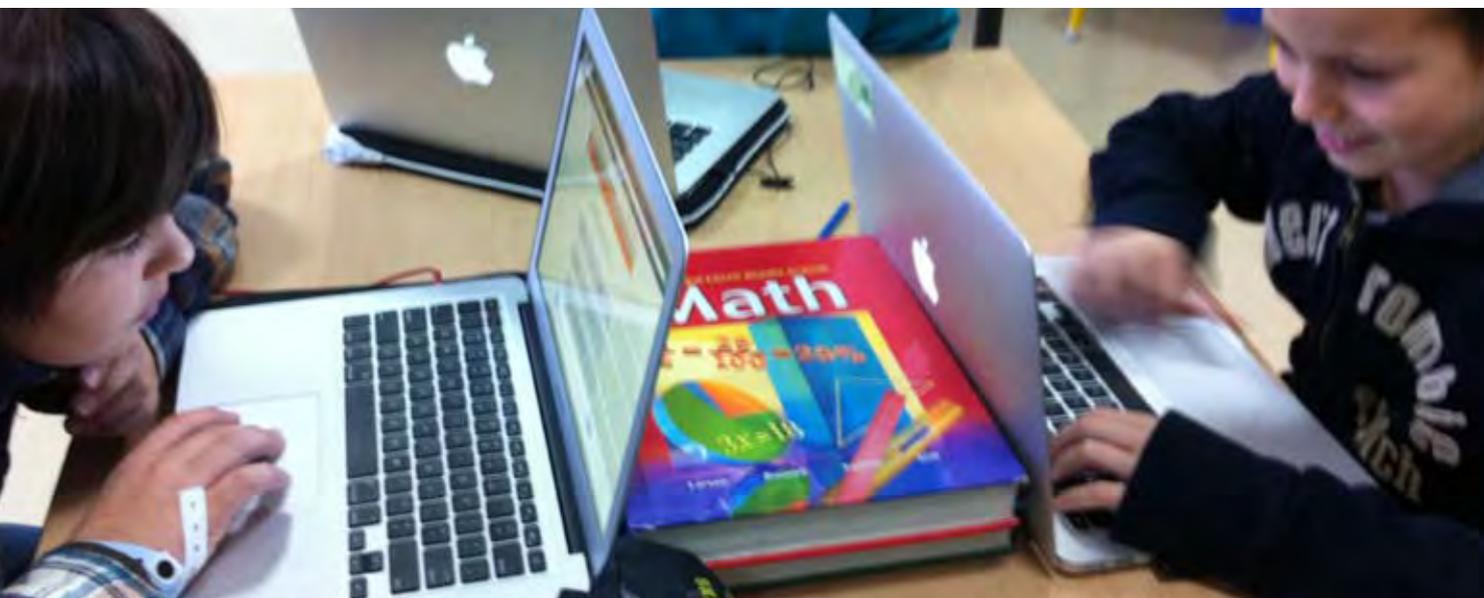
It’s not just solving a technical problem, it’s also how you treat your customers that will determine their satisfaction level, and if you have truly provided them with a service.

Can you tell us something about the Help Desk space?

LL: The Help Desk is right in front of my office, across from The Cube. Thanks to the Excellence Fund we were able to create a large window opening with a counter, purchase high stools, and paint. It is comfortable to work in, and well located.

Are you pleased with how the Help Desk is performing?

LL: So far, the feedback has been very good. It seems customers are indeed satisfied! Nevertheless, we note that many students are still unfamiliar with the service or reluctant to ask for help. We’d like everyone to stop by and hope that as our good reputation grows this will happen.



Acquiring Digital Citizenship

Should you hear an ASP Grade 6 or Grade 7 student proudly proclaim that they have earned their driver's license, it does not mean that you will see them behind the wheel of a car. Rather, it is proof that the student has completed our course on safe, responsible, effective use of technology and is in the 'driver's seat' to go forward and implement the principles learned.



Aishini, Grade 6, proudly displays her Digital Citizenship Driver's License

Larry Love, Director of Technology provides details:

"Although children are often able to navigate the internet and master new programs and technology without too much difficulty - in fact often faster than their parents and teachers - they still need guidance. Our program teaches students proper skills and use in order to be good digital citizens.

The Digital Citizenship Driver's License means the student has been exposed to the practical 'rules of the road' for computer use in the ASP Middle School and provides us with a way to reinforce appropriate behavior. Inappropriate behavior can result in points being deducted from your license as a penalty."

The Digital Citizenship Driver's License is one part of the Middle School Laptop program in which:

- **Grade 6 and 7 students are assigned a laptop, for their use exclusively, at the beginning of the school year. (For 2014-15 this program will be extended to Grade 8.)**
- **For the first few weeks of school each class reviews the care and maintenance of the computer, use of the operating system, applications and resources.**
- **Classes discuss safe, effective, and responsible use of technology. The Common Sense Media Agreement is used as the basis of this work. When these lessons have finished, students earn their Digital Citizenship Driver's License.**
- **By early October students are normally ready to begin taking their laptop home with them in the evenings. The date is set and a 'Handover' event marks this transition.**

"Our program teaches students proper skills and use in order to be good digital citizens."

Larry Love

Mr. Love stresses the importance of the attendance of parents at the Handover. "We want to ensure that the students, parents, and school are on the same page when it comes to responsible technology use, and that all the important points discussed in the classroom are shared with parents. At the Handover event, each student has the opportunity - and responsibility - to explain good digital citizenship to his/her parents. We also present resources useful for parents of a 'digital child'."

To learn more, please download 'The ASP Middle School Laptop Program Handbook' on the ASP Website.

Plan to Action

It's not enough to have a plan... we have to put that plan into action. Each year, we focus on critical next steps based on our strategic plan imperatives and the progress made to date in specific areas. These critical next steps form the basis for our main themes and goals for that year's Continuous Improvement Plan. In each issue of The ASPECT we will bring you highlights from the progress that's been made in specific areas. This is where you can follow the evolution of ASP – from plan to action.



2013-14 Continuous Improvement Plan

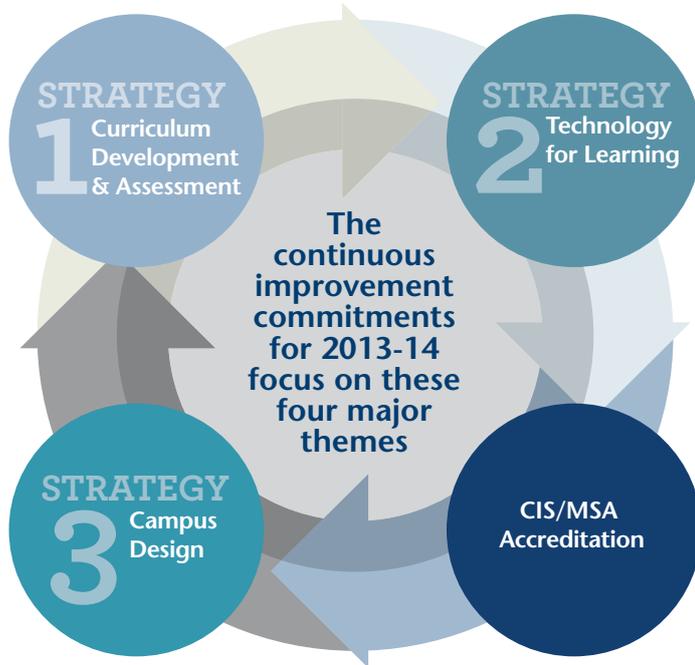
Desired Results for School Year 2013-14

Curriculum Development and Assessment

- Curriculum Detail:** Complete the UbD-based curriculum mapping to include 21st century skills and literacies across disciplines.
- Assessment:** Develop and implement systematic use of internal and external assessment data to ensure our written curriculum is aligned with expectations of rigor, relevance and excellence.
- Community Service:** Further develop infrastructure, process and skill sets to ensure students successfully engage in authentic, relevant and appropriate community service initiatives.
- Language Learning:** Continue the development and effective integration of and faculty training in the use of French and Spanish language-learning proficiencies and performance standards, aligned with assessment practices.



UbD-Based Curriculum Mapping
Performance Assessments
Language Learning



US "BYOD"
MS Grades 6-7 1:1 Laptops
LS Netbooks iPads
Admin. Tech. Use

Initial Campus Design
Final Drawings
Seek Building Permit

Establish Steering Committee
Connect Process to Strategic Plan

Technology for Learning

- Laptop and Mobile Device Integration:** Make successful the key initiatives: Upper School BYOD, Grades 6-7 laptops, Lower School netbooks/iPads and effective integration, training and use by faculty and the administrative team.



Campus Design

- Detailed Architectural Drawings:** Move to APD drawings, meet the specifications of the program brief (scope, needs, budget), obtain the building permit and implement the ASP communication plan for neighborhood outreach about campus design and build.



CIS/MSA Accreditation

- Self-Study Report and External Evaluation:** Complete all required steps for successful re-accreditation as evidenced by receiving the full-term CIS/MSA accreditation certification.



How Are We Doing?

High Marks for the ASP Class of 2013

The performance of a school can be measured by many criteria. Internationally recognized exam results in Upper School years are traditionally considered important indicators of a school's classroom performance. They can be easily compared to like results from other institutions and represent the cumulation of years of learning. In examining the IB and AP test performances of our most recent graduating class, it is clear that ASP's answer to "How are we doing?" is "Extremely well!"

Key Performance Indicators:

International Baccalaureat

- 100 percent ASP student success rate (versus 79 percent on a worldwide basis)
- 95 percent of our students received a score of 30 or above
- 56 percent of students received bilingual diplomas

Advanced Placement Exam

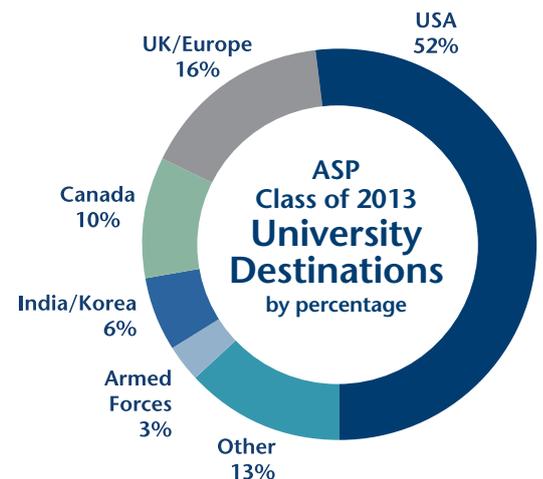
- Scores of 3.0 or higher often earn students equivalency credits at American universities, or allow course prerequisites to be waived
- ASP students scored higher than the world average in almost every subject (scores out of a total possible five)
- In 2013 ASP had 229 AP candidates versus 187 in 2011, and scores remained stable

AP SUBJECT	ASP	WORLD
Biology	3.5	2.7
Calculus AB	4.5	2.8
Calculus BC	4.5	3.8
Comparative Government	4.1	3.0
Economics Macro	2.8	2.8
Economics Micro	2.5	3.0
English Language	3.4	2.9
English Literature/Composition	3.5	2.8
Environmental Science	3.6	2.7
French Language	4.6	2.7
Spanish Language	3.7	3.4
Statistics	3.3	2.8
US History	3.6	2.7

For additional information about our 2013 Upper School results, including a complete list of university acceptances, please consult the **Upper School Profile** found on the Teaching and Learning/Upper School menu at www.asparis.org

University Placement

- A vast majority of students choose to further their studies after graduating from ASP.
- Our school's strong academic reputation and impressive student results helped provide the Class of 2013 with a wide choice of admission offers from highly competitive institutions of higher learning throughout the world.
- 98 percent of graduates were accepted to one or more of their top three university choices.



University Destinations

- **USA:** including Carnegie Mellon, Georgetown, Johns Hopkins, Middlebury, Princeton, Tufts and Yale
- Of those attending in the USA, 30 percent chose public universities, including University of Virginia and University of Wisconsin
- **Canada:** including Mc Gill, University of British Columbia, University of Toronto
- **UK and Europe:** including Bocconi in Milan, University of Zurich, Hull/York Medical School, Kings College London, UCL, University of Glasgow
- **India and Korea**
- **Armed Forces** in country of citizenship

New Faces

ASP teachers are the foundation of both academic excellence and the student experience. Their role is multifaceted, providing knowledge, inspiration, challenges and the tools our students need to succeed. This year, we are pleased to welcome 13 new educators and 3 administrative professionals to ASP. Their solid backgrounds of education, experience, and expertise are impressive additions to our school.



Mary Gueny
Administrative Assistant, LS
Bachelor in Marketing from Université Paris-Dauphine, Masters in Marketing & Communication, from ESCP Europe
Product management and Operational Marketing- Champagne Louis Roederer, Guerlain-LVMH



Lauren Ruud *Grade 1 Teacher*
Master's of Science in Elementary Education from Indiana University at Bloomington; Master's of Arts, Literacy Specialist from Teacher's College - Columbia University, USA
Kindergarten Teacher in suburban Washington, D.C.



Alice Schuette
Learning Specialist, Grades 5-7
Bachelor of Arts from Pepperdine University, California, Master in Fine Arts from University of Colorado at Boulder, USA
Special Education, Art, and General Classroom teaching positions in the US and Belgium



Sara Kopp *Math Teacher, US*
Bachelor of Arts, Master of Education from Eastern Washington University, USA
International School Manila, Philippines



Stacey McCoy *English Teacher, US*
Bachelors of Education from University of Toronto, Bachelors of Arts from University of Ottawa, Canada
Trafalgar School for Girls, Montreal, Canada



Ellie Bentler Kearns
Music Specialist, Grades 2-5
Bachelor of Music in Violin Performance and Master of Arts in Education from University of North Carolina at Chapel Hill, USA
General Music Specialist Grades K-5 at Reedy Creek Elementary in Cary, North Carolina



Brooke Fezler *Counselor, MS*
Masters of Counseling from St. Mary's College, Bachelors of Science from University of Kansas, USA
Jakarta International School, The American International School Lincoln, of Buenos Aires, Argentina



Justin Kearns
Guidance Counselor, US Grades 9-11
Bachelor of Arts, Millersville University, Master of Education, Pennsylvania State University, USA
Panther Creek High School, Cary North Carolina, USA



Natalia Núñez Bargeño
Spanish Teacher, US
Licenciatura from Autonoma University, Madrid, Spain, Bachelor of Arts from Royal Holloway University, London, UK, PhD in Hispanic Languages and Literature from State University of New York, Stony Brook, USA
Sorbonne Université, Paris



Victoria Ward *K1 Aide*
Bachelor of Arts Honors in English from York University, UK
Communications positions, most recently-Bright Start Educational Support Programme, Cape Town, South Africa



Varsha Jalpesan
Learning Support Teacher, MS
Bachelor of Arts and Master of Arts from Jawaharlal Nehru University, India, Bachelor of Education from York University, Toronto, Canada
Middle School Teacher, Math and English, Toronto, Canada



Michael Kopp
Social Studies Teacher, US
Bachelor of Arts from Eastern Washington University, Master of Science from Stat University of New York, Buffalo, USA
International School Manila, Philippines



Mathieu Sanchez
Modern Languages Teacher, US
Maîtrise and Licence de Français, langue étrangère, Université Stendhal Grenoble, France, Licence de Langues, littératures et civilisations étrangères in Spanish, Université de Toulouse, France
American School of Madrid, Spain



Jamie Wehrli

Social Studies Teacher, US

Ph.D., M.A. Political Science:
Binghamton University, M.A,
B.A. Economics: Binghamton
University, USA

Social Studies teacher: Lausanne
Collegiate School, Memphis,
Tennessee, USA, Ravenscroft
School, Raleigh, North Carolina

College and University
Adjunct Lecturer: University of
Memphis, North Carolina State
University, USA



Craig Thomas

IT Support Technician

Associate of Business Administration
from California State University
of Los Angeles, USA

Bank software design and IT
management, USA, Trainer
at Apple Inc, USA and France



Janet Rubinstein

Communications Specialist

Bachelors of Business
Administration from Emory
University, Masters of Business
Administration from New York
University, USA

Entrepreneurial experience and
Marketing and Project
Management at Unilever, Kodak,
USA, Pierre Hermé Paris, France

Learning Support Services *Get a New Home in the Upper School*

While academics are taught to rigorous standards at ASP, the school recognizes that the student body holds a diversity of students with varying learning needs. To support its students, ASP offers a range of Learning Support services. Our Learning Support specialists can evaluate and advise if the ASP program is suitable for specific students.

“Our work... is centered on supporting students and modifying the way one learns as appropriate.”

Filipa Pavic

The Upper School offers two types of such assistance. The first is Learning Support, which is destined for students with a documented need to work in personalized sessions with our US Learning Specialist, Sonata Sardinha. The counterpart to this is the Academic Support Services program, which aims to help a wider range of students best manage their learning and achieve academic excellence. These programs both support the ASP belief in understanding students as individuals in order to best address their learning needs. The ASPect spoke with Sonata Sardinha and Filipa Pavic, the Upper School Learning Support team, for this article which focuses on Academic Support and the new home for Learning Support services in the US.

Ms. Pavic explains “Academic Support is available for all ASP Upper School students who would like extra help with their studies. We do not modify curriculum; course content and standards are not changed. Our work is centered on supporting students and modifying the way one learns as appropriate. Some examples: helping students with their college

application essays, with understanding assignments, language acquisition and in organizing their notebooks. Academic Support is offered everyday during the course of the day and most days after school until 6 p.m.

We also work with teachers in helping them help their students and act as a resource to discuss how to accommodate special needs. Moving to a new seat in the classroom to accommodate visual needs, allowing keyboarding rather than handwriting, extended time for completing exams if this accommodation is identified through a professional evaluation for a learner, are some types of accommodations possible if our evidence warrants it.”

Ms. Pavic also explains that her role at ASP is multi-faceted. “I teach (IB Economics and Grade 10 GAPS) while I also am available for the Academic Support. I feel that my role as a classroom teacher helps me know many of the students better, and provides me both with a perspective from inside the classroom, and an appreciation of the rigors of the curriculum.”

“We also work with teachers in helping them help their students and act as a resource to discuss how to accommodate special needs.”

Filipa Pavic

Ms. Sardinha continues: “We are both in room 420, the new Learning Center. The new space this year was made possible thanks to a generous grant by the Excellence Fund. It’s a huge asset to the programs we offer as it is a multi-functional space that allows us to service the varied needs of the students. All at the same time we can have individual instruction or group instruction while students can also have a quiet space to take a test.”

For more information, contact the ASP Learning Support team:

Lower School Janet Stettner jstettner@asparis.fr | Alice Schuette (Grade 5) aschuette@asparis.fr

Middle School Alice Schuette (Grade 6 & 7) | Varsha Jalpesan (Grade 8) vjalpesan@asparis.fr

Upper School Sonata Sardinha ssardinha@asparis.fr | Filipa Pavic fpavic@asparis.fr



Filipa Pavic

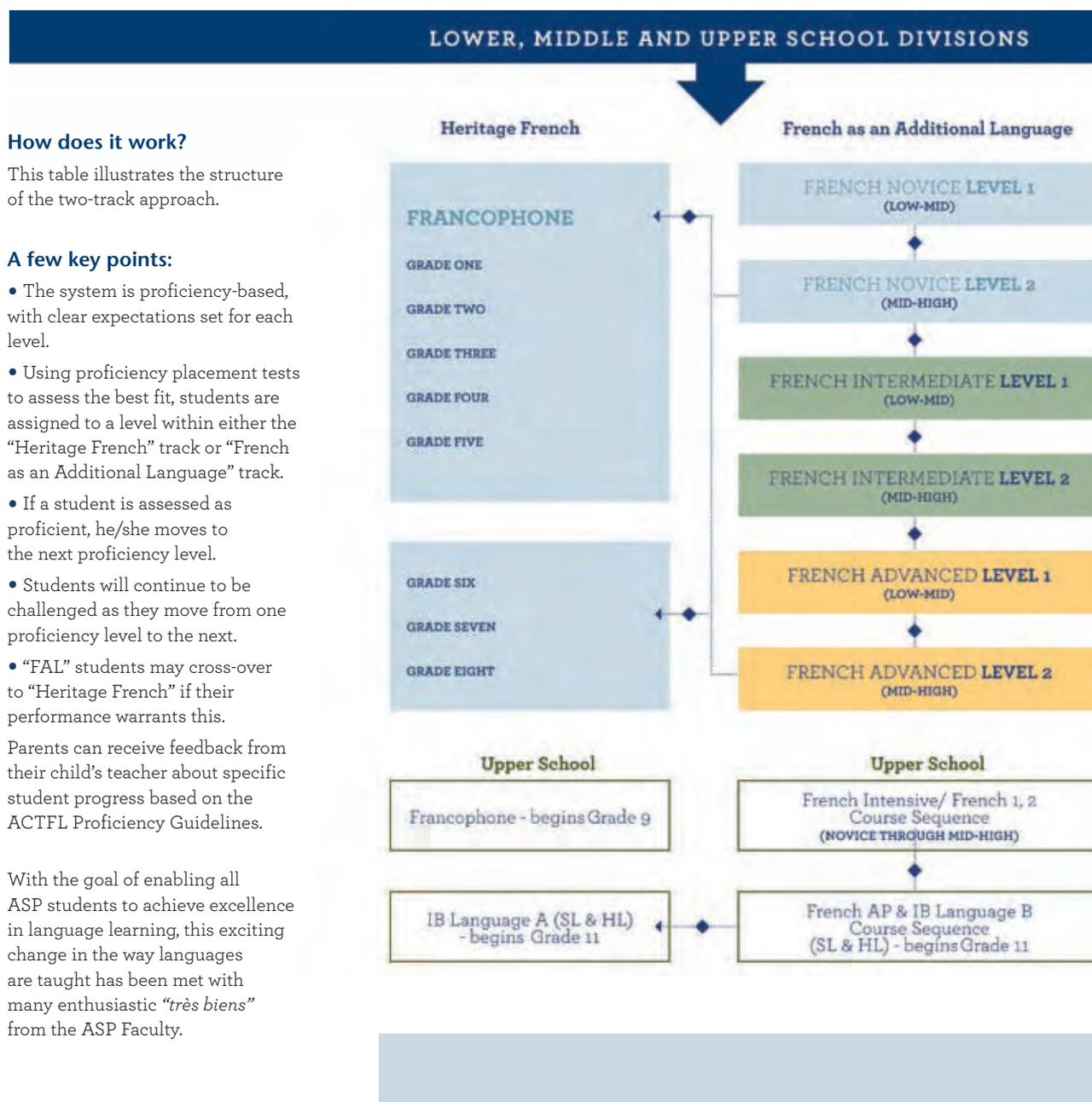


Sonata Sardinha works with a student in room 420

French Language Learning 1-2-3:

One Unified Two-Track Approach for Three Divisions

As of this school year, ASP has implemented its Two-Track Approach to language learning featuring a new course structure, clearly defined proficiencies for each course level, and course names corresponding to the set proficiency levels based on the American Council on the Teaching of Foreign Languages Guidelines. This unified Grade K-12 approach provides language-learning alignment across all divisions.



How does it work?

This table illustrates the structure of the two-track approach.

A few key points:

- The system is proficiency-based, with clear expectations set for each level.
- Using proficiency placement tests to assess the best fit, students are assigned to a level within either the “Heritage French” track or “French as an Additional Language” track.
- If a student is assessed as proficient, he/she moves to the next proficiency level.
- Students will continue to be challenged as they move from one proficiency level to the next.
- “FAL” students may cross-over to “Heritage French” if their performance warrants this.

Parents can receive feedback from their child’s teacher about specific student progress based on the ACTFL Proficiency Guidelines.

With the goal of enabling all ASP students to achieve excellence in language learning, this exciting change in the way languages are taught has been met with many enthusiastic “*très biens*” from the ASP Faculty.



Outdoor Science and Nature Area

A Field Trip Without Leaving School

“The students love to visit out here. They can actually see and touch what they’ve heard about in the classroom and seen in books, and it makes a deeper impression on them.”

Daniel Lees



Lower School teacher Jo Jarvis has championed the Outdoor Science and Nature Area at ASP for four years, ever since receiving the ‘seed money’ for its creation from the Excellence Fund. She oversees this ‘outdoor classroom’ where Lower School students can get their ‘hands dirty’, while learning about nature. One student described a visit here as ‘a field trip without leaving school’. The fenced-in area, which enjoys a privileged southern exposure just behind the Lower School, stands apart from the beautifully cultivated sports field that landscapes most of the back of ASP’s campus. Ms. Jarvis is pleased with this fact. “This area looks as if nature was left to its own devices,” she says.

The fish pond, tall plants, trees, berries, bulbs, and animal hiding places all provide interest, excitement, and education for the students. Fifth grade classes study ‘adaptations’ and visit this area to observe how creatures adapt to their environment, including how they protect themselves in various weather patterns. Some of these children also help Ms. Jarvis feed the bunnies, turtles, fish, and other various creatures, with carrots, plants, and left-over bread from the ASP cafeterias.

Younger students also benefit from this area. One recent afternoon saw Daniel Lees’ second grade class come to search out

minibeasts, the subject of their previous classroom session. Amongst squeals of ‘I’ve found a beetle’, or ‘look at the inchworm’, the children ran happily from one part of the Nature Area to another, plastic magnifying pieces in hand, to examine their classmates’ discoveries. Sitting at the wooden benches, they completed worksheets by describing their own minibeast discoveries: the texture, the outer shell or skin, skeleton, color, habitat. When they return to the classroom, they will present their findings. Mr. Lees enthused, “The students love to visit out here. They can actually see and touch what they’ve heard about in the classroom and seen in books, and it makes a deeper impression on them.”

Andrea and Meghan from Mr. Lees’ class were amazed at the nest the magpies in residence had intricately woven of sticks and leaves. They also recalled their visits in first grade and expressed delight at being able to view the progress of their seed plantings now, a year later.

As time passed, the five bunnies who had been scampering about the garden went back into hiding. The children, gently protesting the teachers’ signal that their time at the Nature Area had ended, departed for their classrooms. One gets a feeling though, that they will soon return for another on-campus ‘field trip’.



What's New *in the Arts?*

Two Genres of Art **One Set of Materials**

What students may see at first glance simply as something to be discarded, becomes, on further examination, a malleable, flexible, and sturdy material filled with potential for transformation into visually impactful scenery.

In designing the sets for their February, 2014 production of Lewis Carroll's "Hunting of the Snark" Gillian Cavan Lynch's Middle School Drama students are transforming used cardboard packing boxes, collected from ASP offices and recycling areas, into the rubble of the London Blitz of World War II.

In this endeavor, Ms. Cavan Lynch is challenging students to 'think outside the (cardboard) box' - and adapt a collaborative, creative, and constructive approach to set design.

What students may see at first glance simply as something to be discarded, becomes, on further examination, a malleable, flexible, and sturdy material filled with potential for transformation into visually impactful scenery. Students are asked to determine the methods, materials and tools needed to support the transformation into a final set.

Ms. Cavan Lynch encourages students to work together in small teams and as a troupe, and take over the management of the overall performance project as much as possible. This resourceful use of materials is consistent with ASP's "Eco-École" project and its goal



Ana Weir (left) and Gillian Cavan Lynch up to their ears in cardboard boxes collected on campus, for the sake of art and the environment.

of becoming a more sustainable campus. Ms. Cavan Lynch and Ana Weir have collaborated to carry this particular recycling effort one step further. After the February theater performances, these same cardboard boxes will be used once again when Ms. Wier's Middle School art classes transform them for a special project. Look for the student-built game arcade, at third term's Middle School dance. They will be constructed from these boxes. The arcade's proceeds will support the Jyoti School in India, taking the benefits of the reusing and recycling cardboard boxes to a whole new level.

What Does It Mean to Be an "Eco-École"?



Coming soon to our school!

Everyone shares responsibility for our global community and environment. This core ASP belief states clearly our school's commitment to care for the world around us, both near and far. In addressing the environment "at home" on-campus, ASP is taking steps to earn "Eco-École" certification in 2014. This recognition is granted to schools throughout the world which demonstrate specific and measurable environmental efforts in 6 themes: biodiversity, energy, waste, water, food and solidarity.

An ASP Eco-École committee has been formed, including members of different groups within our community: students, teachers, administration, staff and parents. Following steps outlined by the French office of The Foundation for Environmental Education, the committees's plan for the year includes an on campus waste audit, initiation of green projects, an assessment of efforts, and communication around a specific annual theme.

In March, students will write an ASP EcoCode, or Green Mission Statement, and apply for certification in April. ASP is proud of all green initiatives by our community and looks forward to proudly sporting the "Eco-École" label.

Yearbook and Student Photos Making ASP Memories



It's all in the details.



Careful preparations are made to strike a perfect pose!

Student Photo Days at ASP are special for students of all ages, from a Lower School child nervously awaiting his or her first sitting with a professional photographer, to an excited 12th Grader, posing in formal wear and cap and gown for senior portraits.

Student photos are a service project the PFA organizes for ASP and at the same time they raise funds for PFA activities. Theresa Schott, President of the PFA, cites the importance of the recorded history provided by the photos and the yearbook. "These photos form a collection of memories, keepsakes which

I never imagined myself wearing the cap and gown until now. Taking this photo makes graduation more of a reality. - Jocelyn Hyslip

students will usually hold on to well after departing ASP. Individual photos, class photos, the yearbook - they are all ways to mark growth, note the passage of time, to remember friends and teachers, and document events. Even with all of the ways

to take photos today - including with a cell phone - it's still the school photos that parents and students alike always hold on to. They are all grateful for this opportunity."

Mark Ulfers recently commented that through its various activities "the PFA helps make ASP memories". School photos are a very tangible example of this contribution.

In preparing for the special photo day, there is often much thought given by students as to how they want their photo to look.

Its been a long journey. I'm thinking of my friends that graduated already, they must have gone through this same ritual for their yearbook, it's a tradition, and now it's our turn. - Emile Kazorowki

Parent volunteers also play an important role, with Nicky Berry organizing LS preparations, and Nicola Cole for the MS. This year, for the first time, MS Advisory Photos were taken and will be included in MS Student Photo Packages.

For Grade 12 students and their families, the senior year photo experience holds a certain poignancy all of its own. Many seniors have spent the year working on the yearbook, under the knowledgeable and experienced guidance of Performance and Visual Arts Coordinator Cora Enard. "The effort and dedication students put into the 'making of' their yearbook reveals that it has a great deal of meaning to them," observes Enard.

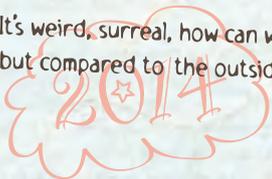
"It becomes more than just a binding of memories, but a means of artistic expression, which serves to portray their ASP experience in publication format. This collaboration, aimed to attain a high level of aesthetic and journalistic quality, demands a tremendous amount of commitment and work on behalf of the students involved, however, I believe they will tell you it's worth it."

Another noteworthy experience for Grade 12 students is sitting for the official photos marking their final year at ASP. The ASPect

It's only October but thinking of our senior yearbook, it makes me think of the end of the year. It's sad to think of the end of my time at ASP. - Nicole Wilmeer

asked some of these students for a quote as they prepared for that moment before the camera, donning the graduation cap and gown for the first time. Their responses appear throughout this page.

It's weird, surreal, how can we be so old yet so young? We are the top of line here at ASP, but compared to the outside world we are just so young; amateurs. - Justin Frank



My quote? "All of the above!" - Keegan Monteirgi

This morning I thought, "Wow, I look good in a suit!" - Adhish Srivastara



Time passes, ASP yearbooks endure.

What's New in Athletics?

Building the Foundation: **Healthy Bodies House Healthy Minds**

“The correlation between a sound body and mind is very strong, and is consistent with the Athletic Department’s commitment to wholeness of education and helping students achieve their personal best.”

Han Hoegen

This year begins an exciting initiative to expand both the range of extra-curricular athletic offerings in the Upper School, and the number of students participating in at least one of these programs. Student input has helped shape this initiative with the support of the Athletic Department. ASP prides itself on an inclusive and well rounded program, with a variety of Varsity and Junior Varsity team sports each season. However, demand for participation often exceeds the fixed number of spots available. Space and scheduling conflicts have also placed limitations on participation.

Athletic Director Han Hoegen, keen to maximize the utility of the mezzanine of the Field House, surveyed students on their suggestions for extra-curricular athletic interests. He was particularly impressed by the proposition and rationale of tenth grader Duncan McAloon to add two programs to the athletic mix: “Fitness and Wellness”, and “Yoga and Dance”.

Why these particular programs? They hold many appealing characteristics:

- **Encourage students** not interested in or unable to participate in current offerings
- **Address the needs** of students who prefer individual, rather than team, sports
- **Offer the possibility** for athletes in their sports’ off-season to maintain a consistent level of fitness



Teamwork : Mr. Hoegen listened to student suggestions for an enhanced US Athletic offering

- **Allow students to try** a new physical activity
- **Help encourage a healthy lifestyle** and fitness for life.

Mr. Hoegen’s plan includes matting out the entire mezzanine floor, adding in a range of free weights, and ensuring proper training and supervision.

Duncan is ever enthused by this project: “I started working out last spring. I see that a fitness regime has helped me get ready for rugby season, along with providing general health benefits. I think that a dedicated space and program would be a great contribution for the entire ASP student body.” Mr. Hoegen agrees, noting that “The correlation between a sound body and mind is very strong, and is consistent with the Athletic Department’s commitment to wholeness of education and helping students achieve their personal best.”

ASP athletes warming up.



Robotics Club

In Full Gear: Constructing a Club and Much More

Sébastien Millette and Bryce Gregory both started at ASP with the 2012-13 school year. By the time the year ended, they had agreed that ASP would benefit by having an Upper School Robotics Club, had teamed up to outline a 'game plan' for the club, and had written up a grant proposal to the Excellence Fund in order to fund the club's activities. This year, their idea has become a reality. Mr. Millette, a Middle School Math teacher and Bryce, now in Grade 11, provide details about robotics and the founding of the club:

BG: Robotics is the field of getting a machine to learn and behave by sensing, processing, and reacting. We had a robotics club at my old school in Croatia and I feel that in today's world it's something important to understand. When I got to ASP I started talking to classmates to see if they would be interested in a robotics club. They did not have any experience in it but wanted to learn. Then I looked for a faculty advisor and Mr. Millette immediately agreed.

SM: When Bryce approached me with his idea, I was intrigued. I've taught computer science in the past, and find robotics fascinating. And, I felt it would be a real plus for the students as it offers practical experience in STEM (science, technology, engineering, and mathematics) education, an area of great importance, which many countries now prioritize as one of the most important educational fields.

I planned to start off with an examination of 'Reacting to External Stimulus' - which is the core of Robotics.

BG: We were very fortunate to receive the financial support from the Excellence Fund.

Discovering robotics, one piece at a time.



Bryce, Mr. Millette and club members develop their action plan.

This allowed us to purchase supplies and software to create a robot to compete in the Spring, 2014 FIRST Tech Challenge (FTC) in Grenoble, France.

SM: The FTC will be a wonderful learning opportunity. The students must work together as a team to create and manage the project, including determining the level of the challenge they will take on for the competition. To achieve our goal of creating a winning robot, we need the contribution of students with a variety of expertise, such as design, problem-solving, math and communication. There is a role in our club for anyone who wants to know more about robotics.

The Robotics Club welcomes all Upper School students to its meetings after school on Tuesdays.

"I felt (a robotics club) would be a real plus for the students as it offers practical experience in STEM (science, technology, engineering, and mathematics) education, an area of great importance, which many countries now prioritize as one of the most important educational fields."

Sébastien Millette

To view more information about the FIRST Tech Challenge: www.youtube.com/user/FIRSTTechchallenge





After-School Activities Program It's FUNdamental

ASP's Grade 2 to 8 students have a new reason to stay after school this year, and a record number of them are electing to do so!

This eagerness to remain at the end of a full day of classes is largely brought about by the new ASP Lower and Middle School After-School Activities Program run by The Extension Program. Many of these activities feature a bilingual (English-French) environment and correspond to a range of interests. Some are being offered at ASP for the first time:

- **Cooking in French** which initiates participants to traditional French recipes
- **Art Club** which allows students to discover studio art
- **Cricket, Tennis, or Golf**, which provide practice and instruction for participants of all levels (tennis and golf are held at nearby clubs, with a shuttle bus to and from campus for students)
- **"Engineering FUN-damentals with Lego"** a unique activity which allows students to learn building techniques and a fun introduction to mechanical, architectural, and design principles using Lego.

With the initial positive feedback received about the After-School Activities Program, "staying after school" has taken on an entirely new – and exciting – connotation!

And By Extension...

Did you know that the ASP Extension Program is designed for students of all ages from the international community desiring English language learning? Classes are offered during the following periods:

Wednesdays and Saturdays during the school year:

An Intensive Language Learning program is proposed, with curriculum adapted to students' age and language level.

Fall, Winter and Spring French School Vacations:

Language learning is offered; for younger children there are fun English-language activities mixed in. Themes this year are "Scrapbook", "Storytelling" and "The Louisiana Purchase"; these are complemented with sports and other activities.

Summer:

The Summer Camp draws students of various nationalities who come together on the ASP campus for a unique language learning experience. The curriculum stresses academics, but it also provides some room for social interaction and sports and recreation. After all, it's summer!



Sumba Foundation Club Awareness and Action

Our vision of excellence at ASP includes cultivating a broad spectrum of global understanding and developing a sense of responsibility for the global community. Bringing these words to life aligns strongly with the objectives of the Upper School's newly created Sumba Foundation Club. The club's goal is to support a non-profit NGO on the Eastern Indonesian island of Sumba, which seeks to lessen poverty and work towards a sustainable future for the island's inhabitants.

Miléna D'Ornano, Grade 12, shares with us the origins of this club and her personal investment:

MDO: I went to Sumba on holidays eight years ago. I was quickly introduced to the Sumba Foundation and had the chance to contribute to some projects and witness the Foundation's

my friend Paula Garcia and I strove to create a club to provide ongoing assistance to the Sumba Foundation.

We asked the National Honor Society of ASP to support the Sumba Foundation during the year 2013-2014. The NHS agreed to partner with the Sumba Foundation Club and join efforts in supporting one common cause.

Successful collaboration of different clubs enables students to combine and develop their skills and interests in order to create a meaningful impact. There is one member who is composing a Sumba song which will be played at fundraising events, and two others are designing Sumba bracelets to sell every day during Spirit Week. Mr. Friendly is the Sumba group supervisor; he constantly supported us in the creation of the group, along with Mr. Kearns, the NHS Faculty Advisor.

Inspiring people to care about a cause that is so distant from them, in a place that they have never been to, and perhaps never even heard of, is extremely challenging. To help raise awareness, I decided last summer to film a documentary about Sumba. I wanted to offer a glimpse of this wonderful place with the hope of enabling others to 'virtually travel' to Sumba and feel the warmth and the hope of its people.

Discovering Sumba and helping with the Foundation has made a significant and very positive impact on my life; it has changed me as a person. I am hoping that my documentary will bring about a similar sentiment in others.

“Discovering Sumba and helping with the Foundation has made a significant and very positive impact on my life; it has changed me as a person.”

Miléna D'Ornano

impact on the island. Returning each year, I saw that there were more and more schools, clinics, wells, improvements in agriculture, as well as a decrease in the rate of malaria and malnutrition. Still there was more to be done.

When I became aware that the children I played with there had to walk five hours to get water, I promised myself to try to help. I initiated some fundraisers in my previous schools but at ASP,

To learn more about The Sumba Foundation consult: www.sumbafoundation.org



Paula, Miléna and some of the children of Sumba



ASP Gives Back

ASP Advancement Volunteering – Giving – Celebrating

One of the key roles of ASP's Advancement Office is to support our families in being active community members for life. There are always many opportunities to get involved, by volunteering, giving, and celebrating.

Volunteering

September and October saw several Parent Welcome parties. From a margarita fiesta to wine and cheese evenings, Parent Welcome parties allowed new and returning parents to mingle and get to know each other better. Many thanks to all who hosted or helped out at these events.



Parents enjoying the Grade 8 Parent Welcome Party

The first Lower School Ice Cream Social was held on campus this fall. More than 200 children (and parents, too!) enjoyed ice cream sundaes thanks to ASP's team of "super scoopers": Mark Ulfers, Margaret Coleman, LS Faculty, PFA Liaisons, and others.

Special thanks to:

Tania Ayoub & Victor Jerez
 Patricia & Yannick Grelot
 Dawn Lannin
 Karen & Neil Miller
 Suzanne Obenshain
 Bara & Jeff Oscodar
 Deedee & Jim Sarno
 Michelle Smith
 US Habitat for Humanity Club
 US Kenya Club
 US Romania Club



Margaret Coleman serves up a sundae!



ASP students teaching English to Kalahari children in South Africa – a trip made possible by the Excellence Fund

Giving

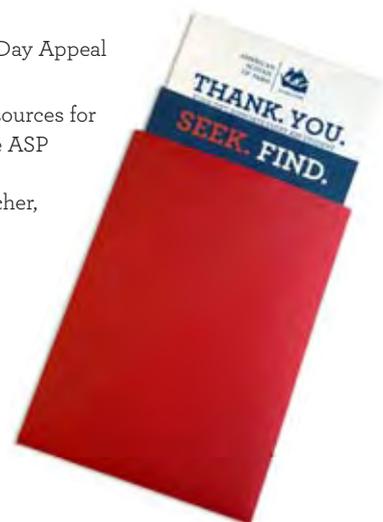
November is the start of the annual 30-Day Appeal in support of the Excellence Fund.

The Excellence Fund is one of ASP's resources for educational innovation. It embodies the ASP spirit, promoting entrepreneurship and creativity in the classroom. When a teacher, student or parent wants to implement a project which enhances teaching and learning, the Excellence Fund can help make it happen.

The Fund supports:

- Innovative educational programming
- Learning technology
- Professional learning for teachers and staff

The support of the entire community is needed to "fill the fund" for the 2013-14 school year. A key objective is to increase the level of participation each year, so your contribution – at any level – is important to ASP.



The Excellence Fund's new brochure goes to great lengths to generate support for our kids at ASP.

Celebrating

February 1, 2014 is the date for the *Bonne Année* cocktail party sponsored by the Board of Trustees. This year's soirée will be held at the Cercle de l'Union Interalliée, a private club nestled between the British and Japanese embassies on rue du Faubourg-St.-Honoré in Paris. Parents, faculty, staff and trustees are invited to celebrate at this special venue and event.

When Numbers Add Up to Enthusiasm and Conceptual Learning

“We see children enjoying math at a very young age... Our goal is for our students to grow and learn while holding on to that early enthusiasm and curiosity...” Margaret Coleman



K1 class learning about more and less with Ms. Zielinski.

“What do you remember about your math classes when you were a young student?”

This is the thought-provoking question that was posed during independent math consultant Carrie Zielinski’s recent work with ASP’s Lower School teachers. Some teachers cringed slightly, recalling an early and intimidating focus on

students to grow and learn while holding on to that early enthusiasm and curiosity.”

The Lower School has been focusing on conceptual learning and continuing the evolution of the math curriculum, as outlined in its five year plan. ASP units of study are being aligned with the Common Core State Standards for Mathematics. “CCSSM is an exciting initiative to redefine a high quality

needs. The personalized approach of her visit also provided faculty with the opportunity to pose specific questions, share teaching strategies, and to learn by observing each others’ classes.

“We are increasing our information-gathering activities with students so that we can have a discussion about what they know, and guide them to make mathematical conclusions as a result,” says Ms. Coleman. “It is a shift away from procedural teaching and learning. We need to be clear on what we want our students to know and be able to do, while at the same time encouraging them to want to know more!”

A key element in this work is the introduction of a variety of approaches to carrying out the four basic math operations. One situation which highlights Ms. Zielinski’s approach was brought up by a faculty member who questioned the possibility of teaching negative numbers to curious Grade 1 children. This led to a discussion with the teachers about age-appropriate real-life applications for the concept of ‘numbers less than zero.’ Some strategies for discussion with students included examining:

- temperatures (observing the numbers and markings on a thermometer)
- debt/borrowing (use of an ATM machine)
- elevation (going up and down a mountain, counting steps along the way)

K1 Assistant Victoria Ward says the work with Ms. Zielinski will affect the way she plans to teach in the future. “It is important to question students and understand what and how they are thinking and arrive together at conclusions. We want our students to have the opportunity - and desire - to explore numbers backwards, and forwards, inside and out.”

Do we sense positive classroom memories in the making? You do the math!

Math Homework

Open Number Line Subtraction

Problem #1

So, I did 10 after 7 and after 7.

Subtraction equation: $52 - 27 = 25$

Problem #2

I did 7 less and it became 16 in total

Subtraction equation: $103 - 87 = 16$

Fourth grade student work illustrating the use of an “open number line” to reason through subtraction.

memorization and rules, rather than a creative and conceptual exploration into a wonderful world of numbers.

“We see children enjoying math at a very young age, in kindergarten or first grade,” says Lower School Director Margaret Coleman. “But after a certain point, it stops being fun for many of them; some are even intimidated. To understand when and why this shift occurs, we are digging deeper, examining the way we teach and the messages we send out. Our goal is for our

math program for students who will be college- and career-bound,” explains Math Coordinator, Coach and Teacher Barbara Trudeau. “At ASP this work starts with Lower School math learning, where we propose different pathways for quantitative reasoning and for justifying one’s reasoning.”

The focus of Carrie Zielinski’s October visit to ASP was to support Lower School teachers in creating assessment tasks to help fine-tune ASP math units of study and to identify curriculum elements that best meet student

Middle School *Connections*

Scientists: Preparing the Next Generation

Science in the Middle School is approached through experiential, hands-on learning as students are asked to use classroom knowledge to make decisions about real-world issues. Middle School Director, Dr. Kathy Miner, explains that this high level of scientific inquiry and decision-making is a fundamental part of the MS curriculum and serves to set the tone for learning once students reach Upper School, and beyond. Two examples of Middle School science projects follow.

Implementing Science Standards

ASP was fortunate to welcome science education consultant David Bain to the Middle School this Fall. Mr. Bain's work is centered on ensuring that students have the tools to learn and understand in a way that is consistent with the Next Generation Science Standards currently being implemented in many school districts throughout in the United States. Some key strategies include:

- Collaborative, inquiry-based learning
- Consideration of multiple solutions to a single question
- Ability to observe surroundings and infer/derive meaning from them
- Ability to conduct experiments, make arguments from data, and interpret findings

During Bain's visit, a 'train the trainer' approach was implemented. Bain taught a class observed by Middle

School faculty. MS teachers then taught the same lesson to a different class, with colleagues observing and offering feedback. This collaborative approach was found to be very productive, as teachers developed new ideas inspired both by Bain, and each other. Faculty spent time throughout the week planning lessons that integrated these new ideas.

Mr. Bain found ASP students to be a great group. "They are confident enough to be curious, and have lots of ideas and creativity in their thinking. They really enjoy learning," he observed.



David Bain works with MS students

Here is an example of a Grade 6 lesson developed collaboratively with colleagues and then taught by Karen Lovett, as David Bain and other teachers observed:



Faculty debriefs with Mr. Bain, whose visit to ASP was supported by the Excellence Fund

Task: Determine the natural habitat of an unknown organism.

Next Steps:

Beginning with simple observations of the organism, the students, excited by this challenge, proposed several characteristics. Ms. Lovett challenged them to specify if their observations were physical or behavioral. The discussion then led to the topic of "What is a habitat? What would you need to create a habitat?"

Findings: Rather than a traditional 'learn from a book' method of answering these questions, the class considered ideas in a group, and, as Ms. Lovett helped, students linked their answers together and made conclusions. "A habitat is a shelter." "We need food and water," responded one student. "A bed and a comfortable temperature," volunteered another.

From their observations and discussions, students designed and performed an experiment to determine if the amount of light in a habitat affected the behavior of the organisms. Students would go on in the week to design their own experiments

and in the end, collaboratively using each group's data, describe many elements of the preferred natural habitat of the organism they were given.

The ASPect observed budding next generation scientists in action. Our findings point to a promising future, in the capable hands of students who display:

- strong skills developed from a hands-on science education
- an impressive ability to use classroom knowledge to make decisions about real-world issues
- passion and a sense of responsibility for the world around them

Examining Real World Issues



Mr. Scanlon's class of young scientists

One day last Spring in Joseph Scanlon's Grade 8 science class, Karena, an ASP alumna and Communications Department intern, observed the consideration of real-world issues.

Task: Identify important events, people, groups, agencies and laws that have had an impact on various environmental issues, and determine if the modern environmental movement is a revolution.

Next Steps:

- Choose one topic from the following list:
- Government Agency
 - Person
 - Event
 - Environmental Group

- Presentations must include:
- A history of the agency, person, event or group
 - The environmental concern(s) that are identified and how they are addressed
 - Description of how the event affected the environment, what impact the organization or person had on the concern(s) they addressed
 - What is the status of the situation or organization today?



Using the SMART Board to present scientific evidence

Findings: Three students presented their projects on the environmental movement during class. Mr. Scanlon had asked his students to explore influences of the organisations, individuals or laws that have affected the way we treat and think about conservation efforts. The first student, Sacha Worms, had researched the charity Shark Trust and their goals to prevent the dangerous practice of using shark fins in traditional medicine. Any surprising fact? You should be more worried about palm trees than the ocean. Sacha says more people are killed by coconuts than by sharks! But more importantly, several shark species are facing rapid extinction due to the practices of shark fin use.

Students were encouraged to choose topics that explored issues based on their interests. Lisa Chorna's love of photography led her to research famous photographer Ansel Adams, whose work showed beauty of nature. After watching a zombie movie, Chris Kumar decided to research the Chernobyl disaster.

Students presented using PowerPoint, Prezi, ComicLife or Keynote displayed by the classroom SMART Board and followed with a question and answer session. Some students felt nervous about the public speaking portion, but as one student explained, "Since we can choose a topic we really feel strongly about, it's easier."

Morning Assemblies Breakfast for the Mind

This school year sees a new, thematic approach to the morning Assemblies held daily (excluding Tuesdays) in the PAC. Why the changes? Aaron Hubbard, Upper School Director explains: "In the past, our daily assemblies were focused on providing information and, in an ancillary way, fostering a spirit of community.

The US faculty team realized these morning meetings were special opportunities – when all of our students are gathered together. We decided to re-structure them in a way that would encourage our young people to take a more active role in the meetings, provide a consistency to the themes, and further incorporate our community's values into the content. I am really pleased to see the new approach take shape, and to see students participating so enthusiastically."

In this new format, each weekday has been assigned a distinct theme and the daily content is shaped by student contributions.

The theme for Monday is **ASP has Talent**. Hosted by Mr. Hubbard, these assemblies may feature students offering musical and vocal performances. However, one contributor displayed his special talent of physical prowess, which recently won him the USA Presidential Physical Fitness Award. Students are encouraged to 'take a risk' in sharing a new side of themselves with fellow students as part of a growing experience.

Wednesday's theme is **ASP Beliefs and Action**. Hosted by Craig Vezina, this day's



Mr. Hubbard presides at this day's assembly

assemblies feature faculty-guided presentations and discussions examining core beliefs and related actions. An objective for the Wednesday assemblies is that positive values and beliefs raised here carry over into further discussions amongst students, encouraging wise decisions. Recent topics included: "What is the value of a human life?" and "The Pale Blue Dot" by Carl Sagan.

Thursday's assemblies are **student-led**. Topics may be chosen by a representative of a specific grade level, or representative of an activity such as Student Council, Amnesty International, or Model United Nations. These assemblies provide an opportunity for students to develop their skills in leadership, organization, and presentation in a large venue.

The week concludes with Friday's **ASP Ideas Worth Sharing**. Led by Brian Brazeau, these assemblies feature important issues from our global community. Local experts will be called in as guest speakers when possible. Each month an overall subject will be examined-Current Events for October (in recent weeks: "Conundrum in Syria," "The French-American Relationship"), The City of Paris for November.

With the ASP belief that "great schools nurture passions, curiosity, creativity, self-expression and joy," our Upper School students' remarkable classroom achievements are now bolstered from their power breakfast for the mind at the very start of their school day.



'Great!' is how guitarist and vocalist Cole termed the experience of performing for his peers

Axel, here with coach Lillian Pfluke-Herrly, demonstrates his award-winning physical prowess



Students – or parents – who want to know more about playing an active role in the Upper School Assemblies are encouraged to contact the Upper School office.

Julia Sloan is the Vice President of Global Communications and Fashion Relations at NARS Cosmetics, a global makeup and skincare brand known for its luxurious and fashion forward product range. In 2012, Julia was named one of the “10 Most Powerful Women in New York Fashion PR”. She returned to ASP for a visit in Spring 2013 to talk to us about her experience, journey and how ASP played an integral role in getting her to where she is today.



Photo/Jung Kim

“Be outgoing, eager, and never give up on your ambition.”

Julia Sloan

In this issue, meet...

Julia Sloan, Class of 1998

Then: Julia attended ASP from the fourth grade until she graduated in 1998. She remembers her classes and the faculty, from her first ASP teacher Mr. Albright, to College Counselor Laura Vincens, who attended her wedding. Along with the faculty, she has stayed in touch with friends from ASP. She values still today the international culture at ASP, and the fact that students “were able to be themselves: ambitious, eager, always wanting to know and do more than was expected.” Julia remembers, “ASP equipped us for success; our teachers were incredibly supportive and encouraged our enthusiasm and ambition.”

Indeed it is this empowering ASP culture, and the opportunity to cultivate relationships with the type of people who had similar life and career aspirations that Julia cites as playing an influential and integral role in her professional advancement. The school has also played an important role in her personal life, as this is where she met her husband David D’Silva, class of 1995, now employed by Google. Julia shares that both she and Mr. D’Silva were very involved in the Athletics program at ASP, and as such had the opportunity to travel to other European countries and mix with people from other

cultures in their native lands. These opportunities whetted the couple’s appetite to expand their international experiences, both personally and professionally.

Now: Julia has come a long way since Lower School. She started her career in PR after an internship in the beauty department of Cosmopolitan magazine peaked her curiosity. She went on to work at a beauty PR agency, followed by a move in-house at Bumble and Bumble and, later, LVMH where she worked on Givenchy, Guerlain and Pucci, before landing at NARS. In commanding Global Communications and Fashion Relations, she oversees advertising, digital media, PR, makeup artist, fashion and celebrity relations for the USA and twenty-three international markets. She loves the beauty and fashion focus of her responsibilities - specifically her work at Fashion Week collaborating with designers such as Marc Jacobs, Alexander Wang, Phillip Lim, Christopher Kane, and Rodarte. As if Julia was not busy enough with her professional responsibilities, she and her husband have recently become the parents of twins.

Her advice to ASP students: “Be outgoing, eager, and never give up on your ambition.”

In America’s Capital City Fabulous Fifties Friends Reunite



Photo/Ned Martin

Can you imagine the emotion and excitement of meeting up with your high school friends 50+ years after graduation? On September 28th, a group of 18 ASP alumni lived that experience as they gathered in Washington, D.C. This reunion was organized and hosted by Linda Montgomery Palmer (‘57) with the help of Peter Tanous (‘56), Frank Vita (‘54), and other fellow alumni.

In order to catch up on each other’s lives in advance of the reunion, the alumni shared biographical outlines that summarized their activities starting from the time they left the school. At the time they attended, the school was known as the American Community School of Paris and was located in the town of Louveciennes. (It was not until 1967 that the school moved to the current location in Saint-Cloud.)

Despite being held in the capital city of the USA, this reunion had a definite French flair, with a large French flag hanging from the second floor deck and several smaller ones displayed throughout the house. Dinner tables were laid with French tablecloths, and the evening ended with a rousing rendition of *La Marseillaise*.

The gathering was truly special and provided a wonderful opportunity for alumni to become re-acquainted, while reliving some of the special times they shared at school in France. Linda Montgomery Palmer commented, “I am amazed at how many alumni came such a long distance to attend this event. Of course, everyone says that their years at The American (Community) School of Paris are amongst their fondest memories.”

In attendance

Peter Riddleberger (‘56)
and Barbara St Amand
Edwin Martin (‘59)
and wife Nancy Spangler
Patsy Martin Sanjuan (‘57)
Peter Tanous (‘56) and wife Ann
Chris Kelly(‘57) and wife Olga
Frank Vita (‘54) and wife Lise
Arthur Mann (‘59), wife Marlene
and their daughter Cristina
Amanda McBath Spenger (‘57)
and husband Michael
Bill Morrison (‘55) and wife Pat
Evie Tanous (‘59)
Martha Scott (‘57)
Marjorie Thornton Ackerman (‘51)
Kendrick Powell (‘51)
Janet Martin (‘55)
Karen Margulies Green (‘55)
and Steve Novosel
Jean Pierre Tison (‘56) and wife Lou
Suzy Lipsitch Butterworth (‘57)
Linda Montgomery Palmer (‘57)
and husband John

At ASP, we believe that :

Every person has *equal worth*.

Individuals are responsible for their choices and actions.

We best *meet the needs* of learners when we understand them as individuals.

Through *hard work* and *determination* individuals can achieve their potential.

Every member of a *community* has the responsibility to contribute to the *greater good*.

Seeking to understand diverse cultures, ideas and practices *enriches a community*.

A culture of *high expectations* and *striving for excellence* leads to higher achievement.

Learning is a continuous lifelong endeavor.

Great schools *nurture* passion, curiosity, creativity, self-expression and joy.

Going *beyond the familiar* and taking risks stimulate growth, innovation and self-discovery.

In a rapidly changing world, *achieving excellence* demands commitment to continuous improvement.

Everyone shares *responsibility* for our global community and environment.

Honesty and *integrity* are central to all we do.

American School of Paris
41, rue Pasteur
92210 Saint Cloud
France

Tel. +33 (0)1 41 12 82 82

Fax +33 (0)1 46 02 23 90

www.asparis.org



AMERICAN SCHOOL
OF PARIS

founded 1946