

Think Globally ... EDUCATE LOCALLY



[www.famn.org](http://www.famn.org)

# Our Philosophy

## MISSION STATEMENT



*The French Academy of Minnesota is committed to providing a welcoming and positive educational environment that encourages each child to develop his or her full potential to be successful in school and in life while becoming competent in the French language. We—teachers, staff, and the parent community—work together to empower each child to become a responsible, respectful, and contributing citizen of the world.*

## SCHOOL PHILOSOPHY

Our unique approach to academic growth and enrichment spurs creativity, facilitates the learning process, and enthusiastically supports and engages our students' multi-cultural and international families as part of the educational experience.

## A PLACE OF RICH & VARIED EXPERIENCES

The French Academy of Minnesota offers a wide variety of enrichment activities in an effort to aid students in the practice and development of strong motor, relational, and intellectual skills. At each level of education, children are challenged to observe, think, imagine, explore, exercise their memory, test their abilities, express choices and feelings, and broaden their knowledge of the world around them. Exposure to various aspects of French culture (including holidays, history, songs, cuisine, and art), through a curriculum taught entirely in the French language enriches our students with cross-cultural sensitivity and awareness.



**The French Academy of Minnesota offers a unique and highly exceptional educational experience.**

# About Us

## A UNIQUE EXPERIENCE

The French Academy of Minnesota is the only school in Minnesota offering a total French-immersion curriculum from preschool through 5th grade, and the only school accredited by the French Ministry of Education. Our classes are taught entirely in French by native speakers. The French national curriculum is designed and administered at the ministry level by experts in education, university professors, psychologists, commissioners, and teachers. Its high quality and rigorous academic standards are recognized worldwide. The French curriculum and Minnesota standards are combined to allow students to easily transition to another school after their schooling at FAM.

### At The French Academy of Minnesota, we:

- provide a loving, nurturing, and caring atmosphere for our students
- meet each child's needs, while encouraging independence and self-care
- nurture each child's curiosity
- offer a wide variety of activities within the curriculum including practical life, sensorial, language math, art, music and movement, science, and dramatic play instruction
- provide ample opportunity for the use of large motor skills for indoor and outdoor activities
- encourage parent involvement and foster open and honest communication
- provide students with a steady curriculum from preschool through 5th grade

## THE FRENCH SCHOOL SYSTEM

The day starts at 9:00 am and ends at 3:30 pm, four days a week (Monday, Tuesday, Thursday, and Friday) for *Petite* and *Moyenne Sections* (preschool and pre-K classes), five days a week (Monday through Friday) for *Grande Section* (Kindergarten) through *CM2* (5th grade). Half days are offered in *Petite Section* from 9 to 11:30 am. Before- and after-school childcare is available (see Additional Programs).

### **ECOLE MATERNELLE, CYCLE 1 (PRE-ELEMENTARY LEVEL)**

Preschool (*Petite Section*): 33 months to 4 years old  
Pre-Kindergarten (*Moyenne Section*): 4 to 5 years old  
Kindergarten (*Grande Section*): 5 to 6 years old

### **ECOLE ELEMENTAIRE, CYCLE 2 & 3 (ELEMENTARY LEVEL)**

1st Grade (*CP*)  
2nd Grade (*CE1*)  
3rd Grade (*CE2*)  
4th Grade (*CM1*)  
5th Grade (*CM2*)

## ENGLISH INSTRUCTION

English is taught at each level beginning with 30 minutes twice a week in preschool (*Petite Section*) and increasing incrementally to six hours per week in 5th grade (*CM2*). English classes (English Language Arts, Social Studies, and Math) are taught by a native English speaker.

# Preschool (*Ecole Maternelle*)

## **ECOLE MATERNELLE, CYCLE 1 (PRE-ELEMENTARY LEVEL), INCLUDES:**

- Preschool (*Petite Section*)
- Pre-Kindergarten (*Moyenne Section*)
- Kindergarten (*Grande Section*)

## **LEARNING TOGETHER — THE CLASSROOM**

Children grow, learn independence, and build personalities through relationships with other children and adults. Learning how to share the same educational setting means learning how to communicate.

**Communication:** Students use verbal and non-verbal communication to get their message across and to interpret their surroundings. Children learn how to speak in a group and listen to others.

**Morning Greeting:** Every morning begins with social time. Children may explore the classroom, practice language skills, and learn how to assert him or herself within a group.

**Group Life:** Throughout the day, children engage in activities that encourage self-knowledge as well as positive interactions with others. Students play both spontaneous and rule-oriented games. Completion of group projects and the sharing of responsibilities within the classroom are integral parts of the preschool environment.

### **Typical Daily Schedule**

9 am	Morning greeting
9:30 am	Transition/snack
9:50 am	Classroom workshops
11 am	Recess
11:45 am	Lunch
12:30 pm	Nap/rest
1:30 pm	Art, music, and movement
2:30 pm	Classroom activities
3 pm	Reading and singing
3:30 pm	Dismissal



## **LEARNING HOW TO BUILD LANGUAGE SKILLS**

At FAM, two kinds of activities allow a child to improve his or her language skills. First, children will experience situations where they can freely express themselves. Then, in a variety of speech games, they will listen and speak following a predetermined pattern. In both cases, the teacher's key role is to create opportunities. Progressively, children begin to understand and master language skills, while at the same time they become familiar with simple reading and writing codes.

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# Preschool (*Ecole Maternelle*)

## DISCOVERING THE WORLD

Preschool provides children with a general introduction to the world, different cultures, and their own community. Children learn to discover and respect what they learn. They talk about these discoveries through asking questions and searching for answers.

## IMAGINATION & CREATIVITY

In preschool, children develop sensitivity, imagination, creativity, the ability to focus their attention, critical thinking, and the expression of feelings, preferences, and choices. It's a time when children invent and learn to build, applying their intellectual capacity to tangible matters, virtually without limit.

**Music:** Teachers use voice games, songs, movement, instruments, and rhythm exercises to foster imagination and creativity.

**Art:** Visual and tactile explorations of shapes, objects and colors, along with the practice of easy crafts, visual memory exercises and drawing, are all outlets for a child's expression.

**Drama and Dance:** Creative movement and acting out characters encourage individual and group imagination.

## GRAPHIC TECHNIQUES

Using appropriate exercises, children improve their manual dexterity. They also explore graphic space and lines.

**Drawing:** For children, drawing is a critical and spontaneous way of translating a narrative or verbal description.

**Writing:** Children learn the skill of writing and the links between oral and written communication.

## MATH

All basic notions of arithmetic and geometry are easily accessible to children even before they are introduced to the abstractions of language and math. Very often, children perceive counting and learning numbers as a game. Preschool is a perfect place to show how numbers are an integral part of our daily lives.

## SOCIAL LIFE & MANNERS

Children learn to understand and apply the basic lessons of good manners, appropriate social behavior, politeness, respect of others, and good table manners.

# Elementary School (*Ecole Élémentaire*)

Elementary School is divided into two cycles:

## **ECOLE ELEMENTAIRE, CYCLE 2 INCLUDES:**

- 1st Grade (*CP*)
- 2nd Grade (*CE1*)

Throughout Cycle 2, students build on the skills introduced in Cycle 1. They develop the basics of language literacy and mathematics, and progressively develop independence. Children leave behind the nurturing and playful setting of the *Maternelle* to become elementary learners. Because of the introduction of new skills and higher academic expectations, Grades 1 and 2 are challenging steps in the immersion process.

## **CURRICULUM**

**Reading:** In 1st grade, students begin reading and writing during French and English class time. They become proficient readers in both French and English by 3rd grade.

**Language Arts:** By the end of Cycle 2, students are able to speak in English and French in front of an audience, listen to a presentation, tell a story, read aloud, and understand various texts. Literacy and creative writing are developed with an integrated approach to grammar, spelling, vocabulary, and conjugation.

**Mathematics:** Students learn number concepts up to 1,000, including decimal numbers. They are able to compare numbers, add, subtract, use mental mathematics, and solve simple problems. They use, recognize, and reproduce geometric shapes. Students learn to use the metric and American units of measurement and are introduced to multiplication.

**History and Geography:** Students recognize group rules and learn the basics of government, social administration, and community life. Students are introduced to space and historical chronology. They discover maps, the globe, and learn the fundamental elements of the universe.

**Science and Technology:** Students learn about body functions, animals, plants, and minerals. They use and build simple mechanical objects.

**Art and Music:** Students are exposed to many artistic domains, learn simple songs, and explore various techniques of artistic expression.

**Physical Education:** Students develop motor skills and coordination, respect rules, overcome fear, and learn about teamwork.

**Health:** Students acquire accurate health information and develop healthy attitudes and behavior patterns. They acquire knowledge and practice skills at the developmentally appropriate level.



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# Elementary School (*Ecole Élémentaire*)

## **ECOLE ELEMENTAIRE, CYCLE 3 INCLUDES:**

- 3rd Grade (*CE2*)
- 4th Grade (*CM1*)
- 5th Grade (*CM2*)

Throughout Cycle 3, students strengthen and acquire skills and master new knowledge, while developing independent study habits and methods.

## **CURRICULUM**

**Language Arts:** In both languages, students are able to learn poems, readily understand a text of 10 pages or more, and write a report or presentation while respecting spelling, grammar, and punctuation rules.

**Mathematics:** Students are able to calculate with decimal numbers, know geometric figures, master the four operations (addition, subtraction, multiplication, and division), and use mental arithmetic. They use simple techniques of graphing and solve increasingly complex mathematical problems.

**History and Geography:** Students become conscious of their role and responsibility to their community and to society in general. They learn about the organization of government and are introduced to the main periods of world, European, and American history, and are expected to learn significant dates. In geography, they acquire an understanding of important world, European, and American geographical features (rivers, seas, mountain ranges, continents, countries, states, and cities).

**Science and Technology:** Students are able to analyze the relationships between living creatures and their environment. They conduct simple experiments and conceptualize and build simple mechanisms.

**Art and Music:** Students learn how to produce, compose, and critically listen to music. They develop their imagination and creativity and acquire a cultural education through the introduction and comparison of art and music masterpieces from different eras. They are introduced to artists and composers, techniques, and alternative art forms.

**Physical Education:** Students learn how to achieve a measured performance, engage in action, and adapt movement to various types of environments. They develop greater control of their bodies and are encouraged to improve individual performance. Teamwork is promoted.

**Health:** Students acquire accurate health information and develop healthy attitudes and behavior patterns. They acquire knowledge and practice skills at the developmentally appropriate level.



# Additional Programs

## LUNCH

An eco-friendly, well-balanced, and nutritious hot lunch is provided, keeping with the French tradition of sharing the same meal. Monthly menus are posted on the Parents Section of the website. Parents are always welcome to visit and share lunch with their child.

## EXTENDED DAY

Before- and after-school childcare is available Monday through Friday, 7:30 to 9 am and 3:30 to 6 pm.

## FRENCH CLUB

French Club is staffed by our teachers and available on Wednesdays from 9 am to 3:30 pm for preschool and pre-K students. A structured curriculum is followed through reading, singing, arts and crafts, and indoor and outdoor activities.

## AFTER-SCHOOL ACTIVITIES

- Choir (with French songs and lyrics)
- Soccer with Kicks 4 Kids (a Hopkins-based program with classes specifically designed for young children)
- Science and art enrichment classes (through St. Louis Park Community Education)

## HOMEWORK HELP

If you would like to have your child complete his or her homework at school with a qualified teacher's help, consider our Homework Help program. This program offers teacher-supervised assistance to 1st through 5th grade students from 3:45 to 4:15 pm Monday, Tuesday, and Thursday, in French or English.



# FAM Facts

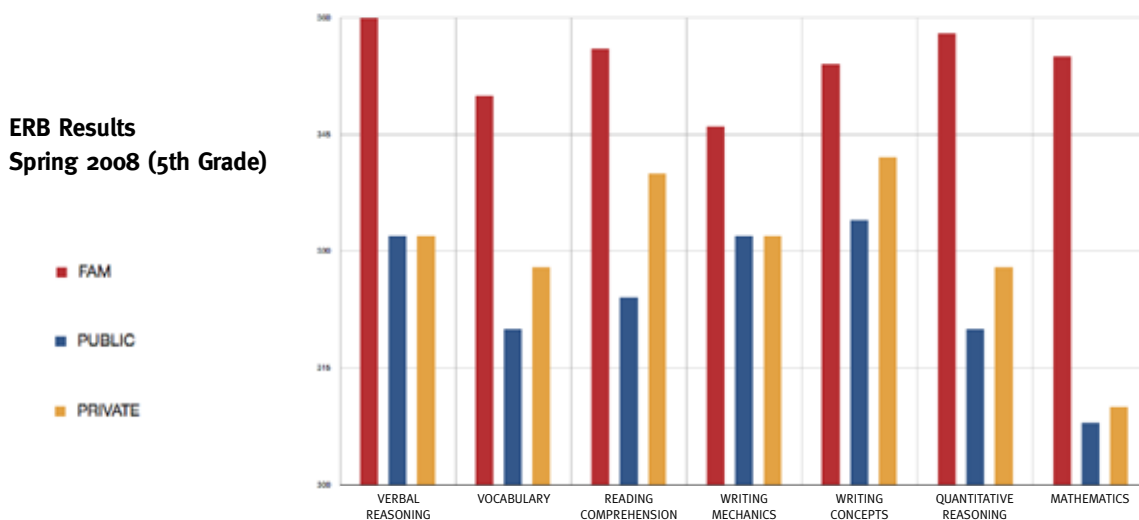
The French Academy of Minnesota, established in 1998 by its founder and director Véronique Liebmann, is:

- accredited by The French Ministry of Education
- a member of the MLF (Mission Laïque Française)
- a member of the AFSA (Association of the French Schools in North America)
- a partner of the Alliance Française of Minneapolis/St. Paul
- a partner of the French American Chamber of Commerce of Minneapolis/St. Paul

We are located in St Louis Park, Minnesota—eight miles from downtown Minneapolis and close to major highways 394, 100 and 169. The school was established in Eden Prairie under the name *La Maison des Enfants* and moved to St. Louis Park in 2006. Our building has more than 13,000 square feet of classrooms and activity rooms with 1.68 fenced acres for outdoor recess and sport activities.

## TEST SCORES

Scores prove that FAM students develop high skills in all categories of the Educational Records Bureau (ERB) standardized achievement test (see chart).



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# FAM Facts

## 2008/2009 FACTS

Number of students: 100 (54% girls / 46% boys)  
Number of grades served: 8  
Number of native-French teachers: 7  
Number of native-French teachers' assistants: 4  
Number of American teachers: 1  
Number of American staff members: 1  
Number of native-French staff members: 4  
Computer/student ratio: 1/4  
Student/teacher ratio: 9/1  
Number of French books in the school: 4,500  
Number of English books in the school: 1,800

## STUDENT DEMOGRAPHICS

Our students live throughout the Twin Cities (including Orono, Minneapolis, Edina, Golden Valley, Medina, Plymouth, Arden Hills, Minnetonka, Eden Prairie, St. Louis Park, Wayzata, Shakopee, Greenfield, St. Paul, Brooklyn Park, Chaska, Bloomington, Eagan, Chanhassen, Maple Grove, and Prior Lake).

### Language Statistics:

Students with no French cultural background (nobody speaking French at home): 62%  
Students with French cultural background (at least one parent speaking French at home): 38%  
English language learning students: 13%

## OPPORTUNITIES

The schools our students attend in 6th grade after leaving FAM include Breck, The Blake School, The French School of New York, local public schools, and public and private schools in France.

# Parents Community

## A MULTI-CULTURAL ENVIRONMENT

The multi-cultural environment at FAM gives students and their families exposure to cultures from all over the world. Families come not only from many different states within the U.S., but also from France, Switzerland, Morocco, Netherlands, Canada, Belgium, Italy, Spain, UK, and more. This environment opens children to new traditions and helps them understanding diversity.

## COMMUNICATION

A secured Parents Section of the FAM website gives up-to-date information about school life and is the reference for all important documents including school policies and student directories. Videos and pictures from school events are also posted. In addition, FAM publishes a weekly newsletter with all important school information, events, and an overview of what is being studied in the classrooms. And each week children bring home notebooks filled with completed assignments and art activities.

## FRENCH TRADITIONS

Children are exposed to French culture and holiday traditions through events where parents are always welcome to participate including *Fête de l'Hiver*, *Galette des Rois*, *Carnaval*, and *Semaine du Français*.

## MONTHLY SOCIAL EVENTS

**Friday Morning Coffee:** Every third Friday of the month, FAM parents are invited to attend a morning coffee to socialize and get to know other FAM families. A particular topic is discussed regarding French language, culture, or cross-cultural differences.

**Aujourd'hui c'est Jeudi:** Parents gather every first Thursday of the month from 5 to 7 pm at the Hotel Sofitel in Bloomington to share a glass of wine and appetizers and get to know fellow families.

## LANGUAGE CLASSES FOR PARENTS

Group classes in French and English are offered in partnership with the Alliance Française of Minneapolis/St. Paul. Private French lessons are also offered by a certified, native-French teacher.

# Admission / Tuition / Fees

## ADMISSION

The admission process at The French Academy of Minnesota is designed to help parents make the best educational decision for their child. Visits to FAM can be scheduled any day that school is in session. Visiting parents and children have the opportunity to meet faculty members and fellow students and see classroom activities.

**Please call us at 952-944-1930 to schedule a visit.**

To initiate the admission process, FAM must receive a completed application form and a non-refundable application fee. Admissions are processed on a first come, first served basis. Applications are accepted year-round and recorded on our waiting list, with students enrolled on a space-available basis.

## TUITION & FEES

**2009/2010 School Year (September through June — 10 months)**

<b>Application Fee</b> (one-time, non-refundable fee)	\$80
<b>Operating Fee</b> (snacks, yearbook, textbooks, field trips)	\$535 (preschool/pre-K) \$675 (K through 5th grade)

### Tuition

Preschool (PS) Half Day	\$7,345
Preschool (PS) & Pre-Kindergarten (MS) Full Day	\$9,780
Kindergarten (GS)	\$10,350
1st through 5th Grade (CP-CM2)	\$10,550

### Extended Day and French Club

*available upon request*

Extended Day—before school (7:30 to 9 am) and/or after school (3:30 to 6 pm)  
French Club—Wednesday all day for preschool (PS) or pre-K (MS) (9 am to 3:30 pm)



## IS 3 YEARS OLD TOO SOON TO START SCHOOL?

It is important for a child at an early age to start building social skills and learn how to work in a group. What children learn at home is different from what they learn at school. Also, the younger a child begins to learn a language, the easier it is for them to absorb it. Qualified teachers guide children through their learning experiences, fostering positive attitudes toward lifelong learning.

## CHILDREN AT FAM LEARN TO READ IN FRENCH. HOW WILL THEY LEARN TO READ IN ENGLISH?

Reading is a process in which children learn the connections between letters, sounds, words, and sentences. As soon as children understand the process, they are ready to read. Living in an English-speaking country, children will learn to read in English with little effort.

## DOES THE FOCUS ON LANGUAGE ACQUISITION PREVENT CHILDREN FROM ACHIEVING ACADEMIC SUCCESS?

On the contrary, studies show that learning more than one language greatly enhances a student's overall capabilities. Statistics confirms that most bilingual students have better results in standardized English and math tests than monolingual students. Our teachers are aware that it takes longer for a child to speak than to comprehend a new language, and they design activities that are challenging but easily understandable.

## WILL MY CHILD BE ABLE TO TRANSITION INTO THE AMERICAN SCHOOL SYSTEM EASILY?

Yes. One of the reasons Americans find FAM so attractive is that the rigorous curriculum follows the highest educational standards. After leaving FAM, students enroll in public schools and private schools, often in advanced or gifted programs.

## WE ARE COMING FROM FRANCE AND OUR CHILDREN DO NOT SPEAK ENGLISH. WILL THEY ADAPT?

At FAM, children will find a nurturing and caring environment in which language plays a secondary role. They will easily adapt to a classroom very much like the one they experienced in France. It's reassuring for students relocated from abroad to find a familiar environment, making it easier to accept the distance from friends and family back home. The school also offers English classes in English Language Arts, Social Studies, and Math to help children integrate into their new country.

## HOW CAN PARENTS BE INVOLVED IN THE SCHOOL AND THEIR CHILD'S EDUCATION AT FAM?

There are many volunteer opportunities for parents throughout the year. We have various fundraising events such as our Book Fair, uniform sale, and annual gala event. Parents may chaperone field trips and help with the organization of special events like our Fête de l'Hiver, family picnic, and fashion show. We also love to have parents sharing their special talents in the classroom.

## WHAT ARE THE BENEFITS, AS PARENTS, OF HAVING A CHILD LEARN FRENCH?

Most parents take advantage of their child's cultural journey by getting to know other families with a wide range of backgrounds through scheduled FAM parent events such as morning coffees and the *Aujourd'hui c'est Jeudi* events at the Hotel Sofitel. These are wonderful opportunities to practice your own French while learning about the many different cultures and languages that are represented at FAM.

## WHAT IS THE SCHOOL'S POPULATION OF ENGLISH-SPEAKING AND FRENCH-SPEAKING STUDENTS?

FAM is composed of approximately 62% English-speaking students, 13% French students (from families relocated from France or other European countries), and 25% bicultural students from bilingual families.

## WHY FRENCH?

French is spoken by more than 270 million people around the world, including 80 million native speakers and 190 million secondary speakers on five continents. French is the second most commonly taught second language in the world (after English) and ranked the second most influential language in the world. It is the language of the 56 countries that form *La Francophonie*, the equivalent of a French commonwealth. Although more people speak Chinese, Hindi, and Spanish, French is spoken in more countries and over a greater geographical area, making French second only to English as a global language. French is also one of the official languages of NATO, INTERPOL, and the United Nations, and the third most common language on the Internet. More than one-third of all English words are derived directly or indirectly from French, and it's estimated that English speakers who have never studied the language already know up to 15,000 French words.

## WHAT IS IMMERSION?

Immersion is a method of foreign language instruction in which the regular curriculum is taught through the medium of the language. The foreign language is the vehicle for content instruction; it is not the subject of instruction.

## WHAT ARE THE BENEFITS OF A BILINGUAL EDUCATION?

Immersion provides children with an expanded vision of other cultures, insights into themselves, and new and different ways of thinking. Students will learn to speak the second language as naturally as their first language. Results from immersion programs reveal that their students score equal to or better than non-immersion students on reading and math tests. Canadian and U.S. research shows that most children in immersion programs learn not only the second language but also their own language with clarity, and that they excel on both foreign-language and native-language standardized tests. Students of foreign languages have access to a greater number of career opportunities and develop a deeper understanding of their own and other cultures.

## WILL IT BE STRESSFUL FOR MY CHILD TO BE IN A FRENCH SCHOOL IF HE/SHE DOES NOT SPEAK ANY FRENCH?

FAM provides a nurturing, friendly, and safe environment where children learn the language through play, songs, and enriching activities. All teachers and staff understand and speak fluent English. The children feel comfortable because they know that whatever language they speak, their teacher will always be there to interpret their needs. And there are always children in each class already speaking French who spontaneously serve as translators and teachers.

## HOW DOES FAM DIFFER FROM AN AMERICAN PRIVATE SCHOOL?

FAM is committed to following the French system, which is world-renowned for its complete and rigorous curriculum. It teaches students how to become active and responsible learners. Our preschool, taught by credentialed teachers, is the foundation of the educational system and prepares our students for success in the primary grades.

## HOW DOES FAM DIFFER FROM A PUBLIC IMMERSION SCHOOL?

The FAM curriculum starts in preschool, building strong academic and social foundations for three years prior to 1st grade. Public immersion schools start in Kindergarten. FAM also follows the French curriculum and is taught exclusively by native French teachers, which is not the case in other French immersion schools. It also follows Minnesota standards so students can easily transition to other schools. Our student/teacher ratio is low and perfectly balanced. Teachers are able to give each child a personalized education, while students still have the opportunity for critical social interaction. There are also many opportunities for intercommunication between grades so students feel an important sense of school community.

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# References

## YVONNE & ERHART BRUDERER (SWISS/GERMAN FAMILY)

“Our daughter (now in 8th grade) had enjoyed *La Maison des Enfants* [FAM’s original name] when the school was tiny and in its first year. We are still thrilled with the quality of the French Academy. Our youngest son is now in 6th grade at Wayzata Middle School and speaks French fluently.”

**Phone:** 952-470-4004

**E-mail:** [ybruderer@eigergroup.com](mailto:ybruderer@eigergroup.com)

Parents of Alice (8th grade former student) and Oscar (6th grade former student)

## ANN & CHRISTOPHE CAZABAN (AMERICAN & FRENCH FAMILY)

“Two of our three children attend the school. Our older daughter just graduated from 5th grade. As a Franco-American family, we couldn’t have asked for a better program for the kids: linguistically, academically, and socially. The French grandmother is perhaps the only one happier than we are!”

**Phone:** 612-296-0824

**E-mail:** [ann.cazaban@gmail.com](mailto:ann.cazaban@gmail.com)

Parents of Margaux (6th grade former student now at Breck), Pierre (4th grade) and Marc (1st grade)

## KARIN WENTZ & MARK OTNESS (AMERICAN FAMILY)

“We are extremely pleased with FAM and the experience our two children have had there. The individualized attention given to each student by the teachers, the challenging, well-planned curriculum, and the high level of French language instruction from native speakers have resulted in our sons having excellent French and a solid foundation in elementary school subjects. When our two sons graduated from FAM and entered a local public school French immersion program, we found that their subject knowledge, and certainly their French, exceeded that of their classmates. We highly recommend FAM to parents who want foreign language fluency—and all of the benefits that provides—for their children.”

**Phone:** 952-988-0571

**E-mail:** [kwentz@iret.com](mailto:kwentz@iret.com) or [mark@otness.com](mailto:mark@otness.com)

Parents of Karl (8th grade former student) and Peter (6th grade former student)

## KATIE & JAY CONSTABLE (AMERICAN FAMILY)

“We have been at the school four years and each year our kids speak more and more French, while we don’t speak a word. This year, when having play dates with French students, they primarily speak French. It is a true gift for them to have this knowledge and capability at such a young age. We have gone to Europe on vacation the past three years. Last year, at age five, they did all the translating in France for us when we needed directions or help ordering at restaurants.”

**Phone:** 612-282 0206

**E-mail:** [k.constable@mchsi.com](mailto:k.constable@mchsi.com)

Parents of Henry and Isabel (1st grade students)

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# References

## FRÉDÉRIC & DELPHINE MAËNHAUT (FRENCH FAMILY)

“When relocated from France two years ago, we had a hard time deciding if our kids should attend a French school or a local English-speaking school. We feared that being in a French environment they won’t make the most of their experience here, won’t learn English and that the level would be lower here because of the language issues. After two years at FAM, we no longer have any worry about the level being behind the French standards, the one our kids would have kept if they were still in France. And, besides an outstanding and quick adaptation to their new surroundings, we’re impressed by the fluency they have acquired in English and their English accent (better than ours!).”

**E-mail: [delphine.maenhaut@gmail.com](mailto:delphine.maenhaut@gmail.com)**

Parents of Julie (1st grade) and Malo (pre-K)

