

FAYETTE COUNTY
SPANISH IMMERSION
PROGRAM

Education
Alphabet
Soup!

- **IAKSS**-It's All About Kids Student Services, formally known as Central Office
- **SIP**-Spanish Immersion Program
- **CDIP**-Comprehensive District Improvement Plan
- **CSIP**-Comprehensive School Improvement Plan
- **GSP**-Gifted Student Plan
- **ILP**-Individual Learning Plan
- **SA**-Scholastic audit

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Las Noticias

SPRING / SUMMER 2009

SIP Student to represent US in Cuba

"Learn a language, unlock the world." This phrase has been used for years to describe the purpose and value of the learning experience students receive in the Spanish Immersion Program. SIP graduate Ariel Elias, however, is getting to use her language skills to gain access to a part of the world that until recently remained "locked away" to many American students.

For years, because of the political situation between the U.S. and Cuba, US colleges were forbidden by Cuba to participate in study abroad programs in their country.

Recently, a few select universities have been approved for

the gradual reentry of the US to the Cuban scholarship programs. Tulane was approved to allow 10 students for one semester a year beginning this coming fall of '09. Ariel, a Bryan Station graduate of 2007, now a second semester Sophomore at Tulane University was one of the very few selected for this exciting opportunity.

Students will be enrolled directly into the University of Havana, rather than a special program designed for non-native speakers.

Applying for these slots was a highly competitive process. Students were required to have already completed a minimum of two 300 level

Spanish courses before applying, with a minimum 3.0 overall academic GPA.

The application process consisted of letters of recommendation by professors, an essay, and a panel interview conducted in both English and Spanish.

Although 10 slots were allocated, the acceptance committee made it known that they would not necessarily fill all slots if they did not feel applicants had strong enough Spanish language proficiency to navigate what is still a fairly closed society to the U.S.

Read more about Ariel's experiences as a college student

Middle School Visit Changes

Every year the SIP 5th graders journey to BSTMS to spend part of a day shadowing an SIP student there, attending classes and eating in the cafeteria.

This year scheduling problems made the field trip impossible, but students were invited by BSTMS staff to arrange visits on their own.

So far, more than 15 students have arranged personal visits, and the SIP team has accommodated them in their classrooms.

Each fifth grader was paired with a seventh grader and shadowed them for most of the morning.

The visit was a positive experience for the fifth graders who, like most students embarking on the middle school experience, had some worries about going to a new school.

Los Amigos Report

Kay Saffari
President, Los Amigos



There have been 68 graduates of the Spanish Immersion Program.

If you have ideas for improvement at any of the SIP schools, please join us at our meetings. The dates are posted on our website at www.sippport.us. Please email administrator@sippport.us if you'd like to be added to our email list. Happy Summer!

Dear Spanish Immersion families, Did you know that our Spanish Immersion Program is one of only six K-12 programs in the entire United States? Right here in central Kentucky, we have a unique opportunity for our children to become bilingual and culturally aware while reaching high levels of achievement in all areas.

The value of the SIP is becoming more and more apparent to me as my children get older. During the early years at Maxwell, I was amazed at how easily the children absorbed the Spanish, and the process was pain-free – nothing like it had been for most of us who learned Spanish the traditional way! Every Spanish song they learned, every Spanish spelling test, every tiny book they wrote in

Spanish was just thrilling. In middle school, where the students receive the most instruction in Spanish of all the 12 years, it became apparent that their level of Spanish increases dramatically. Writing science fair reports in both Spanish and English, participating in the Spanish AR reading program, and presenting PowerPoint presentations in Spanish with ease are all evidence of their greater Spanish skills at this level.

Finally, in high school, it is becoming very evident that the Spanish Immersion Program is a great gift to our children. By now my son has had teachers from at least twelve different countries, each bringing his or her own culture and perspective into the classroom. His fellow SIP and non-immersion BSHS classmates represent a variety of races, socio-economic classes, political and reli-

gious beliefs, and viewpoints. And as we embark on the college search, it is clear that being a graduate of this unique K-12 Spanish Immersion Program will set my son, and all the other SIP graduates, apart from other equally qualified college applicants.

I am so thankful that Stu Silberman and Fayette County Public Schools continue to support the growth of the SIP in our district. Everyone should have the same opportunity as our children to graduate from Bryan Station High School with a Commonwealth Diploma, an International Spanish Academy diploma, and the gift of being a near-native Spanish speaker who is open-minded and culturally aware.

Sippport Report

SIPPOR is an open organization of parents that are concerned about Spanish language rigor and immersion intensity in the Fayette County Schools' Spanish Immersion Program (SIP).

Our objective is to work with the Fayette County Public Schools administration in a positive way to address these concerns.

While we cover all 5 SIP schools (Liberty, Maxwell, Russell Cave, Bryan Station Middle and Bryan Station

High), much of our focus this year has been on Maxwell as the program enters its 20th year.

We are pleased to report the following progress: Student Spanish names have been reinstated and the Student Spanish Speaker of the Month was implemented. Future plans include re-examining the choice in English/Spanish homework, advancing the Spanish Accelerated Reader program and examining how to expand the bilingual staff.

Another positive development is the Student Spanish Language Assessment implemented this for grades K, 3, 5, 8 and High School with an assessment for all SIP grades levels due by Spring 2010. The development of this proficiency measure demonstrates the great outcomes that can happen when parents, teachers and administrators from all 5 schools work together toward a common goal.

Next meeting:
June 11 at Temple Adath Israel

Maxwell SBDM

Yavon L. Griffin
SBDM parent representative



Parents, Another school year has gone by for those of you who have done this before. To those of you who just finished Kindergarten, Congratulations, you made it !!! To those of you who have fifth graders graduating from Maxwell, Congratulations and I hope to see you next year at the middle school. To those returning, have a good summer and see you next year. As we close this school year, I just wanted to leave with you just some reminders. Please remember to sign up for SBDM committees in the fall. A brochure will come to you at the beginning of the year with a list of the committees. I would like to challenge all parents to attend at least one SBDM meeting or PTA meeting next year, so that you will know firsthand what is going on in the school. As part of a training

I attended this year, called the Missing Piece, we looked at how to keep the lines of communication open with parents, faculty and staff. Please don't hesitate to relay via survey, teachers or administration any ideas for communicating the progress of your child, test scores and their explanations, school and/or class activities or simply what you can do as a family to enhance the Spanish Immersion experience. This is such an important tool to keep the school running effectively. I encourage everyone to take an active role in becoming an advocate for your child or others in a positive manner. In addition, I would further encourage you to think about Maxwell building partnerships in the community, so that we may enhance our educational experience with real world knowledge. If you have any suggestions, please contact me with the

names of individuals or companies that I be a good fit for Maxwell. Remember that once your child reaches secondary level, it is very hard to replace that child if they do not continue in the fourth or fifth grade. It has an impact or number of teachers we receive or keep. Please stress the importance of the K-12 experience to all. I would like to further remind you that a start next year, it is important to have your child to school on time. Remember to get your excuse notes in within policy guidelines. Fayette County is cracking down tardies and excessive absences. Have a great summer and take advantage every opportunity to practice Spanish throughout the summer.

Liberty SBDM

Submitted by Vickie Burke
Principal of Liberty Elementary
vickie.burke@fayette.kyschools.us

Liberty Elementary School's inaugural SBDM Council held its first meeting in February.

Council is currently developing its by-laws and working on its committee policy.

We will spend the next year developing policies in all areas as required by law. As we develop our policies, we will embed important facets of our Spanish Immersion Program such as homework in Spanish, Sibling

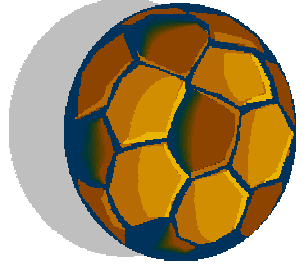
Preference, class size, etc.

It is very important to the Liberty SBDM Council that the

Spanish Immersion Program is not a separate program housed at Liberty, but an important part of our whole school community.

Liberty is developing a great website with lots of valuable SIP info. Be sure to check it out!

To that end, our SBDM Council will be adding Spanish as a special area class next year, so that all students can become familiar with the Spanish language and culture.



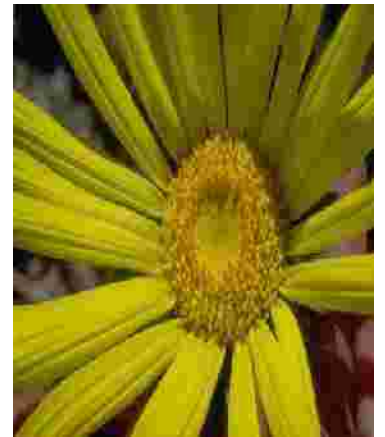
All SIP PTAs are still actively seeking officers and chairpeople for the 2009-2010 school year. Contact your school PTA Volunteer Coordinator for if interested.

Russell Cave SBDM

Russell Cave did not submit a report for the Spring /Summer issue.

BSTMS SBDM

Bryan Station Middle School did not submit a report for the Spring/ Summer issue.



Want to help middle schoolers in the SIP? Donate a Spanish AR book! Contact Kay Saffari for more info.

Bryan Station Senior SBDM Report

Bryan Station Senior High did not submit a report for the Spring/Summer issue of Las Noticias.

Assessment Committee Update

The district-wide ad hoc committee for Spanish immersion assessment has outlined a plan for the systematic and routine evaluation of immersion students' Spanish language proficiency to begin during AY 2009-2010 pending the launch of NOELLA from Avant Assessment by Spring, 2010. District administrators are attempting to incorporate some assessment this year but given time constraints, extensive training requirements, and exorbitant costs to implement the SOPA, and the unavailability of the NOELLA until Spring 2010, the reality may be that limited testing takes place in K-5 this academic year, AY 2008-2009. The STAMP and AP exams are immediately available and should not be affected for this year's testing cycle. Goals for each grade level will be established after sufficient data have been collected to set a baseline proficiency for our context and our students here in Lexington. Fortunately, each of these exams, with the exception of the AP test, uses the same rating scale designed by ACTFL: Novice Low, Novice Mid, Novice High, Intermediate Low, Intermediate Mid, Intermediate High.

Kindergarten: SOPA (Student Oral Proficiency Assessment). Developmentally appropriate and interactive. Tests speaking and listening in a face-to-face format and is taken by 2 students at a time with 2 adult testers (one to elicit language, one to rate)

For more information on the SOPA go to the CAL (Center for Applied Linguistics) website:

http://www.cal.org/topics/ta/sopa_ellopa.html

3rd grade: NOELLA (National Online Early Language Learning Assessment). Tests all 4 skills via a web-based, computer-adaptive test. Uses same scale as STAMP and similar cost as STAMP (approximately \$18-20 per exam). Users may have the option to use local raters to score writing and speaking as a means to cut costs down to the "0 range." Avant hopes to have it ready and available by

Spring, 2010 if everything falls into place. For more information and to view demo items go to the following website:

<http://noella.uoregon.edu/noella/do/login>

5th grade: NOELLA

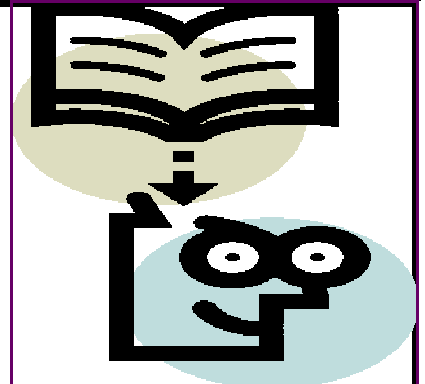
8th grade: STAMP

(Standards Based Measurement of Proficiency) Currently tests reading, writing, and speaking with plans to add listening within the next 12-24 months. Able to rate students up to Intermediate High on the ACTFL scale for speaking/writing and Intermediate Mid for reading. Web-based, computer-adaptive and based on ACTFL proficiency guidelines. For the cost of each exam Avant Assessment grades the tests and provides detailed statistical reports. Currently costs \$17.50 per exam for reading, writing, speaking and will probably go up to about \$20 when listening is added. For more information on the STAMP exam and to view demo items go to: http://www.avantassessment.com/products/about_stamp.html

10-12th grade: Advanced Placement Exam in Language and/or Literature for college credit. Focuses on grammar, vocabulary, writing, speaking, and listening all within a formal, academic register. Also includes ability to think critically and analytically and to synthesize information from multiple texts.

Alan V. Brown, Ph.D.

Assistant Professor of Spanish Applied Linguistics
Liberty-SIP parent



¡Felicidades!

State World Language Festival-

Many SIP middle and high school students qualified to participate in this year's State World Language Festival held at the University of Kentucky on May 16. More than 50 schools from across the state competed, and Bryan Station Middle and High were the only Fayette County Schools to place.

Overall State Results

High School – Bryan Station 2nd place

Middle School – Bryan Station – 3rd place

Middle School

Listening

Level 1 – Sarah Teasdale 1st place
Level 2 Marie Armbruster 2nd
Level 3 Genevieve Arnold 5th

Oral Proficiency

Level 1 Margaret Newell 1st
Level 2 Nelson Ng 1st

Reading

Level 1 Olivia Wright 1st
Level 1 Avery Zeafross 1st
Level 2 Nelson Ng 1st
Phoebe Wallace-Smith 2nd
Mara Slepyan 3rd

Writing

Level 1 Eleanor Mooney 5th
Julia McCorvey 5th
Level 2 Sara Arthur-Paratley 1st

Dialogue

Level 1 Lucy Becker and Katie Kuhn 2nd
Level 2 Marie Armbruster and Susie Saffari 1st

High School Level

Dance 5th place

Drama 2nd place

Group Project Stephen Parsons and Elliot Rushing

1st

Individual Project

Jacquelyn Bueno 4th
Satchel Fowler 7th

Video Thomas McKinley 6th

Listening

Level 5 Laura Edwins 1st
Keemia Abad 2nd
Logan Jackson 2nd

Oral Proficiency

Level 5 Rachel Swanson 3rd

Reading

Level 5 Clair Schaub 1st
Claire Henkel 2nd
Cyrus Saffari 3rd

Writing

Level 4 Stephen Parsons 4th

Dialogue

Level 4 Sojourner Gleeson and Jasmine White 2nd
Level 5 Marylynne Anderson-Cooper 1st

Recitation

Level 5 Marjorie Amon 2nd

Science Fair Awards: Congratulations to Marylynne Anderson-Cooper, Cameron Jackson and Logan Jackson. Their Science Fair team project - "Concrete - What is it Good For? has been selected to advance to the State Fair on April 4th as well as the International Sustainable World Project Olympiad in Houston, TX on April 11 - 15th.



BSHS Key Club Awards:

The Key Club is the high school arm of the Kiwanis Club, a service organization. Many SIP students are active members of the Bryan Station Key Club, which recently received the following honors at the Kentucky - Tennessee 2008-2009 District Convention. Congratulations!

*Most Outstanding Club in Division 10-11

*Most Outstanding Club Secretary (Taylor Hughes, SIP senior)

*Most Outstanding Key Clubber in Division 10-11

*Most Outstanding Kiwanian Advisory (Marvin Mills, Bluegrass Kiwanis)

*1st Place Ronald McDonald House Club Service Award

*2nd Place Impromptu Essay Award

*Kiwanis Family Award
*1st Place Single Service Award

*3rd Place Achievement Award

Cyrus Saffari has been elected President and Rachel Swanson has been elected Vice President for next year.

¡Felicidades! continued



Lucy Arthur-Paratley was named Lexington's 2009 Youth Leader of the Year. She received a \$500 scholarship plus an all-expenses-paid trip, sponsored by Holifield Photography, to the National Council on Youth Leadership Conference at Washington University in St. Louis.

Earth Day Contest Winner: Lucy Arthur-Paratley was the winner of the 2009 "Earth Day Every Day" essay contest from the Kentucky Council of Churches. Arthur-Paratley created a twelve page action plan of environmental changes to improve the lives and create a sustainable future for students at Bryan Station High School in Lexington, KY. She will receive \$1000.00 for her winning entry.

Governor's Scholars Named for 2009:

The Governor's Scholars Program is a stimulating, five-week, residential summer program for outstanding Kentucky students completing their junior year in high school. Established in 1983, the program provides academic and personal growth through the balance of a strong liberal arts program with a full co-curricular and residential life experience at a college campus. Admission to this state-wide program is extremely competitive, and students must win at the school, district, and state levels.

This year four SIP juniors have been named Governor's Scholars. Clair Schaub, Nealy Williams and Lucy Arthur-Paratley will study at Morehead State, and Cyrus Saffari will study at Centre College.

BSHS SIP Graduates Earn Generous Scholarships -

Eighteen SIP students will graduate from Bryan Station High on Friday, June 5. The valedictorian of the class, Caroline White, is an SIP student, as well as a great percentage of the top 10% of the class. This group of talented students was offered more than \$2 million in scholarships for college. Congratulations, BSHS SIP Class of 2009!"

University of Kentucky-

Andrew Bessin

Christian King

Jeremy Kline

Elizabeth McCorvey

Andrew Wethall

Jasmine White

Bluegrass Community and Technical College-

Elyel Bueno

Cesar Nevarez

Eastern Kentucky University-

Leighton Paul Smith

Transylvania University-

Laura Edwins

Anna Tussey

Campbellsville-

Michael McKinley

Southern Methodist University-

Caroline White

Principia College-

Samuel Nickell

Butler University-

Taylor Hughes

Macalaster College-

Claire Henkel

Washington and Lee University-

Lizzie Engel

Rose-Hulman Institute of Technology

Robert Bollmer

Congratulations to all of our Seniors!

Russell Cave STLP-

Russell Cave STLP (Student Technology Leadership Program) students participated in the district wide STEM (Science, Technology, Engineering, and Math) recently. The STLP earned second place in the Entrepreneurial Category with their button project. Several individual students earned awards for their digital art entries.

Evelyn Stayner– 3rd Place

Primary level

Marta Velaquez– 3rd Place

Intermediate Level

Devonta Jones– 1st Place

Intermediate Level

Inside Story Headline

My first Spanish experience of my college career was a terrifying one. As I got ready for class, I came to the frightening realization that I knew no one. Of course, no college freshman knows the people in his or her class, but I had gone to Spanish class every day for twelve years with the same kids. I had the same Spanish teacher throughout my four years of high school in the same classroom. That classroom was a source of comfort, and the eleven other students it came with were like a family to me. And now I was to be with strangers who didn't know every embarrassing story about me and my childhood? It was one of very few times in my life that I was unsure about my Spanish abilities. What was I thinking signing up for an upper-level Spanish class at a school where Spanish is not only one of the most popular majors, but is consistently ranked nationally in the top three? I was sure that I was out of my league. I was a rookie at best.

My fears were eased as the class progressed. While I was one of the youngest in the class, speaking Spanish was just as natural as it had ever been. Of course, those who were abroad the semester before as well as those who were native speakers spoke with greater fluency and with larger vocabularies, but they only gave me something to aspire to. My professor was surprised to learn that my only international experience was a weeklong trip to Spain in middle school (a Spanish Immersion trip, actually).

I returned to my dorm feeling immense relief. It was only then that I realized all that Spanish Immersion had done for me. I could lie and say that I was always grateful for all that Spanish Immersion had done for me, that I knew how it would benefit me in the long-run, and that I happily took biology in Spanish, but my mom is reading that and doesn't think she would appreciate it. There were times that I literally begged my parents to let me go to a "normal" school. The thing about learning a new language, which of course I did not realize at the time, is that it's like a roller coaster. Sometimes, everything sticks. A teacher asks you to do something and you do it without even having to translate. It was just

said. Other times, it feels like, well, like they're speaking a foreign language. There were days where my teachers may as well have been speaking Chinese. It's simply the learning cycle, and very few are immune. I would get frustrated, maybe shed a tear or two, look at my parents with puppy-dog eyes (hard to resist), and they would send me right back to school.

Fortunately, the roller coaster is over.

So now, as I prepare to embark on my journey to Cuba along with four other Tulane students, and as I look to open a new chapter of my Spanish education, I cannot help but look back on an old one. After essays, teacher recommendations, interviews, and deposits (thanks, mom and dad), I was accepted into this program, and, most importantly, I am confident in my Spanish. The Spanish Immersion Program was rigorous and challenging, and graduating from that program is without a doubt one of my greatest accomplishments. I know that without the Spanish Immersion, I would not have been accepted at La Universidad de Havana to study for four months. My parents put up with my complaints and sent me on my way day after day. My older brother, who also went through the program, has helped me with my Spanish homework more times than I care to count (but if he asks, I'm just as good as he is. At everything). Sra. DeVettori continued to put Spanish literature in front of me, despite the fact that "we've already taken the AP Spanish test, and come on, we're seniors. Can't we just watch Selena or something?" Every component of Spanish Immersion has gotten me to where I am today. Today, I look forward to advancing my Spanish education. I gladly give up my cell phone and Facebook for four months for this opportunity (well, maybe not *gladly*...).

Ariel Elias is a Sophomore at Tulane University pursuing a major in Spanish and a minor in Musical Performance.

Language Learning in the Summer

Now that the weather has finally warmed up you are probably wondering how you are going to keep the kids entertained throughout the summer. Check out the community activities below. Not only are they fun for the family but they will provide you with fantastic Spanish language and cultural exposure as well!

- Spanish Camp-taught by Maxwell's own Sra. Arteaga-Hinton. The camp uses games, songs, dance and art to learn and express ideas with the Spanish Language. info.kiddospanish.com
- Kentucky Horse Park, Arte en la Charrería- From June 19th to September 11th there will be an exhibit all about the life and history of the Charros (cowboys), of Mexico! Exhibit is open 9:00-4:30 daily.
- Mexican Restaurants/Supermarkets-Okay, you might be thinking its silly to hang out in a Mexican supermarket for culture but you can learn a lot about a culture by checking out the food that is sold at international markets. Talk about what is similar or different. Try something you have never eaten before (cactus petals anyone?-they're actually delicious!) Listen to the

music playing in the store. Read the bulletin boards. Often you will find posters for other events like rodeos, music events etc.

- Lexington Public Library, Village Branch-located in Cardinal Valley. Small but very nice library with anish language storytimes scheduled throughout the week. Check out their website for times.
- Latino Sports Leagues-There are lots of sports like baseball and soccer played by all Spanish speaking teams. The games are relaxed and great fun and the teams are open to anyone that can speak Spanish! Baseball games are at Coollivan Park Saturdays and Sundays at 5 and 7 pm. Soccer is at Masterson Station Park Saturdays and Sundays at 5 and 6:45.

Check out La Voz, Lexington's bilingual bi-weekly newspaper for more listings of other activities in the community.

La Cuenta: Spanish Storytime! with BSMS students

SIP kids from Bryan Station Middle School went on a book tour this spring! The middle schoolers worked hard on a storybook project that involved writing and illustrating a children's story in Spanish. After completing the project, they loaded onto the buses and presented their published works to elementary students at Maxwell and Liberty Elementary schools. The stories were a hit and provided both elementary and middle school students with a valuable Spanish Literacy opportunity.

On page 9 is one of the fantastic stories by eighth grader Ben Armbruster and Harrison Elkins in English and in Spanish. Try reading them both as a family at storytime in your house!



Fanzi, the Dragon on the island of Play-Doh™ People!

Spring SBDM Elections



SBDM elections for the 2009-2010 school year reflected the continued presence of Spanish Immersion parents in the schools. Four out of the five SIP schools elected one or more SIP parents to serve as a parent representative for the school Site Based Decision Making Council. Voter turn-

out has also increased this spring with markedly higher participation than previous years.

At Maxwell Elementary new methods of informing families of the candidates seems to have played a part. This year, the resumes, as well as the questions and responses from candidates at the SBDM parent forum were videotaped and uploaded to the website for parents to view. This provided parent voters the opportunity to get better informed about the candidates and their perspectives. The PTA also hosted an ice cream social to encourage families to linger at school

long enough to vote. The new parent representatives at Maxwell will be Ray Smith and Jorge Medina.

Liberty has had only its second SBDM election but has already established itself as an active, and progressive council. Newly re-elected rep. Carol Lewis, has been a very visible advocate for the school and the Spanish Immersion program. In addition to Ms. Lewis' election, there was one other SIP parent selected to serve.

At Bryan Station Middle School, Karen Petrone was re-elected and Sherri Ball, Alana Morton and Julie Young were also elected.

Up at the high school, Tim Guthrie, Mary Arthur-Pratley and Scott White will continue on as representatives with the new addition of Julie Parsons to complete the slate.

Congratulations to all of the newly elected representatives, thanks to the representatives completing their service, and thanks to all of the parents that took the time to vote!

The Adventures of Fanzi and Hermione- By Ben Armbruster y Harrison Elkins

- Long ago, there were two territories. One was called Play-Doh™ island and the other was called Dragon Land. They were separated by a 5 mile river. It took 30 minutes to get from one territory to the next by boat.
- Fanzi Firebreath Spineback Sharptooth was a dragon who lived on Dragon Island. His dad was Dubblemore, the leader of Dragon Island.
- On Dragon Island Fanzi was made of because of his hair. He had a full head of hair, unlike the other dragons who had wings. Fanzi wanted someone who accepted him.
- After years of teasing, Fanzi decided he was going to swim to Play-Doh™ Island. He didn't know when to go until one day he got his chance.
- After one long day of swimming Fanzi decided not to return home. Instead he would swim to Play-Doh™ Island during the nighttime.
- When Fanzi arrived, he saw how happy all of the Play-Doh™ people were. They were all singing and dancing except for one Play-Doh™ person. A small purple Play-Doh™ person was sitting apart, looking sad. She looked to be about twice his age in Play-Doh™ years.
- Fanzi decided that he would go talk to her. The only problem was that dragons were feared on Play-Doh™ Island. Fanzi did not want to frighten anyone.
- Hermione saw Fanzi but was not frightened. Hermione was the purple Play-Doh™ person. Her uncle was Oswald the rainbow Play-Doh™ leader. It was her only family but Oswald did not like Hermione.
- She decided she would go over and talk to him. She introduced herself as Hermione. He told her his name was Fanzi Firebreath Spineback Sharptooth.
- Hermione said she was teased because she had large eyes and a small nose. Most Play-Doh™ people have small eyes and larger noses. Fanzi said that he too was also teased.
- Hermione decided this was her chance to get away from her tormentors. She told Fanzi of a small island she had discovered only 10 miles away.
- She said this was their chance to live a happy life. Fanzi believed her and that night they made preparations to leave.
- Fanzi and Hermione had been on their way to the small island for a while when they finally saw it. They traveled a little more and finally made it to the beach.
- They decided to live there and name it Hermanzi Island in honor of their names. Hermione and Fanzi lived there happily ever after, being different.

The End

Las Aventuras de Fanzi y Hermione- Por Ben Armbruster y Harrison Elkins

- En años pasado, había dos territorios. Uno fue llamada La Isla de Play Doh™ y el otro fue llamado Tierra de Dragones. Los territorios eran separados por un río de 5 millas. Tomaba media hora de un lugar a otro en barco.
- Fanzi Respirafuego Espaldaespinas Dientes fuertes era un dragón que vivía en La Tierra de Dragones. Su papa era Dubblemore, el líder de los dragones.
- En La Tierra de Dragones los otros dragones hacían chistes de él porque tenía una cabeza llena de pelo y no tenía alas. Los otros dragones no tenían dientes pero sí tenían alas. Fanzi quería alguien que quisiera a él.
- Después de años de bromas, Fanzi decidió nadar a La Isla de Play-Doh™. Él no sabía cuando iba a ir hasta que un día tuvo su oportunidad.
- Después de un día largo de nadar él decidió no regresar a su casa. Él decidió nadar a La Isla de Play-Doh™.
- Cuando Fanzi llegó a la Isla de Play-Doh™, vio que todos las personas Play-Doh™ eran felices. Todas estaban bailando y cantando excepto una persona Play-Doh™. Una pequeña morada persona Play-Doh™ estaba sentada lejos y miraba triste. Ella miraba asimilar a su edad en años de Play-Doh™.
- Fanzi decidió que iba a hablar con ella. El único problema que los dragones le daban miedo a las personas de La Isla de La Isla de Play-Doh™. Fanzi no quería asustar a nadie.
- Hermione vio a Fanzi pero no tenía miedo. Hermione fue la pequeña persona Play-Doh™ morada. Su tío era Oswald, el era el líder arcoíris de las personas Play-Doh™. Él era la única familia de Hermione, pero Oswald no quería a Hermione.
- Hermione decidió que iba a hablar con Fanzi. Ella camino rápido hacia allá. Ella dijo a Fanzi que su nombre es Hermione. Él dijo a ella que su nombre es Fanzi Respirafuego Espaldaespinas Dientes fuertes.
- Hermione dice a Fanzi que personas hacen bromas de ella porque ella tiene ojos grandes y una nariz pequeña. Muchas personas Play-Doh™ tenían ojos pequeños y narices grandes. Fanzi decía que también dragones hacían chistes de él.
- Hermione decidió que esta era su chance para escapar de sus atormentadores. Hermione decía a Fanzi que ella había descubierto una isla pequeña hacia 10 millas.
- Ella decía que este era su oportunidad para vivir una vida feliz. Fanzi decía el mismo y ellos hacían preparaciones para ir esta noche.
- Fanzi y Hermione han viajado mucha distancia cuando vieron la isla pequeña. Viajaron un poquito más y llegaron a la playa de esta isla.
- Ellos decidieron vivir allí y le dieron el nombre La Isla de Hermanzi. Hermione y Fanzi vivieron allí feliz por mucho tiempo, viviendo diferente.

Señor Vargas disfruta su primer año en BSTMS

Familias del programa de inmersión,

Soy de la Ciudad de la Habana, Cuba. La Ciudad de la Habana es más extensa territorialmente que Lexington y su población es mayor (3 Millones aproximadamente).

El clima es diferente en cuanto a la temperatura, ya que, aunque la temperatura máxima en el verano es similar (90-95 F), en el invierno la temperatura mínima es aproximadamente 50-60 F. La lluvia y la humedad relativa son muy similares a las de Lexington.

Yo veo un gran parecido entre las personas de la Habana y Lexington en cuanto a la buena comunicación, la amabilidad y el deseo de ayudar siempre a los demás.

En BSTMS estoy enseñando Ciencias y Español a los estudiantes de octavo grado. Comencé mi carrera pedagógica en Cuba en 1983 donde enseñé durante 15 años, después continúe mi trabajo como profesor en Venezuela por un año y posteriormente en Chile durante 7 años.

Creo que el programa aporta varios beneficios a los estudiantes. Uno de los beneficios es la posibilidad real de que sean personas bilingües en el futuro y las ventajas socioculturales y económicas que eso les puede reportar. Otro beneficio es el desarrollo social y cultural que se va desarrollando en ellos desde la perspectiva internacional.

Me gusta Lexington por varias razones, pero la más importante es que considero que esta ciudad es la idónea para que mis hijas crezcan y se eduquen.

Mi esposa es también nacida en la Habana, Cuba y tengo dos bellas hijas de 6 y 3 años de edad.

Le saluda, cordialmente

Jorge Vargas

Kroger Gift Cards for 7th Grade Families!!

Seventh grade families, now is the time to use your Kroger Gift Cards! Usually only half of the Kroger donation goes toward the 8th grade trip (with the other half going to Los Amigos' general fund), but between now and next April, 100% of the Kroger donation will go for the trip. Even if you are unsure if your child will go on the trip, please use the card to raise the most funds possible for the class. (Remember, IRS rules do not allow Los Amigos to track earnings per child. Instead, all earnings will be pooled and will reduce the trip cost equally for all trip participants.)

If you need a Kroger Gift Card, please contact Ann Armbruster at 223-7119 or aearn@insightbb.com.



Senor Vargas Enjoys First Year at BSTMS

Dear Spanish Immersion families,

I am from Havana, Cuba. Havana is larger in area than Lexington, and the population is bigger (approximately 3 million.) The climate is different in Cuba. Although the high temperatures are similar to Lexington (90-95 degrees), the minimum temperature in the winter is only 50-60 degrees. The rain and the humidity are very similar to Lexington.

I see a great similarity between the people of Havana and Lexington because both have good communication skills, they are friendly, and they both have a desire to help others.

At Bryan Station I am teaching eighth grade Science and Spanish. I began my teaching career in Cuba in 1983, where I taught for fifteen years. Next I continued my work as a professor in Venezuela for a year and later in Chile for seven years.

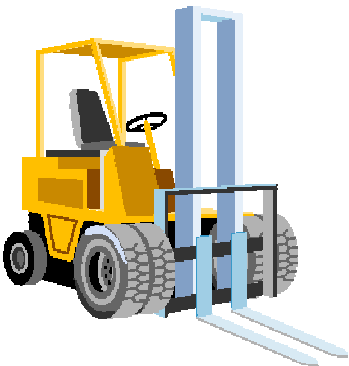
I believe that the Spanish Immersion Program provides several benefits for the students. One of the benefits is that the students have the real possibility of becoming bilingual in the future, and being bilingual will provide social, cultural, and economic advantages. Another benefit is the social and cultural development of the students from the international perspective.

My wife was also born in Havana, Cuba, and we have two beautiful daughters, ages six and three.

I like Lexington for several reasons, but the most important is that I consider this city to be ideal for my children to grow up and go to school.

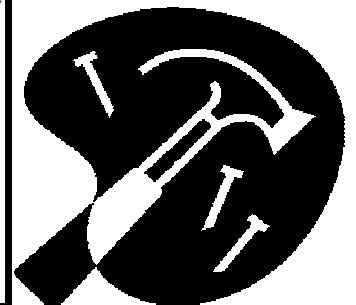
Cordially,

Jorge Vargas



Renovation Begins June 5th at BSTMS

The portable classrooms have been delivered, and the planning is fully underway for the renovation of Bryan Station Middle. The cafeteria will be renovated first, with work beginning on June 5th. The Spanish Immersion classrooms will be renovated next, and all SIP students will be in the portable classrooms from August-November. The good news is that the Spanish Immersion team will enjoy their beautiful, renovated building from November on! The entire renovation project will be completed by August, 2010.



12 Things You Should Know

1-Your involvement matters —a lot.

Research shows that students with involved parents are more likely to earn higher grades and test scores, enroll in higher level programs, be promoted and earn credits, attend school regularly, have better social skills, and graduate and go on to college.

2-You can be involved in many ways.

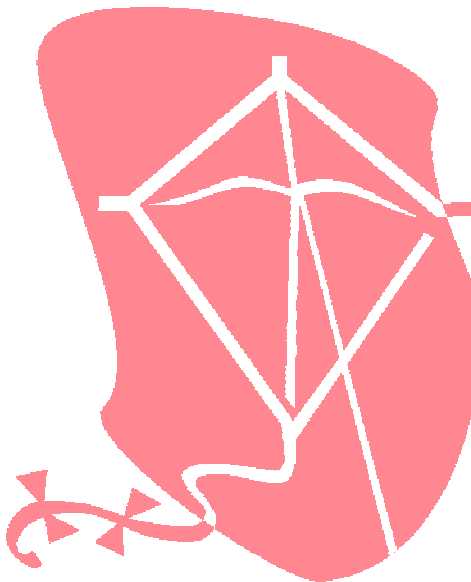
You can be involved as a **teacher** — establishing a learning environment at home for the whole family. You can be a **supporter** of education — volunteering at school and taking part in school activities that promote education. You can be an **advocate** for your own child and for all children —pressing state and local leaders for better programs and higher achievement. And you can be a **decision maker** — taking part in decisions about programs and staffing.

3-Children need you.

American students are not doing as well in school as they should be. Less than one-third of American students are doing well in reading, writing, math, science and other important subjects, according to the National Assessment of Educational Progress, “the nation’s report card.” Worse, the scores of African American, Hispanic and low-income students are much lower. This is both morally wrong and economically short-sighted. Neither our democracy nor econ-

omy can thrive with this level of low achievement.

4-Schools need you. Public opinion polls show that parents, elected officials and educators alike agree that the lack of parent involvement is the key challenge facing schools. Teachers and principals are desperate for parents like you to be more involved.



Helping your child at home, volunteering in classrooms, attending parent-teacher meetings, serving on school committees — all help is needed.

5-You should be told clearly what the learning standards are in each grade.

Parents and students alike need to know at the start of the school year what is being taught in English, math, science, social studies and other subjects in each grade. And they need to be told how that learning will be tested so they can under-

stand how to help their children do their best.

6-You should be told about the school’s behavior standards.

Students need to feel safe in order to learn. Parents should know what the school’s safety and discipline standards are, how problems are handled, and what the school is doing to promote an environment of respect and responsibility.

7-You should be told clearly how your child’s school is doing.

School districts now are required to publish parent-friendly report cards every year that show how students are performing in reading and math, attendance rates, graduation rates, and whether all student groups are making good progress. You should be able to see at a glance how your school compares.

8-Middle and high school parents should be told what it will take for your child to apply for college.

Middle school is not too early to begin learning what kind of courses your child should be taking if he or she wants to leave high school ready for college.

For instance, many educators say all students should take algebra by eighth grade and should have at least three years of math and science in high school.

9-You should know your options.

With the federal No Child Left Behind law, students in low-income public schools that fail to meet learning goals for two years in a row now have a chance to transfer to a better school. Plus, if your child's school still needs improvement after three years, you can request extra tutoring services. Also, as of January 2003, 36 states have charter schools, which provide alternative approaches to learning.

10-You should be able to get answers to your important questions.

How do I know that my child is safe? What is my child expected to know and be able to do in reading, writing, math and other subjects? How is this learning measured? What will the school do to help if my child is behind? What can I do to help? Whether in person, on the phone or on the Internet, your school should be willing to share the answers to these important questions.

11-You should be treated with respect.

Parents and other taxpayers may not be the educational experts. But you are the owners of the schools. The educators are hired to work for you and your children, not the other way around. You have the right to be treated as a fully equal partner in

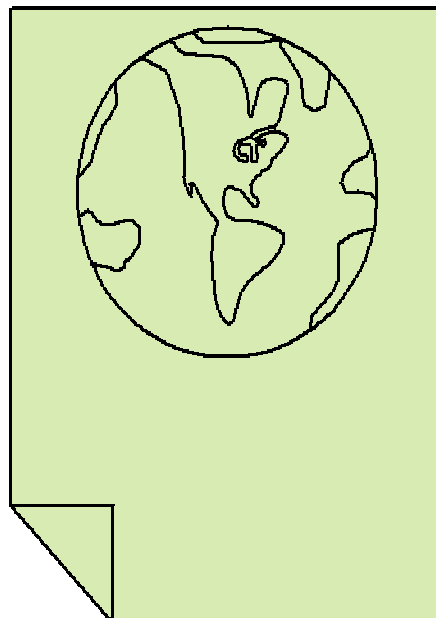
your child's education.

12-You're more likely to get what you want for your child if you work with other parents.

If you are in a school that is **not** parent friendly, administrators might perceive you as a fruitcake or a member of a powerful organization, depending on how many allies you have.

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For more information check out:
www.pritchardcommittee.org



If you think that you alone cannot do much to improve your school, you are probably right. But if you collaborate with other parents and organizations, you can make a difference. There is strength and power in numbers.

1 parent = A fruitcake

2 parents = A fruitcake and a friend

3 parents = Trouble-makers

5 parents = "Let's have a meeting"

10 parents = "We'd better listen"

25 parents = "Our dear friends"

50 parents = A powerful organization

The Missing Piece— Parent Involvement and Immersion Education

Almost a decade ago, Education Commissioner Gene Wilhoit charged a specially appointed commission of 30 parent leaders to make Kentucky the “First state in the nation to set a standard for family and community involvement that is focused on student achievement.”

This year the Commissioner’s Parents Advisory Council (CPAC) developed its final report—*“The Missing Piece of the Proficiency Puzzle”*.

The document establishes the benchmarks of a healthy partnership between home, school and community. Upon the advice of the CPAC, the Kentucky Department of Education adopted the guide as a school scoring tool .

The Kentucky Department of Education hopes to begin using this rubric perhaps as early as this upcoming school year. With No Child Left Behind law asserting schools reach full student academic proficiency by 2014, there is little time to waste.

The foundation of this effort is in ensuring that all students have an advocate. Student advocates may be parents (natural, foster, or adoptive), close relatives, legal educational guardians, and/or community agency advocates. Schools will be revising their family contracts to better identify these advocates.

There are six goals proven to bear effect on student achievement and school climate.

1. **Relationship building**—The school staff builds productive, personal relationships with parents of all students.
2. **Communications**— Two way information in many forms flows regularly between school staff and parents about students academic achievement and individual needs.
3. **Decision making**— School staff encourages, supports, expects parents to be involved in school improvement decisions and to monitor and assist school improvement.
4. **Advocacy**— For each student, the school staff identifies and supports a parent or other adult who can take personal responsibility for understanding and speaking for that child’s learning needs.
5. **Learning Opportunities**— The school staff ensures that families have multiple opportunities to understand how to support their children’s learning.
6. **Community Partnerships**—The school staff engages and partners with community members to plan and implement Substantive work to improve student achievement.

Las Noticias will publish the rubric for each of these goals in issues throughout next school year and organizations like Los

Amigos and SIPPOR will be examining these goals and how they may correspond to improvements within the Spanish Immersion Program.

In addition to the rubric, regular statewide parent surveys based on a “customer satisfaction model” of Kentucky schools will be distributed and the data will be posted on the Kentucky Department of Education website.

The Department of Education plans to gradually provide more resources and support for parents on the website so that it may be used as a more useful tool to all student advocates.

In addition to these actions, increased capacity-building activities for parents and teachers is a major goal. The hope is for more professional development for teachers and advocacy and leadership training for parents including joint parent-teacher trainings on school culture issues.

Eventually, the measured results of these efforts will be incorporated into the Standards and Indicators for School Improvement (SISI) report.

Schools that indicate improvements in family involvement and student outcomes will be recognized for their achievement. It remains unclear at this time how these schools will be rewarded and how schools that miss the mark will be held accountable.

Stay tuned to later issues of *Las Noticias* for more information on “*The Missing Piece*”.

You can also read the full report at the Kentucky Department of Education website.

Or Get Involved!

You can also be part of the brainstorming process by attending SIPPOR meetings.

Join SBDM committees next fall!

Corrections

There were a couple major misspellings in the Fall/Winter issue of *Las Noticias* that should be corrected. Otono should have been spelled Otoño and que should be spelled Qué. Apologies for any confusion.

