

ESL Newsletter



**Appalachia
Intermediate Unit 8**

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The Home Language Survey

As you may know, the Basic Education Circular (BEC) of July 1, 2001 requires all school districts and charter schools to administer a home language survey (HLS) to identify students whose dominant language is not English. The Office for Civil Rights (OCR) requires schools to identify potential limited English proficient (LEP) students. The tool Pennsylvania chooses to use for this identification is the Home Language Survey.

The results of the survey must be retained in the student's permanent folder. For those students whose primary home language is other than English (PHLOTE), the district must also determine the student's English language proficiency. If an appropriate assessment determines that the student is LEP, then ESL instruction at the appropriate level must be provided for

the limited English proficient student with local funds.

The Home Language Survey must be signed by a parent or guardian. Additionally, districts and charter schools must make every effort to ensure the information on the survey is available to parents or guardians in their preferred language. (For the HLS in 36 different languages, go to <http://www.multilingual.fresno.k12.ca.us>; click on assessment and then click on HLS forms.) The survey should contain questions that assist in determining the English language experience and language needs of the student.

The survey must contain the following three questions at a minimum:

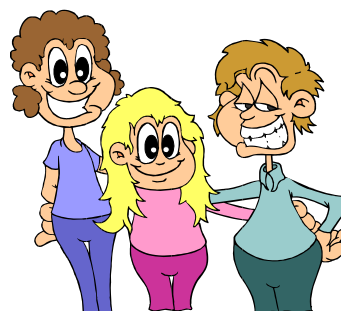
1. What was the first language your child learned to speak?
2. What language(s) does your child speak at home?
3. What language(s)

is/are spoken in your home?

(A sample HLS that you may print out and use may be found on the IU8 website at <http://www.iu08.org>.)

If the answer to even just one of these three questions is a language other than English, assessment is necessary. The results of the assessment must be included in the permanent record of every student. After the initial assessment, a school district/charter school may ask more detailed questions that further explain the language needs of the student.

(The entire BEC may be found at <http://www.pde.state.pa.us>.)



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LEP Humor

Humor may be used to help form the teacher-student trust so necessary to success with your LEP students. The following are some humorous (and innocuous) jokes you may want to use. Remember your LEP student cannot learn English until his/her affective filter (anxiety level) is lowered significantly, and humor can help you accomplish the job.

What starts with "P," ends with "E," and has millions of letters?
The Post Office!

What did the ocean say to the beach?
Nothing, it just waved!

What word of only three syllables contains 26 letters?
Alphabet.

What has four eyes and runs over 2,000 miles?
The Mississippi River.

Feature Teacher Spotlight

Cindi Nagy is our Feature Teacher for this issue. She began her teaching career at United School District as a substitute teacher after graduating from the University of Pittsburgh with a B.A. in Spanish Education. While at United, Cindi completed her reading specialist certification at the Indiana University of Pennsylvania. Upon completing her M.Ed. in reading, Cindi was employed at Central Cambria as a middle school reading specialist, where she remained for 16 years. She then transferred to the elementary school to work with first through fifth grade students in the Title I program. Because of her reading and Spanish language background, the administration at Central Cambria invited her to become the district's ESL teacher, and enrolled Cindi in the ESL Program Specialist certification course through IU8.

Cindi began the 2003-2004 year with no ESL students, and then, in late November, two

children, a brother and sister from the Ukraine, enrolled in grades four and five. Her students did not know any English. Immediately, Cindi encountered many challenges. She had to develop an appropriate ESL program quickly. She began with total English immersion and built the children's basic vocabulary by using lots of pictures and reading primary books to them.

Within weeks of arriving in the U.S., tragedy struck. The children's home and their belongings were destroyed by fire. Again, the two children were uprooted while the family found a new residence. Despite this hardship, the two children continued with their cultural adjustments and have been progressing nicely. Cindi calls them her "little sponges" because they want to absorb everything they learn.

Central Cambria's ESL program is a pull-out program, where the students go directly to Cindi's classroom. Cindi is in continual

contact with the content area teachers to monitor student progress. Cindi also incorporates her literacy background to teach reading, writing, speaking and listening skills in English. She makes her students comfortable while making learning fun. She quickly learned how to adapt her lessons to fit the situation. Her love of reading has had an influence on her ESL students because they are eager to read.

It is easy to see that Cindi and Central Cambria have really done a fine job accommodating the new LEP students.



Ms. Cindy Nagy