



**SOUTHERN LEHIGH SCHOOL DISTRICT
BOARD OF SCHOOL DIRECTORS**

**Policy Committee Meeting
HS Room 313
June 9, 2014 6:30 PM**

Minutes

CALLED TO ORDER: 6:36 PM

Attendees

Board Members Present: Corinne Gunkle, James Lindsay, Brian Merkle

Administration Present: Kristen Lewis, Bill Kennedy, Leah Christman,
Kenneth Jordan

Visitors Present: Christine Adams, Kyle Gangewere, Emily Gehman, Brook
Sawyer, Andrea Sisk, Amber Smith, Michele Stanten

MINUTES of May 12, 2014 meeting were approved.

OLD BUSINESS

NEW BUSINESS

- Revision to Policy 815: Acceptable Use of Electronic Resources (formerly Acceptable Use of the Computers, Network, Internet, Electronic Communication and Information Systems), first reading, is pending further comparison of both policies.
- Proposed Policy Committee Meeting Dates for 2014-15 – tabled until August meeting.
- Discussion was held on Spanish Immersion Policy 200.1 between the Board and parents of Spanish Immersion students.

FYI

VISITORS' COMMENTS. Parents presented the information on the attached pages.

EXECUTIVE SESSION (ANY TIME IF NEEDED). None needed.

ADJOURNMENT: 7:10 PM

ATTEST: *Kristen Lewis*, Recorder



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VISITORS' COMMENTS. Spanish Immersion parents submitted the following information.

Spanish Immersion Enrollment Procedure

As parents of past, current, and upcoming Spanish immersion students and members of the Southern Lehigh community, we have come together to propose alternatives to the current system for registration. We believe there are 2 options for revising the system in order to best serve parents, students, the school as a whole, the board, and the community.

1. A lottery system that first gives priority to families with children already in the program.
2. A revision of the current first come first serve system

We have focused on the first lottery option, because the board indicated that is its preference. We believe that the following formula for enrollment best serves parents, students, and the school district.

A family lottery gives equal chance for program admittance to each family in our district and ensures that, if desired, younger children in the family may also participate in the program when they reach the appropriate age. This benefits the children, the family and the school. When siblings attend the same school parents are able to be more effective and efficient with their time (think bus schedules, drive time to school for activities, conflicting commitments at multiple schools, duplication of parent nights/art shows/festivals/ and on and on). Having children at the same school reduces these strains and lends itself to increased parental involvement. It's helpful to the teachers and the school and benefits family life. Ongoing family involvement in and dedication to the school and to the Spanish Immersion Program helps to strengthen both the school and the program in the short and long terms. In addition, having older siblings in school and on the bus as role models is positive for the younger students. With regard specifically to the Spanish Immersion program, there is a huge benefit to having siblings enrolled in the program - it has a great potential to strengthen both their Spanish skills and their relationship (through Spanish conversation, as well as assisting and mentoring one another).

We propose that a family lottery system is the most effective means to facilitate the sign-up process for the Spanish Immersion Program. Prerequisites, as outlined below, are a necessity to the process. They help ensure that parents are fully informed of all aspects of the program; they facilitate parental involvement over the progression of the program, and they demonstrate the dedication required by parents and students enrolled in the program.

After each prerequisite is met, the school will give a document to the parents indicating its completion, and the school will keep its own record of completion. Families of kindergarten children who have completed all prerequisites are the only names placed in the initial lottery. A second drawing will be held, as needed, with the names of interested kindergarten families who have not completed the necessary prerequisites.

The name of the eligible kindergarten child's family will be publicly placed in a bowl and immediately drawn publicly. Twins will be placed on the same lottery entry: such that if the last drawn entry contains twins, both will be enrolled in the Immersion class. If the second to last drawn entry contains twins, the class will be full. One parent/guardian needs to be in attendance for the drawing.

- When a name is drawn, that kindergarten child will be enrolled in the first grade Spanish



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Immersion class. All subsequent children of that child's family will have the 3rd first opportunity to be enrolled if they too complete all Spanish Immersion prerequisites.

- Parents must complete the prerequisites for each child they wish to enroll.
- Families with students currently in the Spanish Immersion program will be granted first opportunity to enroll subsequent children per the above guidelines.

Suggested prerequisites for the Spanish Immersion Lottery system are:

1. A mandatory information class will be conducted. The meeting will be videotaped so parents who are unable to attend may set up a time to come to the school at their convenience to watch it.
2. Each family will be required to complete a Letter of Commitment which will include a short essay explaining why they believe the program will be beneficial to their child and that they understand the dedication and commitment required.
3. Each student to be enrolled in the program must complete ten "kindergarten style" book reports (in addition to those assigned through the kindergarten guided reading curriculum) over the course of the school year. These book reports will serve as a show of "good faith" that parents understand that reading and writing in English at home is necessary for success.
4. During the week of parent visitation, class time will be videotaped for each first, second, and third grade. Each family is required to view 20 minutes of class time for each grade so as to personally view the progression that takes place over the first three years of the program. Parents may set up a time to view the videos with the school office.
5. A parent and the child's kindergarten teacher need to sign a document stating that they discussed what will be necessary to help that particular child achieve success in the program.