



Lakewood Elementary



DURHAM PUBLIC SCHOOLS



Enrollment Application Dual Language Immersion Program Lottery Deadline: July 26, 2019

Child's Name: _____ Male Female
Circle One

Birthdate: _____ Address: _____

Parent/Guardian(s): _____

Home Phone _____ Cell Phone _____

Email address: _____

Child's Race/Ethnicity: _____

Name of sibling, if any, in bilingual program: _____

Language(s) child communicates in most frequently: _____

We want to be part of the dual language immersion program because

Before applying, please familiarize yourself with the program by reading the program brochure and lottery policies and signing the parent commitment form on the reverse side. If you have questions about the program or the lottery process, contact Mr. Hopkins, at (919) 560-3939 or email james.hopkins@dpsnc.net

For office use only: Date Received: _____ Received by: _____

Parent Commitment Form

Bethesda/Lakewood/Southwest Dual Immersion Program

Student Name _____

Choosing to enroll your child in a two-way immersion program is an important decision. Research overwhelmingly shows that students of all backgrounds participating in two-way immersion programs (including English Language Learners, African-American, White, and Hispanic students, and students with disabilities) do as well or better than their peers academically over time (in addition to becoming bilingual!). However, any individual student's academic success is dependent on a range of factors, including individual capabilities and attitudes, parent and teacher support, and prior learning experiences. We believe that **all** students can be successful in the dual language immersion program, but it is important that families are committed to program goals and to working through any difficulties your child may face. We ask that you consider carefully whether the program is right for your child, and if you are unsure, discuss the decision with the program coordinator **before** enrolling in the lottery.

By signing below, I certify my understanding of and commitment to the following:

1. I will uphold program goals of Academic Success, Bilingualism and Biliteracy, Cross-Cultural Thoughtfulness, and Cooperative Problem solving, and I will work with my child's teacher to accomplish those goals.
2. I will read with my child for a minimum of 20-30 minutes daily, in the language(s) I know best. I understand that this is in addition to my child's completion of daily homework.
3. I understand the core class instruction in literacy, math, social studies, and science is given in Spanish for 90% of the school day in kindergarten.
4. I understand attendance and punctuality are of key importance. I commit to having my child attend school regularly and on time, except for illness and family emergencies.
5. I will give positive reinforcement to my child and support teacher interventions. I understand that children develop skills in both their first and second languages in different ways and at different rates, and it is not unusual for children to experience fatigue, tears, and/or frustration while learning a second language.
6. I understand that academic struggles are caused by many factors, and it is unlikely that placement in a Spanish immersion class is in itself inhibiting academic performance. I understand that once committing to the program, **withdrawal should be a last resort**, as it may negatively impact my child's progress and also leaves a spot in the dual language immersion program that could have been filled by another student. Once enrolled in the program, I will follow the following process if I have concerns that lead me to consider withdrawing my child from the program.
 - a. I will speak with the child's teacher and program coordinator about my concerns. Together, we will design a plan with clear goals and strategies to attempt to better meet the child's needs.
 - b. If this plan does not appear to be working after the time designated in the plan, I will contact the child's teacher, program coordinator, and principal. Together, this group will identify possible options for class placement (both program and non-program) based on the child's needs.
7. I understand that selection is based on a lottery, and my child's selection depends on luck. All children are equally worthy of a spot in the program. Though I may be disappointed in the result, I will treat staff members with understanding and respect.

Parent Signature: _____

Date: ____/____/____

Together, we can help all students meet our goals of academic achievement, bilingualism and biliteracy, and cross-cultural thoughtfulness. Thank you for partnering with us to help your child meet these goals!

Dual Language Immersion Lottery Policies

All families interested in the Dual Language Program must complete a registration form. This is the only way to be entered into the lottery.

For the 2019-2020 school year, the number of students assigned to a Kindergarten class is 24.

A lottery will be used to determine student placement in the Dual Language Program for Kindergarten.

Two separate lottery lists will be established to ensure the program is evenly filled with native Spanish speakers and those who speak English and/or other languages.

- A lottery for students who speak Spanish as their home language
- A lottery for students who speak English and/or other languages as their primary language

In order to meet the instructional goals of the program, as close as possible to 50% of the class will consist of fluent Spanish speakers. If there are not enough Spanish speakers to fill all the Spanish-speaking slots by the first day of school, we will take English speakers off the waitlist. However, at least 50% of the class will be Spanish-speaking.

Consideration is given to the diversity of the class composition in terms of race/ethnicity and gender. We believe diversity is an important factor in students' learning, and we strive for the dual language immersion program to be representative of our school's demographics. We may target recruitment of underrepresented groups before the lottery deadline.

Siblings of currently enrolled two-way immersion students and children of school staff members will be given first priority into the dual language program, as long as they apply by the lottery deadline.

All remaining spaces will be filled by lottery, in which students are selected at random from within their group.

Twins will be entered into the lottery as one entry. Therefore, if one twin gets in, the other will get in as well. If a parent wants to enter twins as two separate entries, please indicate that on the application (this could mean that one twin gets in and another does not).

All students who have submitted applications by the July deadline, will be entered in the lottery. Applying early is not an advantage. Applications turned in after the deadline will be added to the bottom of the waitlist.

Students who are not selected will be put on a waitlist and informed of their place on the waitlist. If a space becomes available, English speakers will be given the opportunity to transfer into the class any time before the end of Kindergarten. After that time, English-speaking students must pass a Spanish proficiency test to enter the program. Spanish speakers will be given the opportunity to transfer into the class at any time if space is available.

If the applications exceed the number of seats available in the Dual Language Program, those that do not retain a seat will be placed on a DLP waitlist. Once the waitlist is established, it will remain in effect for the duration of kindergarten and the beginning of first grade.

2019-2020 Dual Language Program Timeline:

- Dual Language Application Deadline - July 26, 2019
- Dual Language Lottery Results Mailed to Families - August 1, 2019
- Incoming Kindergarten Dual Language Parent Night - TBA (Parents will be contacted)