

FAQ's

Do parents need to know both languages for their children to participate?

Parents do not need to be bilingual for their children to be successful in the dual language program. We ask that parents partner with our teachers and provide continual encouragement and positive reinforcement when your child uses the language. We will be providing parent resources and tips to support language learning at home. We will be updating our website often, so check back for new resources throughout the year.

At what age can my child start?

Children must start at Kindergarten and commit through fifth grade at this time, to get the full benefits of dual language.

Can a new student join?

Yes, if the student was previously enrolled in a dual language program at another district. Please ensure that you have records of this upon enrolling your child at the new campus.

What is the enrollment process?

Interested Parents or Guardians must reach out to the district's Bilingual/Dual Language department for program orientation, application and processing. Space availability may be limited at some Dual Language campuses. Please email Patricia Arriaga at arriagap@georgetownisd.org

How soon will my child demonstrate learning of a second language?

Students will demonstrate their language acquisition skills at their own pace. Students will learn social language first (typically between 1-3 years) and then academic language develops (typically 5- 7 years). Here is a more detailed explanation of those two types of language:

BICS = social language

Basic Interpersonal Communication Skills (BICS) refer to linguistic skills needed in everyday, social face-to-face interactions. For instance, the language used in the playground, on the phone, or to interact socially with other people is part of BICS. The language used in these social interactions is context embedded. That is, it is meaningful, cognitively undemanding, and non-specialized. It takes the learner from six months to two years to develop BICS.

CALP = academic language

Cognitive Academic Language Proficiency (CALP) focuses on proficiency in academic language or language used in the classroom in the various content areas. Academic language is characterized by being abstract, context reduced, and specialized. In addition to acquiring the language, learners need to develop skills such as comparing, classifying, synthesizing, evaluating, and inferring when developing academic competence. It takes learners at least five years to develop CALP. Research from Collier and Thomas (1995) has shown that it may take children with no prior instruction or no support in native language development at least seven years to develop CALP.

What if my child has a learning disability and receives special education or dyslexia service?

Students that are enrolled in Dual Language and receive special services will continue to receive their services, supports and instructional accommodations.

What are the steps if I want to withdraw my child from the program?

We would love to get a chance to talk with you! Please reach out to your campus administration to discuss your concerns.

What are the major goals of the program?

The goals of Dual Language are bilingualism, biliteracy and biculturalism. In other words they will be able to listen, speak, read, write and learn academic content in both languages. They will also learn to embrace and celebrate cultural and linguistic differences.

What should I expect my child to be able to do in Spanish by the end of each year?

Second language learners all grow at their own pace. A good initial indicator of language development would be in identifying the social language that your child is able to engage with. Early on in the Dual Language program, students are provided with a variety of opportunities to engage in the second language with their peers and throughout the day with campus staff. We encourage you to also support your child in the home by integrating commonly used phrases, home labels and the digital resources provided for home use.

Will my child be assessed in English or Spanish or both?

Classroom assessments will be given in the language of instruction for the content area. However, students may demonstrate their understanding of content in the language of their choice in Pk-1st grades. They are highly encouraged to utilize the language of instruction to demonstrate their learning in 2nd-4th. Decisions for state assessments are based on the language proficiency of each student.

If my child chooses remote learning, will he/she still be able to be in dual language?

Absolutely! The Dual Language program is not exclusive to in-person learning. Our dual language staff has been hard at work in creating content and support for our remote learners.

Will dual language be going into middle school or high school?

We will be presenting a proposal to the board later this school year and will update our website once a decision has been made.

What resources will support my child in a dual language classroom?

Students in the Dual Language program will have access to the same curricular resources as their general education peers. In addition, they will have access to resources in both English and Spanish.

Are the TEKS different for Dual Language?

The TEKS, or student learning expectations are the same as their general education peers. The slight differences are in the areas of phonics and grammar due to linguistic differences.